



**Course** HIST 4344.002 Topics in European History:  
**Renaissance and Reformation**  
**Professor** Peter K. J. Park  
**Term** Fall 2008  
**Meetings** Tues. & Thurs. 2:30-3:45 p.m. **Location:** JO 4.102

#### Professor's Contact Information

<b>My Office Phone</b>	(972) 883-2152
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<b>My Office Location</b>	JO 5.610
<b>My Office Hours</b>	Tues. & Thurs. 12:00-1:30 p.m. & by appointment
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#### General Course Information

<b>Pre-requisites, Co-requisites, &amp; other restrictions</b>	None
<b>Course Description</b>	<p>The fifteenth and sixteenth centuries (1400-1599) in European history are largely defined by two interrelated movements, the Renaissance and the Reformation. The term "Renaissance" is a reference to the era's rediscovery of ancient Greek language and literature, the European appropriation of ancient Greek and Roman styles and values in the visual and literary arts, philosophy, and politics. This Greek and Roman revival provided intellectual tools and models, with which European scholars of the era criticized the Scholastic learning of their medieval predecessors and with which they formulated a new educational program. Turning away from the heavily theological concerns of Scholastic inquiry, they took up a different object of study: the human. "Humanism" is a historian's term referring to the new scholarly interest and activity in grammar, rhetoric, history, literary studies, and moral philosophy that began in fifteenth-century Italy and spread to the rest of Europe by the end of the following century.</p> <p>In the early sixteenth century, the printed words of an Augustinian friar objecting to the Church's practice of indulgences set off another movement, the Reformation, that would permanently divide Western Christendom and bring on a century and a half of war, social upheaval, and religious reform. In this course we will focus on the intellectual history of the Renaissance and the Reformation, but we will do so without neglecting the concrete social and political conditions of the era. Nor will we ignore the lived experiences and world-views of subaltern Europeans, including women, the illiterate majority, and marginalized groups such as the Jews.</p>
<b>Learning Outcomes</b>	Students will be able to (1) describe the major themes and events of the Renaissance and Reformation era, (2) recognize the difference between primary and secondary sources and evaluate their significance for the

	historical interpretation of the era, and (3) create their own interpretations of the political, social, and cultural-intellectual developments of the period based on evidence and argumentation.
<b>Required Texts &amp; Materials</b>	<p>Steven Ozment, <i>The Age of Reform, 1250-1550: An Intellectual and Religious History of Late Medieval and Reformation Europe</i>, 1250-1550 (Yale UP, 1980) ISBN 0300027605</p> <p>Charles G. Nauert, <i>Humanism and the Culture of Renaissance Europe</i> (Cambridge UP, 1995, 2006) ISBN 9780521547819</p> <p>R. Po-Chia Hsia, <i>Trent 1475: Stories of a Ritual Murder Trial</i> (Yale UP, 1996) ISBN 978-0300068726</p> <p>Desiderius Erasmus, <i>The Praise of Folly and Other Writings</i> (W. W. Norton &amp; Co., 1989) ISBN 0393957497</p> <p>Steven Ozment, <i>The Bürgermeister's Daughter: Scandal in a Sixteenth-Century German Town</i> (Harper Perennial, 1997) ISBN 978-0060977214</p> <p>other required texts available for downloading on E-Reserve or WebCT. For E-Reserve, go to <a href="http://utdallas.docutek.com/eres/coursepage.aspx?cid=517">http://utdallas.docutek.com/eres/coursepage.aspx?cid=517</a> (Get password from instructor.)</p>
<b>Note on "primary sources"</b>	<p>While story telling is an element of historical writing, historians are different from novelists or screenwriters. In writing about the past, historians claim to be giving a truthful account. Like journalists, historians rely on sources for information. More often than not, the persons who could be sources of information are dead. Thus, historians must rely on the documents and artifacts that such persons have left behind. The truthfulness (or validity) of a work of history is vouched for by the evidence stemming from the era and persons under studied (letters, governmental or legal documents, published works, autobiographies, newspaper reports, etc.). Historians also use non-textual artifacts (musical scores, drawings, photographs, apparel, mechanical instruments, ruins, etc.) as sources of information and as evidence in support of their claim about the past. In this course, we refer to such documents and artifacts as "primary sources." Works by historians who have for themselves analyzed and interpreted the primary sources as well as works of other historians, we refer to as "secondary sources." All historians cite and list both primary and secondary sources in their work. They care to know what other historians have said regarding a subject as well as analyze and interpret the primary sources for themselves.</p>

### Assignments & Academic Calendar

(Note: E-Reserve readings are indicated in red highlight.)

<b>8/21</b>	Introduction to the Course
<b>8/26</b>	<b>Reading:</b> Alison Rowlands, "The Conditions of Life for the Masses," in Euan Cameron, ed., <i>Early Modern Europe: An Oxford History</i> (Oxford UP, 1999), pp. 31-62; Steven Ozment, <i>The Age of Reform, 1250-1550</i> , pp. 182-222

	<b>Lecture:</b> social, political, and cultural background
8/28	<b>Reading:</b> Gene A. Brucker, <i>Renaissance Florence</i> (UC Press, 1969 [1983]), pp. 1-50 (available on WebCT) <b>Lecture:</b> birthplace of the Renaissance
9/02	<b>Reading:</b> Brucker, <i>Renaissance Florence</i> , pp. 51-88 (available on WebCT) <b>Lecture:</b> the Florentine economy
9/04	<b>Reading:</b> Brucker, <i>Renaissance Florence</i> , pp. 89-127 (available on WebCT) <b>Lecture:</b> Florentine society
9/09	<b>Reading:</b> Charles G. Nauert, <i>Humanism and the Culture of Renaissance Europe</i> , pp. 1-24 <b>Lecture:</b> humanism
9/11	<b>Reading:</b> Nauert, pp. 25-59 <b>Lecture:</b> humanism in Florence
9/16	<b>Reading:</b> Nauert, pp. 60-101 <b>Lecture:</b> humanism in Italy
9/18	<b>MID-TERM EXAM</b>
9/23	<b>Guest Lecturer:</b> Renaissance art
9/25	<b>Start reading:</b> R. Po-Chia Hsia, <i>Trent 1475: Stories of a Ritual Murder Trial</i> , pp. xiii-xxvi, 1-140 <b>Discussion:</b> <i>Trent 1475</i>
9/30	<b>Continue reading:</b> <i>Trent 1475</i> <b>Guest Lecture:</b> Prof. Gerald Soliday on early modern popular culture
10/02	<b>Finish reading:</b> <i>Trent 1475</i> <b>Discussion:</b> Prof. Soliday will lead the discussion of <i>Trent 1475</i> .
10/07	<b>Reading:</b> Nauert, pp. 102-131 <b>Lecture:</b> humanism spreads beyond Italy
10/09	<b>Reading:</b> Nauert, pp. 132-171 <b>Lecture:</b> some northern humanists
10/14	<b>Reading:</b> Desiderius Erasmus, <i>The Praise of Folly and Other Writings</i> , pp. 3-87, 117-141 <b>Discussion:</b> Erasmus's <i>The Praise of Folly</i>
10/16	<b>Finish reading:</b> Erasmus, pp. 3-87, 117-141 <b>Discussion:</b> Erasmus's <i>The Praise of Folly</i> and <i>Two Forewords to the Latin New Testament</i>
10/21	<b>Reading:</b> <i>The Age of Reform</i> , pp. 223-244 <b>Lecture:</b> Martin Luther and the German Reformation
10/23	<b>Reading:</b> <i>The Age of Reform</i> , pp. 245-289 <b>Lecture:</b> society and politics in sixteenth-century Germany
10/28	<b>Reading:</b> <i>The Age of Reform</i> , pp. 290-317 <b>Lecture:</b> humanism and the Reformation
10/30	<b>Reading:</b> <i>The Age of Reform</i> , pp. 318-351 <b>Lecture:</b> the Swiss Reformation; the radical Protestants
11/04	<b>Reading:</b> <i>The Age of Reform</i> , pp. 352-380 <b>Lecture:</b> John Calvin and Calvinism
11/06	<b>Film Screening:</b> TBA <b>FIRST PAPER DUE</b>
11/11	<b>Reading:</b> <i>The Age of Reform</i> , pp. 381-396; Steven Ozment, <i>The Bürgermeister's Daughter</i> , pp. 2-32

	<b>Guest Lecture:</b> Prof. Deborah Stott on “Blessing or Blight: Women in the Early Modern Period”
<b>11/13</b>	<b>Reading:</b> <i>Bürgermeister’s Daughter</i> , pp. 34-101 <b>Discussion:</b> <i>Bürgermeister’s Daughter</i>
<b>11/18</b>	<b>Reading:</b> <i>Bürgermeister’s Daughter</i> , pp. 102-141 <b>Discussion:</b> <i>Bürgermeister’s Daughter</i>
<b>11/20</b>	<b>Reading:</b> <i>Bürgermeister’s Daughter</i> , pp. 142-194 <b>Discussion:</b> <i>Bürgermeister’s Daughter</i>
<b>11/25</b>	<b>Reading:</b> <i>The Age of Reform</i> , pp. 397-418 <b>Lecture:</b> Catholic Reform and Counter Reformation
<b>11/27-11/29</b> <b>(Thanksgiving Break)</b>	<b>No class meeting</b> <b>Optional reading:</b> Steven Gunn, “War, Religion, and the State,” in Cameron, <i>Early Modern Europe</i> , pp. 102-133
<b>12/02</b>	<b>Reading:</b> Ignatius of Loyola, <i>The Spiritual Exercises</i> , in Ignatius of Loyola, <i>The Spiritual Exercises and Selected Works</i> , edited by George E. Ganss, S.J. (Paulist Press, 1991), pp. 113-214 <b>Discussion:</b> <i>The Spiritual Exercises</i>
<b>12/04</b>	<b>Finish reading:</b> <i>The Spiritual Exercises</i> <b>Discussion:</b> <i>The Spiritual Exercises</i>
<b>12/09</b>	<b>Reading:</b> Nauert, pp. 172-199; <i>The Age of Reform</i> , pp. 434-438 <b>Lecture:</b> Review for final exam
<b>12/11-12/17 (Final Exam Week)</b>	<b>FINAL EXAM on Tues., Dec. 16, 2:00-4:00 p.m.</b>

### Course Policies

<b>Grading (credit) Criteria</b>	Final grade breakdown: regular attendance and participation (20%), mid-term exam (20%), eight-page paper (25%), and final exam (35%)  Your final grade will be based on the following scale (as percentages): 93-100 = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B-, 77-79 = C+, 73-76 = C, 70-72 = C-, 67-69 = D+, 63-66 = D, 60-62 = D-, 0-59 = F
<b>Make-up Exams</b>	Make-up exams are allowed only in the case of illness or medical emergency with documentation.
<b>Extra Credit</b>	None.
<b>Late Work</b>	Late papers will be accepted, but marked down.
<b>Special Assignments</b>	In lieu of the eight-page paper and the final exam, you may write a ca.20-page historiographical essay. If you are interested in this option, you must consult with me and get my approval.
<b>Class Attendance</b>	Required. Your attendance will be recorded.
<b>Classroom Citizenship</b>	Please arrive on time.
<b>Field Trip Policies Off-Campus Instruction &amp; Course Activities</b>	<i>Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address</i> <a href="http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm">http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm</a> . Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.
<b>Technical Support</b>	If you experience any problems with your UTD account you may send an email to: <a href="mailto:assist@utdallas.edu">assist@utdallas.edu</a> or call the UTD Computer Helpdesk at 972-883-2911.

<p><b>Student Conduct and Discipline</b></p>	<p>The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, <i>A to Z Guide</i>, which is provided to all registered students each academic year.</p> <p>The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the <i>Rules and Regulations, Series 50000, Board of Regents, The University of Texas System</i>, and in Title V, Rules on Student Services and Activities of the university's <i>Handbook of Operating Procedures</i>. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at <a href="http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html">http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html</a></p> <p>A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.</p>
<p><b>Academic Integrity</b></p>	<p>The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.</p> <p>Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.</p> <p>Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.</p>
<p><b>Copyright Notice</b></p>	<p>The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see <a href="http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm">http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm</a></p>
<p><b>Email Use</b></p>	

	<p>The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.</p>
<b>Withdrawal from Class</b>	<p>The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.</p>
<b>Student Grievance Procedures</b>	<p>Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's <i>Handbook of Operating Procedures</i>.</p> <p>In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.</p> <p>Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.</p>
<b>Incomplete Grades</b>	<p>As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.</p>
<b>Disability Services</b>	<p>The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.</p> <p>The contact information for the Office of Disability Services is:</p>

	<p>The University of Texas at Dallas, SU 22  PO Box 830688  Richardson, Texas 75083-0688  (972) 883-2098 (voice or TTY)  <a href="mailto:disabilityservice@utdallas.edu">disabilityservice@utdallas.edu</a></p> <p>If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.</p> <p>It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.</p>
<b>Religious Holy Days</b>	<p>The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.</p> <p>The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.</p> <p>If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.</p>

***These descriptions and timelines are subject to change at the discretion of the Professor.***