



**Course** HIST 4344.002 Topics in European History:  
**Renaissance and Reformation**  
**Professor** Peter K. J. Park  
**Term** Spring 2011  
**Meetings** Mon. & Wed. 11:30 a.m.-12:45 p.m. **Location:** GR 4.301

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### Professor's Contact Information

<b>My Office Phone</b>	(972) 883-2152
<b>My Office Location</b>	JO 5.610
<b>My Office Hours</b>	Wed. 2-4 p.m. & by appointment
<b>Email Address</b>	peter.park@utdallas.edu

### General Course Information

<b>Pre-requisites, Co-requisites, &amp; other restrictions</b>	3 credit hours of lower-division history
<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 and philosophy. This Greek and Roman revival provided intellectual tools and models, with which European scholars of the era could criticize 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 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 selling 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 events and 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 events and themes of the European Renaissance and Reformation, (2) recognize the difference between primary and secondary sources and evaluate their historical significance, and (3) form views and historical interpretations of the Renaissance and Reformation 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, 1250-1550</i> (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>Baldesar Castiglione, <i>The Book of the Courtier</i>, ed. Daniel Javitch (W. W. Norton &amp; Co., 2002) ISBN 0393976068</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>And other required texts on e-Reserve and eLearning. For e-Reserve, go to: <a href="http://utdallas.docutek.com/eres/coursepage.aspx?cid=1011">http://utdallas.docutek.com/eres/coursepage.aspx?cid=1011</a> (Get the password from the instructor.)</p>
<b>Suggested Texts</b>	<p><i>Merriam-Webster's Collegiate Dictionary</i>, latest ed.; William Strunk, Jr. and E. B. White, <i>The Elements of Style</i> (multiple eds.); John Tosh, <i>The Pursuit of History: Aims, Methods, and New Directions in the Study of Modern History</i> (Pearson, multiple eds.)</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 or representation. Like journalists, historians rely on sources for information. More often than not, persons who could be sources of information for the historian are dead. Thus, historians must rely on the documents and artifacts that such persons have left behind. The truthfulness of a work of history is vouched for by evidence stemming from the era and from the persons being 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 both the primary sources and other historians' work 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 their subject as well as analyze and interpret the primary sources for themselves.</p>
<b>eLearning</b>	<p>Please check eLearning regularly. I post announcements, upload files, and provide links to helpful websites constantly.</p>

### Assignments & Academic Calendar

<b>1/10</b>	Introduction to the Course
<b>1/12</b>	<p><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), 31-62 [e-Reserve]; Steven Ozment, <i>The Age of Reform, 1250-1550</i>, 182-222.</p> <p><b>Lecture:</b> late medieval Europe</p>
<b>1/17</b>	<b>Martin Luther King Jr. Holiday - NO CLASS</b>
<b>1/19</b>	<p><b>Reading and discussion:</b> John M. Najemy, ed., <i>Italy in the Age of the Renaissance</i> (Oxford UP, 2004), Chapters 6 and 7 [e-Reserve]. (the economy and <i>il popolo</i>)</p>
<b>1/24</b>	<p><b>Reading and discussion:</b> Najemy, Ch. 8 and 9 [e-Reserve and eLearning]. (elite families and patronage; states and governance)</p>
<b>1/26</b>	<p><b>Reading and discussion:</b> Charles G. Nauert, <i>Humanism and the Culture of Renaissance Europe</i>, 1-24.</p>
<b>1/31</b>	<p><b>Reading and discussion:</b> Nauert, 25-59. (humanism in Florence)</p>
<b>2/02</b>	<p><b>Reading and discussion:</b> Nauert, 60-101. (humanism in Italy)</p>
<b>2/07</b>	<p><b>Reading and discussion:</b> Po-Chia Hsia, <i>Trent 1475: Stories of a Ritual Murder Trial</i>, xiii-xxvi, 1-68. (European Jewry)</p>
<b>2/09</b>	<p><b>Reading and discussion:</b> <i>Trent 1475</i>, 69-140. (European Jewry)</p>

2/14	<b>Guest Lecturer:</b> To be determined (TBD)
2/16	<b>FIRST MID-TERM EXAM</b>
2/21	<b>Reading and discussion:</b> Baldesar Castiglione, <i>The Book of the Courtier</i> , vii-xvi, 3-63. (court culture)
2/23	<b>Reading and discussion:</b> <i>The Book of the Courtier</i> , 65-145. (court culture)
2/28	<b>Reading and discussion:</b> <i>The Book of the Courtier</i> , 283-307. (court culture)
3/02	<b>Reading and discussion:</b> Nauert, 102-131. (humanism across the Alps)
3/07	<b>Reading and discussion:</b> Nauert, 132-171. (northern humanists)
3/09	<b>Reading and discussion:</b> Desiderius Erasmus, <i>The Praise of Folly and Other Writings</i> , 3-87. <b>Lecture:</b> TBD
3/14 - 3/19	<b>Spring Break - NO CLASS</b>
3/21	<b>Reading and discussion:</b> Erasmus, 117-141. ( <i>The Praise of Folly</i> and <i>Two Forewords to the Latin New Testament</i> )
3/23	<b>Film screening:</b> TBD
3/28	<b>SECOND MID-TERM EXAM</b>
3/30	<b>Reading:</b> <i>The Age of Reform</i> , 223-244 <b>Lecture:</b> Martin Luther and the German Reformation
4/04	<b>Reading:</b> <i>The Age of Reform</i> , 245-289 <b>Lecture:</b> society and politics in sixteenth-century Germany
4/06	<b>Reading:</b> <i>The Age of Reform</i> , 318-351 <b>Lecture:</b> the Swiss Reformation; the radical Protestants
4/11	<b>Reading:</b> <i>The Age of Reform</i> , 352-380 <b>Lecture:</b> John Calvin and Calvinism
4/13	<b>Reading and discussion:</b> <i>The Age of Reform</i> , 381-396; Steven Ozment, <i>The Bürgermeister's Daughter</i> , 2-32. <b>Lecture:</b> TBD
4/18	<b>Reading and discussion:</b> <i>Bürgermeister's Daughter</i> , 34-101.
4/20	<b>Reading and discussion:</b> <i>Bürgermeister's Daughter</i> , 102-141.
4/25	<b>Reading and discussion:</b> <i>Bürgermeister's Daughter</i> , 142-194.
4/27	<b>Reading:</b> <i>The Age of Reform</i> , 397-418. <b>Lecture:</b> Catholic Reform and Counter Reformation
5/02	<b>Reading:</b> Nauert, 172-199. (the late Renaissance) <b>Lecture:</b> TBD
5/05 - 5/11 (Final Exam Week)	<b>TAKE-HOME FINAL EXAM on May 9th</b>

### Course Policies

<b>Grading (credit) Criteria</b>	Final grade breakdown: regular attendance and participation (20%), first mid-term exam (20%), second mid-term exam (25%), and paper (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 permitted only in the case of illness or medical emergency with documentation.
<b>Late Work</b>	Late papers will be accepted, but marked down.
<b>Class Attendance</b>	Required. Your attendance will be recorded.

<b>Classroom Citizenship</b>	Please arrive on time. Laptops are permitted, but Internet use is not. If you wish to use your laptop in class, you must take a seat in the front row (nearest to the instructor) and your Internet connection must be turned off.
<b>Technical Support</b>	If you experience any problems with your UT Dallas account you may email <a href="mailto:assist@utdallas.edu">assist@utdallas.edu</a> or call the UT Dallas Computer Help Desk at 972-883-2911.
<b>Student Conduct and Discipline</b>	<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 UT Dallas printed publication, <i>A to Z Guide</i>, which is available 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</i>, Board of Regents, The University of Texas System, and in <i>Title V, Rules on Student Services and Activities</i> 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>[Added July 2010] Students are expected to be attentive during class and to participate actively in group activities. Students are expected to listen respectfully to faculty and to other students who are speaking. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in class. Classes may discuss issues that require sensitivity and maturity. Disruptive students will be asked to leave and may be subject to disciplinary action.</p>
<b>Academic Integrity</b>	<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><i>Scholastic Dishonesty:</i> Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submitting for credit any work or materials that are attributable in whole or in part to another person, taking an examination for another person, or 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 <i>turnitin.com</i>, which searches the web for possible plagiarism and is over 90% effective.</p>
<b>Email Use</b>	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 UT Dallas email address and that faculty and staff consider email from students official only if it originates from a UT Dallas student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted

	<p>information. UT Dallas 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 UT Dallas provides a method for students to have their UT Dallas mail forwarded to other accounts.</p>
<b>Withdrawal from Class</b>	<p>The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's course inventory and in the academic calendar. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor 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 <i>Title V, Rules on Student Services and Activities</i>, 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 equal educational opportunities. Disability Services provides students with a documented letter to present to the faculty members to verify that the student has a disability and needs accommodations. This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. It is the student's responsibility to notify his or her professors of the need for accommodation. If accommodations are granted for testing accommodations, the student should remind the instructor five days before the exam of any testing accommodations that will be needed. Disability Services is located in Room 1.610 in the Student Union. Office hours are Monday – Thursday, 8:30 a.m. to 6:30 p.m., and Friday 8:30 a.m. to 5:00 p.m. You may reach Disability Services at (972) 883-2098.</p> <p>Guidelines for documentation are located on the Disability Services website at <a href="http://www.utdallas.edu/disability/documentation/index.html">http://www.utdallas.edu/disability/documentation/index.html</a>.</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, <i>Texas Code Annotated</i>.</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,</p>

	<p>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 <i>TEC 51.911(b)</i>, and the student and instructor will abide by the decision of the chief executive officer or designee.</p>
<p><b>Resources to Help You Succeed</b></p>	<p>The GEMS Center (located within the Conference Center) provides a wide array of free academic support and enhancement for UT Dallas undergraduate students. Offerings include, but are not limited to, a Math Lab and Writing Center, Peer Tutoring (with a focus on science, technology, engineering and math courses), test review sessions, and academic success coaching. The current menu of services, schedules, and contact information is posted on the GEMS website: <a href="http://www.utdallas.edu/ossa/gems/">http://www.utdallas.edu/ossa/gems/</a>. [Added July 2010]</p>

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