

HUM 2232 Course Syllabus and Overview

Instructor: Prof. A. N. Hill

Welcome!

This course will examine the the dominant ideas, and historical, cultural, intellectual, and artistic developments of the Renaissance and Baroque periods in western civilization. It will focus on historical developments and their relationship to intellectual and cultural forms of expression, emphasizing the synthesis of classical and Christian elements. We will investigate, discuss, and analyze how Europeans understood their world and their place in it as individuals, and how they employed philosophy, politics, music, literature, religion, science, technology, art, poetry, and prose to express their humanity and cultivate their society.

This course will examine Renaissance and Baroque humanities, and will explore both the history of Europe in the 15-17th centuries and the works of art, literature, architecture, poetry, philosophy, myth, and scientific inquiry, that people made in response to these events of their lives. This period in history is known as the Early Modern period by scholars in part to distinguish it from the Ancient and Medieval eras, and because the foundations of the modern world were established in this historical era.

This is a Gordon Rule class: students must demonstrate college level writing skills through multiple written assignments. Minimum grade of C required if used to satisfy the Gordon Rule requirement. Prerequisite: ENC 1101/ ENC 1101H

What are student contact Hours?

These are hours set aside for students. I am regularly available during this time because I am interested in your success in the course. This time is for students to get help on homework, go over material covered in class, talk about some connections between class material and your other academic work, etc., or just say hi and chat.

Based on my sense of your academic strengths and weaknesses, I can help you with study tips, reading notes, and writing. If you are struggling with an issue in class or outside of class, I hope you will reach out to see me so I can put you in touch with resources to help you succeed.

Although you are a student in my class, I prefer to think of us as working together towards a common goal of learning from this course together. I have a lot in the course I'm excited to share with you, but I always learn from my students as well. Thus, my teaching philosophy is grounded in treating you like a colleague. We will work together, we will help each other, we will be flexible with and supportive of each other. We will respect each other and the work we do. Thus, student contact hours are our chances to work one-on-one together.

How Does the Class Use Canvas, and What if I Have Problems with It?

This is a fully online course. Class will be asynchronous and the schedule kept as flexible as possible. We have fifteen (15) modules to complete. You can view the full list of modules via the Modules link in Canvas on the left-side in the course menu. Readings, quizzes, and first discussion posts are due on Wednesdays, while all other assignments, tests, essays, and discussion replies are due Sundays. You can

see the schedule of assignments in the Canvas Syllabus. The work for each module is also outlined each week in the module schedule.

Course content is in the form of videos, posted readings, tests, and discussion boards and everything you will need to complete the course, including syllabus, assignments, discussions, rubrics, etc., is on Canvas. If you can't find something, please contact me for help. If you have problems with Canvas, contact Canvas Help Chat (for more options, click on the ? symbol on the main Canvas menu to the left) or Canvas tech support..

What Technology Do I Need to Succeed in this Class?

Because this class is fully online, your success in it depends on your access to reliable internet and to reliable devices like a tablet, computer, or laptop. It is possible, but not recommended, to complete this course on a smartphone. Canvas has a mobile app, but it is not reliable for taking tests, and you may not be able to access all of the course materials, especially images and videos. Please contact me as soon as possible if you do not have access to a computer or tablet and we may be able to loan you one.

Do You Have Enough Food to Eat? Do You Have a Stable Place to Live?

For most students, college brings new opportunities and experiences, as well as certain challenges and difficulties. Some students experience difficulties affording and/or accessing food and necessities for personal health and hygiene. Some students lack a safe and stable place to live. Some students may find it difficult to manage their mental/emotional health. And, some students may experience challenges balancing school with work, childcare, and other family or personal obligations. All these difficulties and challenges can create considerable anxiety for students and may affect their performance in their courses.

Please know that Valencia College and I are both concerned for your success at school. Therefore, students experiencing these difficulties and challenges are urged to visit the Health and Wellness portal in MyAtlas and contact Baycare (1-800-878-5470), or Student Services, Student Advising, or Student Support, or Valencia East Campus Dean of Students, Joe Sarrubbo.

If you or a student you know is experiencing challenges with food, housing, work and/or family obligations, please know you may also notify me if you feel comfortable doing so. This will enable me to assist in accessing support. Please know that I care and am available to help you.

Class in the Time of Coronavirus

Let's be honest. There's a pandemic out there, and it has thrown all of our lives into chaos. The economy is struggling, and so are we. Some of us have lost our jobs, some of us have moved back in with family, some of us wanted to take a face to face class instead of an online one this semester, and some of us are working on the front lines of this virus in stores, hospitals, and clinics. These are weird, confusing, and disturbing times.

Below are my principles for this class because of the uncertain and fluid nature of this global happening.

These are difficult times and nobody signed up for them. Nobody wants this virus, social distancing is hard, and we have to live with the reality that any of us might get sick, including our friends and families

and ourselves, and sometimes it can all get a little scary and overwhelming. From time to time, we need to acknowledge this and deal with it. That may be messy.

Be kind. Let's be kind to ourselves and each other. Please be kind with me (I am dealing with the same stuff you are, after all). I will be kind with you. We will prioritize supporting each other as human beings first.

We will foster intellectual nourishment, social connection, and personal accommodation. This means that we will communicate clearly with each other, share resources with each other, and give each other the benefit of the doubt. Class will be asynchronous and the schedule as flexible as possible. Complete modules when it is convenient for you and when you are in the best frame of mind for deep thinking and reflection. You can access the materials in this class at any time, no matter where you are, and can complete assignments when it works best for your schedule. And, if you want, we can discuss this work in real time, over the phone, by email, or in a video conference. When in doubt about something, reach out - to classmates, to me.

We will remain flexible and adjust to the situation. Nobody knows how this current situation will continue to unfold, or how we may need to adapt to it. And, everyone will need support and understanding - you, me, all of us, each of us. If necessary, I will make changes to the course to accommodate larger developments outside of class. So, stay in touch, stay tuned to the course in Announcements and email, and reach out to me as your personal circumstances change too.

From time to time, Valencia College posts updates regarding the Coronavirus and its response. Check in for more information, including how Covid-19 may impact your access to campus, your financial aid, fall classes, etc. Please let me know if you have any questions regarding any of this.

*Adapted from "Adjusted Syllabus" by Brandon Bayne, UNC - Chapel Hill

Attendance Policy, Tardiness, Excused Absences, Withdrawals

Attendance Policies

Attendance in class is critical to success in this course but I recognize it can be a personal challenge sometimes. So, while a missed class or a missed deadline for submitting an online assignment counts as an absence according to the college, I won't withdraw you from the course for repeated absences, and attendance will not count towards your final grade. However, repeated absences or lack of engagement with the course are associated with poor grades, so try as much as possible to manage your time well. If you are absent or miss an assignment, for whatever reason, you don't owe me an explanation or documentation of what happened. But, please reach out to me so we can work out a plan to help you catch up. If you fall several modules behind, you may want to consider withdrawing from the course, although this is solely your decision. I don't withdraw students who fail to attend class or miss several assignments.

If you are an international student. or a student on financial aid, it is your responsibility to understand how a "W" will affect your status.

If you experience a significant change in your life, please contact me so we can work out a resolution to your status in the class. If prolonged absences are due to jury duty, military service, or a severe, chronic,

or unexpected medical issue, you should contact the Dean of Humanities for guidance regarding withdrawal.

"No Show" Policy

Attendance during the first week of classes is mandatory. Anyone who misses the first week of class and its Orientation Attendance assignments will be withdrawn as a "No Show"— no exceptions. For face to face classes, you must physically attend class and complete the Orientation Attendance assignment. In online classes, students must post an introduction to the Discussion Board by 11:59 pm on the first Thursday of classes after the semester begins and complete the Orientation Module quiz by the first Sunday of classes at 11:59 pm to avoid being withdrawn from the course as a "No Show." This 'No Show Attendance' is Valencia College policy and it applies to all of your courses.

Student Withdrawal Policy/Withdrawal Deadline

Students must be aware of Valencia's withdrawal date for each semester. Check the college's Academic Calendar [Links to an external site.](#) for information about the last day of withdrawal and other important college deadlines. If you withdraw from a course prior to the withdrawal deadline, you will automatically receive a "W," regardless of the grade you were earning at the time. You will not be withdrawn if you fail to submit work or participate in this class after the No Show period has ended.

Coursework Policies: Quizzes, Assignments, Essays, Final Project

Is There Homework?

Most weeks you will read supplemental primary sources, that provide an eye-witness account of the historical eras we explore, and then answer questions relating to that source. This homework is posted on Canvas.

Module readings, quizzes, and assignments are due each class every week. All coursework is posted and will be submitted on Canvas; please do not email me your work unless we have discussed it first. Work submitted by email tends to get lost in all of the emails I receive every day.

To successfully complete each assignment, your work must reflect a thorough and informed understanding of all module readings with a clear effort at interpretation and analysis rather than simply quoting a passage. This homework is designed to get you to think deeply about the issues ancient people wrestled with and how we think about those same issues today. It will also help you prepare for your final project. If you ever have any questions about how to complete an assignment, please don't hesitate to reach out and let me know. I'm happy to help.

I will provide feedback on your work, and you may always revise and resubmit it as long as the assignment is open and available on Canvas. If you would like further help, please ask me. All written work must include citations in body paragraphs and a Works Cited page. Use only class resources; do not use outside sources. Finally, these assignments will meet Gordon Rule requirements which means you must earn a C or higher. For more information on Gordon Rule requirements, please see below.

What Other Kinds of Assignments and Essays Does the Course Require?

In the online version of this course, students will play a role playing game about the witchcraft hysteria, pair Baroque music and art, take a short personality profile quiz, and complete some short writing

assignments, some of which will be incorporated into a class final project (see below). All assignments must include citations in body paragraphs and a Works Cited page. Use only class resources; do not use outside sources. Finally, these essays will meet Gordon Rule requirements which means you must earn a C or higher on them to receive GR credit. For more information on Gordon Rule requirements, please see below.

In the face-to-face version of this course, there will be some in-class activities where you will earn credit towards completing a module. We may reenact a scene from a play, play some games relating to the course, spend some class time outside, or discuss revising and getting feedback on projects. While you won't be penalized for not attending, you must attend the class session to receive full credit for these activities.

In either version of this class, there will be extra credit opportunities throughout the semester.

What is the Final Project – Historical Landmark Grant?

The final project will involve you choosing, studying closely, and ultimately trying to preserve one Early Modern European (or colonial) site. The purpose of this project is to introduce you to the practice of public history and the ongoing efforts of historians to preserve, study, and interpret the past in historical sites around the world.

Working alone or in groups, students will complete a mock historic preservation grant to protect an endangered Early Modern landmark of their choice – i.e. tomb, building, battlefield, statue, etc.. Your chosen site must be representative of the regions (including their colonies) and historical eras covered in this course: Renaissance, Reformation, or Baroque eras (roughly 1400-1675)

This final project will be completed in stages. First you will be introduced to UNESCO's World Heritage List, an organization that works to save the world's natural and human-built historic heritage. A little later, you will type up and present a brief proposal for the site you have chosen from the UNESCO List. By Module 13 in the semester, you will have written two short papers, one a defense for why you think this site has historical and cultural value, and another detailing your specific plan to conserve your chosen site if you had \$10,000. The grant form and all instructions for every stage of this project are posted online in Canvas.

How Many Tests?

There are weekly reading quizzes and no exams in this course; see the Syllabus for dates.

What if I Don't Know the Answer For a Quiz, Homework, or Essay?

If you cannot easily answer a question on a test or homework and you look online, you might find 'an answer,' but it will not necessarily be the BEST answer or even the right one. Don't ask Google, just ask me, anytime.

Technical Problems During Quizzes or Exams

Occasionally it happens that your server, computer, or Canvas has an error when submitting an assignment or while you are taking a quiz or an exam and you need to have the exam or quiz reset. If that happens, you should do the following:

Document the nature of your problem, if possible, by taking a screenshot

Alert me as soon as possible, providing a full description of the problem and attaching your documentation. I may be able to help if the deadline for the quiz has not passed.

Contact Canvas Help or Valencia OIT if you believe it is a Canvas/Server error.

Keep in mind that you always have two quiz attempts, with unlimited time.

Policies Concerning Test/Quiz and Assignment Deadlines

The due dates for all work are posted in the Course Schedule. When possible, you should try to submit your work on time by the due date. I will accept late work up to two weeks after the assigned due date. You may also revise and resubmit your work within this two week period. After this two week grace period, the assignment will close. If you are unable to meet that late deadline for any reason, contact me as soon as possible during the grace period so we can make alternative arrangements.

Please keep in mind that most missed work cannot be left to the end of the semester and some missed work cannot be made up at all. While I will accept some late missed work, (i.e. work not submitted at all or work submitted in an inaccessible, corrupted, or empty file), you may not make up more than two modules of missing work by the end of the semester, so plan your time accordingly, please. All work submitted in inaccessible, corrupted, or empty files cannot be resubmitted after the two week-grace period. No late work can be accepted after the last day of classes, even if it is less than two weeks late. Additionally, Discussions cannot be accepted after the two week late grace period because the class conversation has already moved on to new topics; students will not benefit from your late comments, nor will you benefit from theirs. This policy is to encourage you to keep up with the course work and to prevent me from being overwhelmed at the end of the course with too much grading.

*NOTE: If you are taking this class in either Summer A or B, each module will consist of the equivalent of two modules' materials from a traditional semester in order to accommodate the short six week schedule. In each of the six modules, some work is due on Thursdays and some work is due on Sundays. For Summer A or B courses, the late policy deadline for all work in this class is one week beyond the original due date. Because the course is only six weeks long, it is not possible to accommodate accepting work beyond a week late. All work due during the final sixth week of class must be submitted by the last Sunday night of the course, at 11:59pm.

Final Project Deadline

The Final Project must be completed by the assigned day and time (see the course calendar). If a student has an unexpected last-minute personal or medical emergency that prevents them from submitting the project by the deadline, they should contact me as soon as possible so we can make alternate arrangements.

Grading Policy and Basis of Evaluation

All work in this course will be assessed as Complete/Incomplete, with the specifications required for Complete detailed in the directions for each assignment. A 'Complete' should not be viewed as "minimally competent" (as is typical for a C grade). Instead, it marks achievement of an assignment's learning goals and is equivalent to a B grade or higher. Thus, an assignment meets the goals, or it does not—there is no gradation of evaluation.

For their final course grade, students will be evaluated based on how many modules are marked as 'Complete.' Each module includes a quiz and an assignment or discussion. Thus, you will earn an A by completing at least 14 modules, a B by completing at least thirteen, a C by completing at least eleven, and a D by completing at least 9 modules in the course.

*NOTE: In Summer A, B, and C classes, there are fewer numbers of modules, but the final course grade will be assessed in comparable ways. In six week courses, with two modules per week, or twelve week courses, an A = at least twelve complete modules, a B = at least eleven complete modules, a C = at least 9 complete modules, and a D = at least 8 complete modules.

Please see the Orientation Module - What is Ungrading? for further information on evaluation of student work and course grades.

Grading for Work Not Submitted

Once the two-week late deadline for assigned work has passed, that assignment will close and cannot be reopened without making special arrangements with the professor. Any work not submitted will earn a '0%.' Students who repeatedly miss the two week late deadlines for assignments, quizzes, and exams will have to accept the '0' for that work, and the low course grade they have earned accordingly.

Class Conduct and Other Policies

What Are the Course Participation Grading Policies?

This class depends on active, thoughtful, prepared participation. We will engage in activities that require a little courage, a lot of enthusiasm, a sense of humor, and thorough familiarity with all assigned readings. I encourage you to ask lots of questions - of me, your fellow students, and of the authors and material we cover.

We will always respect each other's courage, sharing opinions, participating in discussions and group projects, and presenting work that is thoughtful and thought provoking. Please use constructive criticism.

Finally, your active engaged presence online is important to me, but so is your physical and mental health. If these issues begin to affect your overall performance in class, please feel free to come discuss them with me so we can work out a plan for you to finish the course successfully.

Academic Honesty

As scholars, we often rely on the artistic and intellectual works of others. Plagiarism, including cheating – using unauthorized material, taking someone else's ideas or work and passing them off as your own, or using sources without properly citing them - is bad scholarship and will not be tolerated, and violates the Valencia Student Code of Conduct. [Links to an external site.](#).. Make sure you know what Plagiarism ([Links to an external site.](#)) is.

To me, plagiarism is morally and academically indefensible. All work for this class must be your own and written exclusively for this class. You may not reuse material from another course in this class. If you'd like to expand on an idea you worked with in another class, you must discuss it with me first. You must also cite all sources used in all of your work for this class, wherever you use them - both after each instance, and in a Works Cited list.

Plagiarism and cheating on any coursework will result in an “Incomplete” for that grade. An assignment found to be plagiarized cannot be revised and resubmitted. A second incident of plagiarism will result in referrals to the Dean of Humanities and the Dean of Students Office. A third incident of plagiarism or cheating will result in a failing grade in the course.

A plagiarized assignment that I didn't catch does not mean you're in the clear. If I suspect plagiarism, I often review previously-submitted assignments. If I've found that you plagiarized in the past, but didn't catch it before issuing a grade, I reserve the right to reassess the assignment as 'Incomplete.' If this new, post-dated assignment is your second or third strike, you will be reported to the Dean of Humanities and the Dean of Students Office and will fail the course.

I assume you will adhere to Valencia's Student Code of Conduct and will maintain the highest standards of academic integrity. I adhere to the highest standards of academic integrity as well and will not change your grade illegitimately, or violate syllabus policies or Valencia's Code of Conduct.

Visual or Audio Recordings of Face to Face Classes and Sharing of Course Materials Outside of Class

As your professor, I'm committed to giving you as many opportunities and resources to support your learning as possible. Therefore, you may find it beneficial to record in-class lectures to review later. A class lecture is defined as a planned presentation by a college faculty member or instructor, during a scheduled class, delivered for the purpose of transmitting knowledge or information that is reasonably related to the pedagogical objective of the course in which the student is enrolled.

It is important to be respectful of your peers' legal rights to privacy; images or voices of your peers cannot be in your recordings. You may not record class discussions, student presentations, labs, group work, and private conversations. These recordings are permitted for your own personal use only; they may not be published or shared without my written consent. Failure to adhere to these requirements may constitute a violation of the College's Student Code of Conduct.

Note that while these recordings are useful for review, I want you to attend class for your insights and questions and for your benefit and the benefit of your peers. As such, these recordings are not substitutes for class participation and attendance. Should you have any concerns or questions, please feel free to contact me by email.

Zoom meetings are used for student conferences and class purposes only. I do not record these meetings and students may not record them either without my prior written permission. Unauthorized recordings of all class and individual Zoom meetings are prohibited and failure to abide by this rule will result in a referral to the Dean of Humanities as well as the Dean of Students Office.

All other online course materials may be downloaded for personal use only. They are not intended for sharing with or uploading to third party websites, including but not limited to Chegg or Course Hero, for example. Students who post materials to third party websites may have violated the terms of the Creative Commons licenses applied to course resources and will be referred to the Dean of Humanities as well as the Dean of Students Office. Furthermore, please understand that some of these course materials were authored by me. To share my work without my permission is not only a violation of my trust it may constitute facilitating academic dishonesty and will result in a referral to the Dean of Humanities as well as the Dean of Students Office for further investigation.

Valencia College Policies - The Fine Print

Valencia Policy Concerning Classroom Behavior

Valencia Community College is dedicated to promoting honorable personal and social conduct. By enrolling at Valencia, a student assumes the responsibility for knowing and abiding by the rules articulated in the Student Code of Conduct (6Hx28:10-03). In addition to dismissing a student from a class session, we may also refer students who engage in disruptive behaviors to the Deans of Students and Humanities for disciplinary action.

What Are the Disability Accommodations?

Any student who needs accommodations based on the impact of a disability should contact me privately as soon as possible, and should contact the Office for Students with Disabilities.. If you suspect you may have a physiological, psychological, or other personal situation that is compromising your ability to do well in this class, please reach out to me for help. We can discuss how to better support your specific needs, and I am happy to help.

What are Gordon Rule Requirements and is This a Gordon Rule Class?

This class complies with Florida's Gordon Rule Requirements. A Gordon Rule course includes assignments of college-level writing with the following criteria: the writing will have a clearly defined central idea or thesis; it will provide adequate support for that idea; it will be organized clearly and logically; it will show awareness of the conventions of standard written English and will be formatted/presented appropriately. To receive Gordon Rule credit, a grade of C or higher must be earned in that class and on course writing assignments.

Valencia Photo ID

Every student must have a new Valencia photo ID in order to check out library books or take tests in the Testing Center. You can get an ID card in the Security Office on the second floor of building 5.

Copyright Policy

To avoid copyright infringement, any materials produced specifically for this class can ONLY be used during this term for this class.

Third-Party Software and FERPA Policy

Valencia College has a firm commitment to protecting the privacy rights of its students. Third-party software privacy policies will be provided at the point of use within the course.

Valencia College has a firm commitment to protecting the privacy rights of its students. In making this commitment, the College wants to ensure that all faculty and staff are familiar with state and federal laws pertaining to student privacy, as well as College policies and procedures that have been implemented to help guarantee student privacy.

HUM 2232 Course Schedule

Unit 1 - The Early Renaissance

Module 1 The Origins of the Renaissance: Reviving the Classical Tradition

What's Happening:

In this module you will be introduced to the course, your professor, course policies regarding attendance, late work, participation, and other issues, in the Orientation Module. You will also complete Module 1, an Introduction to the Renaissance and an overview of this cultural and historical era. In this module, we will discuss the origins of the Renaissance at the end of the Middle Ages, why the Renaissance began in Italy, and the relationship between the fifteenth century and the ancient Classical past. You will read an essay by an early Humanist and some Renaissance correspondence, written by men and women, that should provide you with some insights into how knowledge of the ancient world as part of a liberal arts education was admired and practiced. If you go to Modules (on the menu to the left) and find Module 1, you will see a list of the readings, quiz, homework, and additional pages of information for optional reading. The optional reading this week is intended to give you an idea of the cutthroat ruthlessness of society in Florence with the shocking history of the infamous Pazzi conspiracy - an assassination attempt on the Medici family in the crowded Basilica on Easter Sunday.

As student introductions begin to appear in the Discussion Assignment, I will respond and post in course announcements and emails my responses to general questions and give you a peek into what's coming up. I will also post future modules and a complete Course Schedule.

To Do:

- Read through the Orientation module and familiarize yourself with the professor, technology requirements, course policies, course navigation, textbook information, and various resources for academic, emotional, and financial support as a Valencia student.
- Complete the Orientation Quiz and the Introduction Assignment. Note: this is a mandatory initial assignment required for the course. If you complete this by the due date, you will be considered a student in full standing in this course, and will receive credit for the assignment. If you miss the deadline, you will be withdrawn from the course as a No-Show for lack of attendance. Please see [Valencia College Class Attendance. Links to an external site.](#) for more information regarding attendance and No-Show reporting.
- Go to [UNESCO \(Links to an external site.\)](#) and familiarize yourself with this organization, what it does, and some of the Early Modern sites it features. Take notes of what you learn about UNESCO and its mission, and write down two interesting factoids related to the Renaissance, Reformation, or Baroque eras, you learned that you did not know before. Type up your facts and submit on Canvas.
- Read: Class Syllabus and Course Schedule and Orientation Module by Thursday at 11:59pm.
- Read: An Overview of the Renaissance, the Origins of the Renaissance, and Why the Renaissance Began in Italy by Thursday at 11:59pm.
- Complete Module 1 Quiz by Sunday at 11:59pm (Note: in future modules, reading quizzes will be due on Thursdays)
- Read: Costanza Varano's letter to Isotta Nogarola and the passage from Alberti's Di Famiglia by Sunday at 11:59pm.
- Complete Reading Homework by Sunday 11:59pm

- Scroll through the additional resources included in this module. Each week you will find additional resources related to the week's topic to help further your knowledge. Feel free to ask me about any of these if you find anything interesting or have any questions

Module 2: The Early Renaissance – Classical and Civic Humanism

What's Happening:

In this module we'll explore the central aspect of Renaissance thought and culture: Humanism. We will discuss what it was to thinkers of the time, what its relationship was to education and knowledge of ancient Greek and Roman civilization, and why it became so important in Florentine (and later all of Italian) society. You will also read a contemporary description of Florence in the early years of the Renaissance, and read the essays of two different Humanists who both believed in the potential of human beings but understood human nature in very different ways. It may also interest you to know that Humanism is still debated and practiced today and has evolved with modern society.

To Do:

- Read: "Renaissance Humanism," "The Classical Roots of Humanism," "Civic Humanism" and "How and Why Did Humanism Spread?" by Thursday 11:59pm
- Complete Module Reading Quiz by Thursday 11:59pm.
- Read: Pico della Mirandola, Giovanni Rucellai, and Giannozzo Manetti
- Complete the reading assignment and submit by Sunday 11:59pm
- Read through the Final Project Module to get an overview of where we will go with the material we learn this semester.

Module 3 Humanism and Art

What's Happening:

In this module we will explore how Renaissance humanism was reflected in painting, sculpture, architecture, and writing. You will explore two of the giants of Italian Humanist art and culture - Leonardo da Vinci and Leon Battista Alberti - and read some of their thoughts on the role of art and education at the time. You will also examine several examples of Italian Renaissance art and we will discuss the two principal kinds of art produced in the fifteenth century: idealistic and realistic art. We will discuss the artistic techniques necessary to produce Humanist art at the time, and analyze some works that reflected particular strands of Humanist thought, like Neoplatonism.

To Do:

- Read Renaissance Humanism in Art and Architecture by Thursday 11:59pm
- Take Module Quiz on Reading by Thursday 11:59pm
- Read: Canvas, Leonardo da Vinci "Treatise on Painting", Leon Battista Alberti "On Painting"
- Complete reading homework and bring your homework to class or submit online Sunday.

Module 4 The Renaissance Courts and the Courtier: the Importance of Having Chill

What's Happening:

In this module we will turn our attention to the larger context of Italian Renaissance society, and especially the world of courts and courtiers. We will examine some of the most influential noble, royal, and wealthy courts in Italy throughout the fifteenth century, and consider the persona of the man or woman who was employed there as courtier. You will read a passage from an enormously popular work of the time, Castiglione's "The Courtier," which was a kind of guide book for how to be an ideal (an highly employable) lord or lady of a court. We will also examine the correspondence between a noblewoman, Isabella d'Este (one of the most powerful individuals in Italy at the time) and Leonardo da Vinci. They were acquainted with each other, and Isabella very much wanted da Vinci to come to her court and paint her portrait. Finally, we will also begin work on the final project by submitting proposals for a potential Early Modern site. Information about this proposal, which should be about one page, is on Canvas in this module.

To Do:

- Read "Renaissance Society, Courts, and Courtiers" and all other Module 4 Readings
- Take Module Quiz on reading by Thursday 11:59pm
- Read: Canvas, Castiglione's The Courtier, Isabella d'Este's correspondence, Leonardo da Vinci lists his skills
- Complete the reading assignment and bring your homework to class or submit online Thursday.
- Proposal for Final Project due by Sunday 11:59pm. See directions on Canvas in this module

Module 5 The High Renaissance in Rome and Venice: Idealism & Classicism in Art, Architecture, Music

What's Happening:

In this module we will explore the culmination of the Renaissance when Italy's cultural centers moved away from Florence to Rome and Venice. We will explore the ways in which an entirely new generation of artists reinvented Renaissance painting and sculpture and reached a pinnacle of artistic production. We will also pay special attention to a group of women, mostly in Venice, who were painting, writing, and composing poetry, and shattering conventional wisdom about the roles and abilities of women.

Finally, we will touch on the temporary downfall of the Medici family, shortly after the death of Lorenzo, and Florence's brief experimentation with a true Republic. In this context, one of the most controversial works of political philosophy was written, Machiavelli's "The Prince." We will read passage from that as well and discuss the consequences it has had on, and its relevance for, us today.

To Do:

- Read Module readings on the High Renaissance, Florence after the Medici, and Women of the Renaissance by Thursday 11:59pm
- Take Module Quiz on the readings by Thursday 11:59pm

- Read Machiavelli's *The Prince* and *Lucrezia Marinella* by Sunday 11:59pm
- Take the Machiavelli Personality Quiz for extra credit and see how Machiavellian you are. (Note: results of this quiz are entirely anonymous)
- Complete reading assignment by Sunday 11:59pm

Unit 2 - The Northern Renaissance and Reformation: Knowledge, Faith, & Human Nature

Module 6 The Northern Renaissance: Humanism, Art, and Literature

What's Happening:

In this module we will look northward and explore how Renaissance thought and culture looked in Germany, Bruges, and the Netherlands. We will examine how the Northern Renaissance was similar to that in Italy and the ways in which it was different. We will also encounter a new and specifically northern take on Humanism: Christian Humanism. Northern Renaissance culture adopted many of the techniques of the Italian Renaissance – linear perspective, critical analysis, knowledge of the ancient world, etc. – and began to look outward towards social and religious reform. The consequences of the early Renaissance in the North paved the way for the Reformation.

To Do:

- Read module readings on The Northern Renaissance by Thursday 11:59pm
- Take Module Quiz on reading by Thursday 11:59pm
- Read: *Canvas*, Erasmus, 175-178
- Complete the reading assignment by Sunday 11:59pm
- Complete Essay 1 Renaissance Humanism OR Part E of Final Project by Sunday: See Instructions in this week's module.

Module 7 The Reformation, Religion, and Popular Print

What's Happening:

In this module we will examine the causes and consequences of the Protestant Reformation, discussing its leaders – Martin Luther, Ulrich Zwingli, and John Calvin. We will discuss its impact on women and families in particular, as well as how this religious reform movement was connected to the Renaissance and Christian Humanism. We will explore the impact that printing had on the Reformation and splintering of religious thought in the generations after Luther.

To Do:

- Read Module readings on the Reformation, the impact of the printing press, and popular print by Thursday 11:59
- Take Module Quiz on the readings by Thursday 11:59pm
- Read Martin Luther's Preface to the Small Catechism, and Martin Luther's Table of Duties by Sunday 11:59pm

- View video: The Protestant Reformation - Setting the Stage
- Complete the reading assignment by Sunday 11:59pm

Module 8 The Reformation: Religion, Popular Print, and Superstition. HANG HER, SHE'S A WITCH!!!

What's Happening:

In this module we will explore one of the more disturbing and fascinating chapters in Early Modern European history: the witchcraft hysteria. Many students confuse this historical episode with the Salem witchcraft trials in America. They were not the same thing, although both may have been caused by some of the same developments and influences of the time, namely the Protestant Reformation. We will explore what influence the Protestant Reformation, the Renaissance, and the development of popular print have on people's understanding of witches and witchcraft. We will also examine three primary source accounts of witchcraft cases in England in the late sixteenth and seventeenth centuries. England was undergoing extraordinary political, economic, and social turbulence due in part to the English Reformation, Henry Tudor's frequent marriages in an attempt to secure a male heir, and his daughters reigns which reverted the kingdom back to Catholicism only to return it to Protestantism again a decade later. This is the first time we'll examine history from the perspective of relatively ordinary men and women, rather than elite thinkers, nobles, and royalty.

To Do:

- Read Module readings on popular print, the witchcraft hysteria by Thursday 11:59pm
- Take Module quiz on readings by Thursday 11:59pm
- Read The Examination and Confession of Certain Witches, A Detection of Damnable Drifts, and The Wonderful Discoverie by Sunday 11:59pm
- Complete reading assignment by Sunday 11:59pm
- Complete Discussion by Sunday 11:59pm

Module 9 Global Encounters, European Colonization and Conquest

What's Happening:

In this module we will turn westward and explore the impact that European exploration, conquest, and colonization of the New World had on Native Americans as well as Europeans. We will examine the reasons that first Spain, and then England and France established colonies in the Americas, and how the relationship between European and Native American cultures impacted the art of the time. You will read two accounts of this episode in history, one from the perspective of a European, and the other from the perspective of a Native

To Do:

- Read Module readings on European exploration, conquest, and colonization of the Americas by Thursday 11:59pm

- Take Module quiz on the readings by Thursday 11:59pm
- Read Montaigne's "On Cannibals," and Garcilaso de la Vega's "El Inca" Royal Commentaries on the Incas by Sunday 11:59pm
- Complete reading assignment/discussion by Sunday 11:59pm

Module 10 The English Renaissance and William Shakespeare

What's Happening:

In this week's module, we will continue to look at England after the Reformation and a chapter in history known as the English Renaissance. Under the prosperous reign of Queen Elizabeth I, England experienced a Renaissance of its own especially in art, literature, and theater. We will look at the plays of William Shakespeare and read or watch one. I am currently considering a change from Hamlet, so stay tuned to discussions which will invite your input, and more formal directions about what we'll do this week, exactly.

To Do:

- Read Module readings on The English Renaissance, and Shakespeare's theater by Thursday 11:59pm
- Take Module quiz on readings by Thursday 11:59pm
- Read a Shakespeare play TBA by Sunday 11:59pm
- Complete homework/discussion on the Shakespeare play TBA by Sunday 11:59pm

Unit Three - The Baroque: Power, Reason, and Human Nature

Module 11 The Counter-Reformation in Italy: Revival of Spirituality and Mannerism

What's Happening:

In this module we will examine the Catholic Church's response to the Protestant Reformation, and the disintegrating political and social stability in Italy in the mid-sixteenth century. In 1527, Charles V, the Holy Roman Emperor, led his forces, including mercenary Protestant soldiers, into Italy in an attempt to claim territory he believed was rightfully his as well as to plunder the extraordinary wealth of the city-states. This episode is commonly seen as the formal end of the Renaissance, and artists responded to the uncertain and troubling times with dramatic changes in their painting and sculpture. We will examine a new kind of art, called Mannerist, and explore how the Catholic Church turned to painting, sculpture, and music as part of its Counter Reformation.

To Do:

- Read Module readings on the Counter Reformation and Mannerism by Thursday 11:59pm
- Take Module Quiz on readings by Thursday 11:59pm.
- Read Luigi Guicciardini's The Sack of Rome, and The Sack of Rome, the End of the Renaissance?
- Complete reading homework on the sack of Rome by Sunday 11:59pm

Module 12 The Baroque World in Italy: Painting, Sculpture, and Music

What's Happening:

In this module we will turn a new historical and cultural chapter with an examination of the Baroque period. The Baroque was more than a new style of art or architecture. It was a fundamentally different period in European history in many ways, in part because it represented a response to and rejection of Renaissance ideals, and also because it reflected a very different Europe in the wake of the Protestant Reformation. In this module, you will listen to some music, and examine how it and works of art and architecture were so different from works of the Renaissance. Finally, we will also pick back up our final projects, and you will write your second essay of the semester which can be either about a Baroque work or about the site you chose for your final project.

To do:

- Read Module readings on the Baroque in Italy by Thursday 11:59pm
- Take Module quiz based on module readings by Thursday 11:59pm
- Listen to: Vivaldi The Four Seasons: Spring ANTONIO VIVALDI - La primavera
- Essay 2: Baroque Art and Culture OR Part E of Final Project by Sunday 11:59pm
- Complete Discussion: Baroque Music and Art

Module 13 The Baroque World of the Dutch Netherlands

What's Happening:

In this module we will explore the Baroque age in northern Europe in the Netherlands. The situation in the Dutch Republic was very different than in Italy. For one, this was a Protestant Calvinist society, with fewer nobility and almost no religious art commissioned by the Church. For another, there was more social unity and economic prosperity in this part of northern Europe as the commercial trade of goods from the Americas poured profits into the city of Amsterdam. We will examine a curious chapter in history, the very first collapse of a secondary economic market, like the housing and stock market collapses in the US in the 20th and 21st centuries. We will also begin to look at an exciting development in northern Europe, the Scientific Revolution. We will listen to some northern Baroque music, look at northern Baroque art, and analyze a fascinating painting that represents an artist's understanding of the plague and new medical developments of his time.

We will also talk some more about the practice of historic preservation and weigh the many options you have as you consider what you would do to help preserve your chosen historical site. Will you apply for a grant to create a 3D model of your site, install interpretative signs, make your site handicap accessible, or will you consider flood, landslide, or wildfire mitigation? Is there marble that needs to be cleaned, mosaics to preserve, landscaping to do, or does your site need a management plan? You will review a list of possible projects, pick one which you feel is most suitable for your site, and write it up as a plan, in a one-page essay.

To Do:

- Read Module reading on the Dutch Republic and Northern Baroque Art, and Art, Science, and Medicine by Sunday 11:59pm
- Take Module quiz on the Module readings by Thursday 11:59pm
- Complete Discussion Assignment: Plague, Art, and Science in the Northern Baroque
- Listen: Bach Brandenburg Concerto 2 Bach: Brandenburg Concerto No. 2 in F major, BWV 1047 (Freiburger Barockorchester);
- Bach Christmas Oratorio Bach - Christmas Oratorio, BWV 248 OR Bach - Christmas Oratorio [1-3] Harnoncourt
- Part B Executive Summary of Grant Project due by Sunday 11:59pm.

Module 14 Scientific Revolution

What's Happening:

In this module we will examine the intellectual and scientific developments of the late sixteenth and seventeenth centuries throughout Europe. We will look at the way men and women established scientific procedures still in use today, explored ideas and made discoveries that continue to shape how we think about the world and our place in it. We will discuss the cultural and philosophical ramifications of this experimental age. We will also finish working on the final projects, and I will have some further feedback and resources available for you. We will discuss more aspects of public history and look at some historic preservation success stories, like a manor house in England. I will also schedule regular meetings for the class via Zoom for you to ask general questions about these projects. Please feel free to request a personal phone call or video conference if you have specific questions about your project. Finally, you will complete your third exam of the course. This is not a comprehensive final exam, just a summative test of this last unit.

To Do:

- Read: All assigned Module 14 Readings, including "Correspondence of the Scientific Revolution"
- Complete reading homework by Sunday 11:59pm

Module 15 Final Projects and Final Exam Week

Turn in your final projects by Monday 11:59pm. Because I like to end the course on a positive and reflective note, please also make sure you complete the Final Thoughts Discussion by Thursday 11:59pm.

*Please be advised, this weekly schedule is subject to change. If changes become necessary, you will be notified in class and through Canvas.