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# American Public University System

*The Ultimate Advantage is an Educated Mind*

## School of Arts and Humanities

### HIST 535 Renaissance and Reformation

**3 Credit Hours  
16 weeks**

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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#### Instructor Information

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#### Course Description

This course examines the Renaissance as a European-wide movement emanating from the Italian peninsula; the crisis of the medieval Church and the rise of the Renaissance papacy; humanism, with special emphasis on the great painters, architects, and sculptors; the Renaissance city-states, Machiavelli, and the Renaissance monarchies of France, England, Spain, and the Holy Roman Empire; the continuing crisis of the medieval Church and the religious upheavals of Protestantism; the work of Luther, Calvin, Zwingli, and the Anabaptists; the Catholic Reformation; the age of civil and religious wars.

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### Course Scope

Students will analyze and assess the major social, political, cultural, and intellectual issues that moved Europeans during the early modern period. They will identify and explain major ideas, events, and people of Renaissance and Reformation Europe, and analytically debate and critique the differences in interpretation by historians of the period. Students will engage in in depth research and reading to write a series of essays that will allow them to argue positions on questions of historical significance in the Renaissance and Reformation period of European history.

### Course Objectives (CO)

Upon completion of HIST 535, the student will be able to:

- Analyze the features that distinguish the Renaissance and Reformation periods of European history from other periods. (LO1)
- Evaluate the factors that made Italy a center for Renaissance cultural production. (CO2)
- Identify and describe key characteristics of Renaissance humanism and explain its role as the fundamental outlook of the Renaissance perspective. (LO3)
- Analyze and evaluate traditional and new historiographical interpretations of the Renaissance and Reformation. (LO4)
- Evaluate the personal characteristics of leading Renaissance and Reformation figures and their relationship to the broader historical context that they confronted. (LO5)
- Identify and describe regional trends and variations that characterized the development of the Renaissance and the Reformation, including differences. (LO6)
- Determine the relationship between “high” culture and popular culture during the Renaissance and Reformation periods. (LO7)

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### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (located in Resources) and access to the online learning management system (Sakai) will be made available to each student. Online assignments are due by Friday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums) and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

### Course Materials

#### REQUIRED TEXTS (APUS Online Library=OL)

- Leon Battista Alberti, *On Painting* (Yale University Press). Translated by John R. Spencer. ISBN 9780300000016. The online version, also acceptable, does not have the introduction. See

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the Course Bibliography for the URL.

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- Diarmaid MacCulloch, *The Reformation* (Viking 2003).
- Niccolò Machiavelli, *The Prince* (OL). If you wish to purchase a copy, the Wootton edition (ISBN 9780872203167) is recommended for its excellent translation. The George Bull translation (ISBN 9780143036333), available in the OL, is still used by scholars, and is also recommended for purchase, if you wish. The Marriott translation is available online (see the Course Bibliography).
- Giovanni Pico della Mirandola, *Oration on the Dignity of Man* (Gateway 1956, 1999) or online (see the Course Bibliography). ISBN 0895267136.

**HIGHLY RECOMMENDED REFERENCES:**

Turabian, Kate L. *Manual for Writers of Term Papers*. 8th ed. Chicago: University of Chicago Press, 2013. Purchase optional but highly recommended.

**Additional Required Readings:** In Resources or provided by the Instructor.

For those students who want a general textbook giving an overview of Renaissance and Reformation history, below are a few suggestions. Important Note: These are undergraduate texts. Do not use them for your essays or forum discussion posts.

- Brotton, Jerry. *The Renaissance: A Very Short Introduction*. Oxford: Oxford University Press, 2006.
- Winks, Robin W., and Lee Palmer Wandel. *Europe in a Wider World, 1350-1650*. New York: Oxford University Press, 2003.
- Zophy, Jonathan W. *A Short History of Renaissance and Reformation Europe: Dances over Fire and Water*. 4<sup>th</sup> ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2009.

**IMPORTANT NOTE:** The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. **Citations will follow traditional footnote attribution. Do not use endnotes, parenthetical notes, MLA, or APA.** Make sure that your Microsoft Word is not set to create an extra line between paragraphs. This is not in accordance with the Chicago Style Manual. Also make sure that Word is set to create one space after punctuation, which Chicago requires. Make sure that you change the preferences in Word before you turn in a written assignment. Historians use the Chicago bibliography style (not the reference style).

**Copyright/Fair Use Notice:** Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

**Websites:** In addition to the required course texts Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note that web site addresses are subject to change.

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**Evaluation Procedures**

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When submitting work, the proper file name is:

Hist535SectionNumberLastNameFirstNameAssignmentName.doc or .docx. No late assignment will receive an A grade unless the instructor has been contacted before the due date with a valid reason.

**COMPUTER FAILURE or other technological problems are not an excuse for late work. Save your work every few minutes. Purchase an external hard drive and back up your work. Alternatively, you can save your drafts and documents in a cloud. Google Drive and dropbox.com are free.**

**FORUM ASSIGNMENTS:** Each forum requires answers to questions listed in the forum. Use this opportunity to express critical analysis and deeply engage the course material. Adhere closely to the requirements in the Graduate Forum Grading Rubric found in Resources. Students will respond to all the questions in each forum, and to at least two fellow students. Each post must adhere to Chicago and include footnotes. These forum discussions are preparation for you to participate in professional online discussion forums.

- WEEK 1 of the module: No later than Friday, 11:55 ET, submit the initial posting of no less than 350 words to the required set of questions (all of them) in the forum area for your classmates to read.
- WEEK 2 of the module: By Friday, 11:55 ET, submit at least two responses of at least 250 words each to two different students.

For the forum discussions only, a bibliography is not necessary. Classroom discussion work must be posted to the forum during the module in which it is assigned. Classroom discussions will not be accepted through email or in attachments. Postings unrelated to the module's discussion, as well as late postings, do not count as participation for grading purposes. There can be no extensions for forum postings because they are the equivalent of attending a face-to-face class. Part of the forum participation will include incorporating what students have learned from the discussions and reviews on the H-Net network they have joined. The first module every student will join an [H-Net discussion network](#). It can take time for an application to be approved, but the logs are public and all students should start reading them as from the first week.

*Module 1 is different. You do not have to respond to anyone. You absolutely must post with at least 250 words by Sunday midnight of the first week. This is required, and is graded, to complete your registration as per Department of Education (DOE) regulations. Do not answer in bits and pieces. Write one post.*

*All essays should be 8-10 double-spaced pages, with standard margins, in Times New Roman 12 pt font. Grading is based on the graduate grading rubric in Resources. You must use a minimum of 10 quality academic sources for each essay that are not required reading (you can reuse sources for other essays). You must actually use these sources in your essay and not just consult them. Remember that the Chicago style and footnotes are always used. All four essays will demonstrate excellent use of journal articles. To understand the quality of work you are expected to achieve in all your written work, it is highly recommended that you read some articles from the recommended journals for the fields of Renaissance and Reformation studies (see the Course Bibliography). Do not forget, in each essay, your title page and bibliography. Note that sources can be shared among the four essays and that you can use essays as a foundation for subsequent ones.*

**ESSAY BASED ON A BOOK (EBB):** Each student is required to write an essay based on any book from the Course Bibliography found in Resources, **providing it is not required reading in the course.** The essay is not a book review. It includes a brief (and I emphasize brief) summary of the book but is mostly a critical analysis of a theme or idea found in the book. Find a point of interest in the book, and

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through research, build on it. If the essay is on a book that is literature, a classic academic book (twenty years older or more), or a primary source document, then the essay will solely be a very brief summary, and analysis of why the book or document is important for the study of history and how it connects to course themes. Due Sunday 11:55 PM ET Week 4.

**PPT ESSAY:** In the first week lesson (see Lessons) is a list of people, places, and “things” (PPT) on which you can write. For this essay, you must use a book from the course bibliography that is not required reading and that you did not read for the EBB. Engage in critical analysis and do not be content with a descriptive essay. What intrigues or confuses you about the person, place, or “thing”? Build on that question. Due Sunday 11:55 PM ET Week 8.

**SHORT ESSAYS:** Each student is required to write two additional essays. One will be on the Renaissance era (due Sunday 11:55 PM ET Week 12) and the other on the Reformation era (due Sunday 11:55 PM ET Week 16). In these essays, students will argue and support a question of historical significance in the Renaissance and Reformation periods of European history that is related to the course reading.

**DIPLOMATIC REPORTS:** These are short reports, **about two paragraphs**, posted by Sunday 11:55 PM ET, the last day of the module. Each of you will choose a city (**not** Florence) or state that will be yours for the semester. Each module (except the first one) you will write a report on what of significance or interest was going on in your city or state during a quarter-century span. You choose the quarter-century, but it should be connected in some way to the time period being discussed on the forum for that module. These reports are not scholarly works. Write them as if you were a diplomat from Florence who is assigned to another city or state. You are reporting to the *Signoria* on conditions in foreign lands. Such reports naturally covered political conditions, but they often also contained information on economic trends, peculiar social customs, and court gossip. The intent of these reports is that the whole class will become better informed about various places in Europe. Have some fun with this. This exercise is ungraded, but required. Points are deducted from your forum grade if you do not make the diplomatic report. Do not cite sources for this exercise but, of course, you cannot make things up! Nevertheless, when researching, **only use academic-quality resources**.

Assignment	Weighted Percent
Forums (8)	40 percent
Essays (4)	60 percent
<b>Total Percentage</b>	<b>100 percent</b>

## Course Outline

**NOTE:** All reading assigned is due for discussion the following module. Refer regularly to Lessons. It includes your to-do list, lectures, and more. I use Announcements to remind you what module we are in and anything special I wish to announce. Please see the [Student Handbook](#) to reference the University’s [grading scale](#). OL = Online Library.

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<u>Module</u>	<u>Topics</u>	<u>Learning Objectives</u>	<u>Readings and Activities</u>	<u>Assignments</u>
1	Introduction to the course. Transition from the Medieval Era.	<p>Develop the necessary skills to use Sakai and the Online Library.</p> <p>Create a learning community.</p> <p>Determine some of the influences that led to the Renaissance and Reformation. L01</p>	<p>Reading (in Resources) and podcast (in Lessons, Lecture) immediately for Module 1 due first Sunday, about 50 pages:</p> <ol style="list-style-type: none"> <li>1) <a href="#">Anonimale Chronicle: English Peasants' Revolt (1381)</a></li> <li>2) <a href="#">Poem Criticizing the Avignon Papacy</a></li> <li>3) <a href="#">Petrarch, Letter Criticizing the Avignon Papacy</a></li> <li>4) <a href="#">Plague and Public Health in Renaissance Europe</a></li> <li>5) <a href="#">Boccaccio on the Black Death</a></li> <li>6) <a href="#">The Famine of 1315</a></li> <li>7) <a href="#">Ordinance of Laborers (1349)</a></li> <li>8) <a href="#">Statute of Laborers, 1351</a></li> <li>9) <a href="#">Jean Froissart: On the Jacquerie, 1358</a></li> <li>10) <a href="#">Johan Nider: On Joan of Arc</a></li> <li>11) <a href="#">The Trial of Joan of Arc, 1431</a></li> <li>12) <a href="#">Joan of Arc's Letter to the King of England, 1429</a></li> <li>13) <a href="#">Hundred Years' War: Treaty of Troyes (1420) and Conditions in France (1422)</a></li> <li>14) <a href="#">The Hundred Years' War in the High Court of Parlement</a></li> <li>15) <a href="#">Jean Froissart: On the Hundred Years' War</a></li> </ol> <p>Recommended Reading and Podcast (in Resources) is at the end of the syllabus.</p> <p>From this point, reading is due by Friday the first week of the module in which the reading will be discussed.</p> <p>Required reading for Module 2 (in Resources):</p> <ol style="list-style-type: none"> <li>1) <a href="#">Dante on Papal Avarice, the Third Pit in Hell</a></li> <li>2) <a href="#">Dante Alighieri</a></li> <li>3) <a href="#">William of Hundleby: The Outrage at Anagni, 1303</a></li> <li>4) <a href="#">The Law Licet Juris of the Frankfort Diet of 1338</a></li> <li>5) <a href="#">The Pragmatic Sanction of Bourges, 1438</a></li> <li>6) <a href="#">Marsilius of Padua, Defensor Pacis (selections)</a></li> </ol>	<p>Virtual introduction and other Module 1 work.</p> <p>Required reading.</p> <p>Explore the course website.</p> <p>Explore the Online Library.</p> <p>Join a discussion network at H-Net.</p> <p>Find virtual museums and art galleries to enjoy so you can engage in analyzing material culture.</p> <p>Choose from where you are a diplomat.</p> <p>Choose a book from the course bibliography to read for the EBB. Start reading it and researching your essay.</p>

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			<p>7) <a href="#">Marsilius of Padua, <i>Defensor Pacis</i></a> (conclusions)</p> <p>8) <a href="#">John XII, <i>Condemnation of Marsiligio of Padua, 1327</i></a></p> <p>9) <a href="#">Pope Gregory XI, <i>Condemnation of Wycliffe, 1382; Wycliffe's Reply, 1384</i></a></p> <p>10) <a href="#">Utraquism</a> (Hussite dogma)</p> <p>11) <a href="#">Jan Hus, <i>Final Declaration 1415</i></a></p> <p>12) <a href="#">John Wycliffe, <i>On the Sacrament of Communion</i></a></p> <p>13) <a href="#">Council of Constance, <i>Sacrosancta, 1415</i></a></p> <p>14) <a href="#">Council of Constance, <i>Frequens, 1417</i></a></p> <p>15) R. S. Lopez and H. A. Miskimin, "The Economic Depression of the Renaissance." Plus the three response articles by Carlo Cipolla, R. S. Lopez, and H. A. Miskimin.</p> <p>16) William J. Bouwsma, "The Renaissance and the Drama of Western History."</p> <p>17) AHR Forum on the Persistence of the Renaissance: "Introduction," Introduction by Findlen and Gowens, Findlen, Gouwens, Bouwsma, Grafton, and Starn.</p> <p>18) Joan Kelly-Gadol, "Did Women Have a Renaissance?"</p> <p>19) Gabriele Neher, "Renaissance Women."</p> <p>20) Laura Chandler, "Feminist Historiography of Early Modern European Women."</p> <p>21) Jacob Burckhardt, <i>The Civilization of the Renaissance of Italy</i>, Part I.</p> <p>Recommend Reading and Lecture (in Resources).</p>	<p>Look at Lessons.</p>
2	<p>Historiography of the Renaissance. More Background.</p>	<p>Investigate the historiography debate over the meaning of "the Renaissance." Continue examining the influences on the Renaissance and Reformation.</p>	<p>Required Reading:</p> <p>1) Introduction to Burckhardt by Peter Burke (if you have the Penguin Classics edition).</p> <p>2) Paul Oskar Kristeller, <i>Renaissance Thought: The Classic, Scholastic, and Humanistic Strains</i> (OL) – chapter 1, and the preface to the Harper Torchbook edition.</p> <p>3) Niccolò Machiavelli, <i>The Prince</i> (OL).</p> <p>4) Erasmus, <i>The Education of a Christian Prince</i> (OL) – chapter 1.</p>	<p>Required reading.</p> <p>Forum.</p> <p>Browse virtual museums and art galleries.</p> <p>Make your diplomatic</p>



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		LO 1, LO4	<p>Required Reading and PPT in Resources:            4) Jacob Burkhardt, <i>The Civilization of the Renaissance in Italy</i> – Part 3.            5) Alberti, <i>On Painting</i> (including the introduction and notes if you purchased the book).            6) Giovanni Pico della Mirandola, <i>Oration on the Dignity of Man</i>.            7) Renaissance Design and Decorative Arts (PPT).</p> <p>Recommended, in Resources and in the OL, at the end of the syllabus.</p>	<p>report.</p> <p>Write and revise your EBB. Submit it.</p> <p>Look at Lessons.</p>
3	The Italian Renaissance and Humanism.	Analyze the political, social, and economic elements of the Italian Renaissance. Analyze the influence of humanist thought on European development. Examine the richness of Renaissance art and how it affected European development. L01, L02, L03, L05, L06, L07	<p>Required (in Resources):            1) Theodore K. Rabb, “How Italian was the Renaissance?”            2) <a href="#">Printing: Renaissance and Reformation</a> (images of early printed matter).            3) Edmund Campos, “Jews, Spaniards, and Portugales: Ambiguous Identities of Portuguese Marranos in Elizabethan England.”            4) AHR Forum on the Printing Revolution: Grafton, Eisenstein, Johns, Eisenstein 2.            5) Anthony Grafton, “The Importance of Being Printed.”            6) Paul F. Grendler, “Form and Function in Italian Renaissance Popular Books.”            7) Sara Nalle, “Literacy and Culture in Early Modern Castile.”            8) <a href="#">Philippe de Commynes: Portrait of Louis XI</a>            9) Paul F. Grendler, “Schooling in Western Europe.” (<i>Renaissance Quarterly</i> Forum on Education in the Renaissance and Reformation)            10) Bibliography for the <i>Renaissance Quarterly</i> Forum.            11) Robert Proctor, “The Studia Humanitatis: Contemporary Scholarship and Renaissance Ideals.”            12) Charles Nauert, Jr., “Humanist Infiltration into the Academic World: Some Studies of Northern Universities.”            13) Susan Karant-Nunn, “Alas, a Lack: Trends in the Historiography of Pre-University Education in Early Modern Germany.”            14) Christopher Marlowe’s <i>Doctor</i></p>	<p>Required reading.</p> <p>Forum.</p> <p>Browse virtual museums and art galleries.</p> <p>Make your diplomatic report.</p> <p>Start reading and researching for your PPT.</p> <p>Look at Lessons.</p>

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			<p><i>Faustus</i> (video). 15) Kenneth Clark's <i>Civilisation</i>, "Protest and Communication." (Video)</p> <p>Recommended, in Resources, at the end of the syllabus.</p>	
4	The Northern Renaissance.	Analyze the political, social, and economic elements of the Northern Renaissance. Examine the richness of Renaissance art and technology and how it affected European development. LO1, LO2, LO5, LO6, LO7	<p>Required: 1) MacCulloch, chapters 1-4.</p> <p>Required in Resources: 2) Reformation Art PPT. 3) Susan C. Karant-Nunn, "Continuity and Change: Some Effects of the Reformation on the Women of Zwickau." 4) Roland H. Bainton, "Interpretations of the Reformation." 5) Hans J. Hillerbrand, "Was There a Reformation in the Sixteenth Century?" 6) Martin Luther's letter to the Archbishop of Mainz, 1517. 7) Martin Luther's tower experience, 1519. 8) Pope Leo X, <i>Exsurge Domine</i>. 9) Andrew Pettegree and Matthew Hall, "The Reformation and the Book: A Reconsideration." 10) Robert M. Kingdon, "Social Welfare in Calvin's Geneva." 11) A. Gordon Kinder, "The Reformation and Spain: Stillbirth, By-Pass, or Excision?" 12) Mack P. Holt, "Wine, Community and Reformation in Sixteenth-Century Burgundy."</p> <p>Recommended (in Resources), at the end of the syllabus.</p>	<p>Required reading.</p> <p>Write and revise your PPT. Submit it.</p> <p>Forum.</p> <p>Browse virtual museums and art galleries.</p> <p>Make your diplomatic report.</p> <p>Look at Lessons.</p>
5	Reformation 1.	Analyze the causes and results of Luther's revolt. LO1, LO5, LO6	<p>Required: 1) MacCulloch, chapters 5-10.</p> <p>Required in Resources: 2) P. G. Lake, "Calvinism and the English Church, 1570-1635." 3) Sara T. Nalle, "Inquisitors, Priests, and the People during the Catholic Reformation in Spain." 4) G. W. Bernard, "The Church of England c. 1529-c. 1642." 5) John Bossy, "The Counter-Reformation and the People of Catholic</p>	<p>Required reading.</p> <p>Forum.</p> <p>Browse virtual museums and art galleries.</p> <p>Make your diplomatic</p>

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			Europe." Recommended (in Resources), at the end of the syllabus.	report.  Start researching your short essay on the Renaissance.  Look at Lessons.
6	Reformation 2.	Examine how the Reformation affected the northern countries, especially England, and including the Spanish Inquisition. LO1, LO5, LO6	Required: 1) MacCulloch, chapters 13 - 17.  Required in Resources: 2) Nancy Siraisi, "Vesalius and the Reading of Galen's Teleology." 3) Nancy Siraisi, "Oratory and Rhetoric in Renaissance Medicine." 4) R. W. Serjeantson, "The Passions and Animal Language, 1540-1700." 5) Robert Scribner, "The Reformation, Popular Magic, and the Disenchantment of the World." 6) Edmund Kern, "Confessional Identity and Magic in the Late Sixteenth Century: Jakob Bithner and Witchcraft in Styria." 7) David Gentilcore, "Methods and Approaches in the Social History of the Counter-Reformation in Italy." 8) William Hine, "Mersenne and Copernicanism." 9) Margaret Osler, "Galileo, Motion, and Essences." 10) J. R. Christianson and Tycho Brahe, "Tycho Brahe's German Treatise on the Comet of 1577: A Study in Science and Politics." 11) Brian P. Copenhaver, "Did Science Have a Renaissance?"  Recommended (in Resources), at the end of the syllabus.	Required reading and watching.  Forum.  Browse virtual museums and art galleries.  Make your diplomatic report.  Write and revise your first short essay. Submit it.  Look at Lessons.
7	"Science" and Witchcraft.	Analyze popular religion and the beginnings of modern science. LO1, LO7	Required: 1) MacCulloch, chapter 17. 2) J. H. Parry, <i>The Age of Reconnaissance</i> (OL) - "Introduction" and Part 1. 3) Thomas F. Arnold, "War in Sixteenth-Century Europe: Revolution and Renaissance," in Jeremy Black, ed.,	Required reading.  Forum.  Browse virtual

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			<p><i>European Warfare, 1453-1815</i> (OL).</p> <p>4) Ronald G. Asch, "Warfare in the Age of the Thirty Years War, 1598-1648," in Jeremy Black, ed., <i>European Warfare, 1453-1815</i> (OL).</p> <p>5) Jacqueline Holler, "I, Elena de la Cruz: Heresy and Gender in Mexico City, 1568."</p> <p>6) Margaret MacLeish Mott, "Leonor de Cáceres and the Mexican Inquisition."</p> <p>7) Martin Nesvig, "'Heretical Plagues' and Censorship Cordons: Colonial Mexico and the Transatlantic Book Trade."</p> <p>8) Karin J. MacHardy, "The Rise of Absolutism and Noble Rebellion in Early Modern Habsburg Austria, 1570 to 1620."</p> <p>9) Keith Thomas, "Women and the Civil War Sects."</p> <p>10) Ethyn Morgan Williams, "Women Preachers in the Civil War."</p> <p>Recommended (in Resources), at the end of the syllabus.</p>	<p>museums and art galleries.</p> <p>Make your diplomatic report.</p> <p>Start researching your short essay on the Reformation.</p> <p>Look at Lessons.</p>
8	The New Europe: Warfare, Politics, and Exploration.	<p>Examine the conditions necessary to begin colonial expansion. Analyze the continuing "religious" revolts and how they affected the European continent. Summarize the political and social changes. Understand the transitions taking place in Europe. Successfully conclude the course. CO1, CO5, CO6</p>	None.	<p>Required reading.</p> <p>Forum.</p> <p>Write and revise your second short essay. Submit it.</p> <p>Browse virtual museums and art galleries.</p> <p>Make your diplomatic report.</p> <p>Look at Lessons.</p>

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Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. (Chicago: University of Chicago Press, 2007), which is the most readily available distillation of the *Chicago Manual*. See, also, the Chicago Style Manual in the Online Library.

The Chicago Style Manual for book-length works and its Turabian offshoot for research papers have long been the standard for historians. These texts cover the layout and production gamut—including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design or designation.

1. Front matter—title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.
3. Back matter—bibliography, appendices.

## NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate—both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting—basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others. Humor Note: Despite the best of intentions, jokes and—especially—satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: J☐ Points will be deducted from forum postings that do not adhere to Netiquette or professional standards.

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## Policies

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Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

## DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular class.

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## Selected Bibliography and Recommended Reading, Listening, and Watching

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See the course bibliography available in Resources.

Week 1 Recommended in Resources:

- 1) *Decameron Web*

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- 2) [The Trial of Joan of Arc](#) (full text)
- 3) Podcast on Joan of Arc.

Module 2 in Resources:

- 1) [William of Ockham's \*Dialogus\*](#)
- 2) Open Yale Course Lecture: "Plague (III): Illustrations and Conclusions."
- 3) Open Yale Course: "Dante in Translation."

Module 3 mostly in Resources:

- 1) William Gilbert, *Renaissance and Reformation* – chapters 8 and 9.
- 2) Edward Lowinsky, "Music in the Culture of the Renaissance."
- 3) *Erasmus* (podcast).
- 4) Lu Ann Homza, "Erasmus as Hero, or Heretic? Spanish Humanism and the Valladolid Assembly of 1527."
- 5) Denis Arnold, "Music at a Venetian Confraternity in the Renaissance."
- 6) Theodore Rabb, "Why Michelangelo Matters."
- 7) Katherine McIver, "Maniera, Music, and Vasari."
- 8) *Leonardo da Vinci* (video, parts 1 and 2 only).
- 9) Kenneth Clark's *Civilisation*, "Man, The Measure of All Things." (Video)
- 10) Kenneth Clark's *Civilisation*, "The Hero as Artist." (Video)
- 11) Jacob Burckhardt, *The Civilization of the Renaissance of Italy* (all).
- 12) Gary Ianziti, "Bruni on Historical Writing."
- 13) Christopher S. Celenza, "Lorenzo Valla, 'Paganism,' and Orthodoxy."
- 14) James Hankins, "The 'Baron Thesis' after Forty Years and Some Recent Studies of Leonardo Bruni."
- 15) Baldesar Castiglione, *The Book of the Courtier*.
- 16) Lecture by Frederick Ilchman, "Recreating the Conversations of Titian, Tintoretto, and Veronese."
- 17) Podcast: "The Borgias"

Recommended, in the Online Library if noted so:

- 18) Gene Brucker, *Renaissance Florence* (OL) – chapters 1 and 6.
- 19) Paul Oskar Kristeller, *Renaissance Thought: The Classic, Scholastic, and Humanistic Strains* (OL) – all.
- 20) Angelo Mazzocco, ed., *Interpretations of Renaissance Humanism* (OL).
- 21) Desiderius Erasmus, *The Education of a Christian Prince* (OL), all.
- 22) Hans Baron, *The Crisis of the Early Italian Renaissance: Civic Humanism and Republican Liberty in an Age of Classicism and Tyranny* (OL).
- 23) Eric Cochrane, *Historians and Historiography in the Italian Renaissance* (OL) – Book 1: "The Birth of Humanist Historiography."
- 24) Francis Petrarch, *My Secret Book*. The J.G. Nichols translation is recommended.
- 25) Lorenzo Valla, *On the False Donation of Constantine*.
- 26) Roland Bainton, *Erasmus of Christendom*

Module 4 in Resources:

- 1) Keith Thomas, "The Place of Laughter in Tudor and Stuart England."
- 2) Open Yale Course, Early Modern England: Politics, Religion, and Society under the Tudors and Stuarts. Lectures 2-6.
- 3) Podcast: "The Battle of Bosworth Field."
- 4) Podcast: "*Le Morte d'Arthur*."
- 5) Theodore Rabb, "The Advent of Printing and the Problem of the Renaissance: A Comment."

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6) Elisabeth Eisenstein, "The Advent of Printing and the Problem of the Renaissance: A Reply."

Module 5 in Resources:

- 1) PBS: *Martin Luther* (the short video clips only).
- 2) Lecture: "German Calvinism in Crisis: The Heidelberg Conflict over Church Discipline, 1568-1571" by Charles Gunnoe.

Module 6 in Resources:

- 1) From Anglicanism by James I and VI, 1616.
- 2) Baptist Confessions of Faith.
- 3) John D. Roth, "Recent Currents in the Historiography of the Radical Reformation."
- 4) Thomas G. Barnes, "County Politics and a Puritan Cause Célèbre: Somerset Churchales, 1633."
- 5) *The Schleithelm Confession*
- 6) Calvin, *On Predestination*
- 8) Calvin, *On Double Predestination*
- 9) Peter Lake and Michael Questier, "Agency, Appropriation and Rhetoric under the Gallows: Puritans, Romanists and the State in Early Modern England."
- 8) Wim Janse, "The Protestant Reformation in the Low Countries: Developments in Twentieth-Century Historiography."
- 10) Pauline Croft, "Englishmen and the Spanish Inquisition 1558-1625."
- 11) Peter White, "The Rise of Arminianism Reconsidered."
- 12) George Nugent, "Anti-Protestant Music for Sixteenth-Century Ferrars."
- 13) Lewis H. Lockwood, "Vincenzo Ruffo and Musical Reform after the Council of Trent."
- 14) Donald R. Kelley, "Martyrs, Myths, and the Massacre: The Background of St. Bartholomew."
- 15) Open Yale Course, Early Modern England: Politics, Religion, and Society under the Tudors and Stuarts. Lectures 7-13.
- 16) Podcast on the Jesuits.
- 17) Henry Lea, "The First Castilian Inquisitor."
- 18) Kenneth Clark's *Civilisation*, "Grandeur and Obedience."
- 19) E. William Monter, "The New Social History and the Spanish Inquisition."
- 20) Extracts from Puritan Writings.
- 21) Extract from *Spiritual Exercises*, St. Ignatius Loyola.
- 22) *The Act of Supremacy*.
- 23) *The Suppression of Glastonbury Abbey*, 1539
- 24) Hans J. Hillerbrand, "Anabaptism and the Reformation: Another Look."

Module 7, in Resources:

- 1) Open Yale Course, Early Modern England: Politics, Religion, and Society under the Tudors and Stuarts. Lecture 14.
- 2) Boston College Front Row: Jesuits, Biblical Exegesis, and the Mathematical Sciences in the Early Modern Period (lecture).
- 3) Podcast: "Rudolph II."
- 4) E. William Monter, "Patterns of Witchcraft in the Jura."
- 5) Nachman Ben-Yehuda, "Problems Inherent in the Socio-Historical Approaches to the European Witch Craze."
- 6) William Monter, "Toads and Eucharists: The Male Witches of Normandy, 1564-1660."
- 7) Nachman Ben-Yehuda, "The European Witch Craze of the Fourteenth to Seventeenth Centuries: A Sociologist's Perspective."

Module 8, in Resources:

- 1) *The Ming Voyages* (podcast). 15<sup>th</sup> c. exploration

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- 2) *Siege of Tenochtitlan* (podcast).
- 3) *Safavid Dynasty* (podcast).
- 4) All of J. H. Parry, *The Age of Reconnaissance*.
- 5) Kenneth L. Parker, "Never on Sunday: Why Sunday Afternoon Sports Transformed Seventeenth-Century England."
- 6) Open Yale Course, Early Modern England: Politics, Religion, and Society under the Tudors and Stuarts. Lectures 18 and 19.
- 7) Boston College Front Row: "Theories and Practices of Warfare in the Spanish Monarchy of the Sixteenth Century," Sabine MacCormack.
- 8) Podcast: "*The Anatomy of Melancholy*."

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### Online Library

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The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over fifty thousand titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over twelve thousand journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** For help with writing, go to the Tutorial and Student Study Center Portal in the Online Library. If you have questions, you may email [librarian@apus.edu](mailto:librarian@apus.edu). They are available seven days a week. Active duty military have a different area to use in Tutor.com.

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