



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/5/2009

1. ACADEMIC UNIT: Department of History
2. COURSE PROPOSED: HST 351 Renaissance Europe 3
3. CONTACT PERSON: Name: Kent Wright Phone: 965-8595
Mail Code: 4302 E-Mail: kent.wright@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [X]
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

- Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this amultisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Mark von Hagen
Chair/Director (Print or Type)

Mark von Hagen
Chair/Director (Signature)

Date: 3/6/09

HST 351: Renaissance Europe

Course Description

HST 351 is a historical survey of the European Renaissance, the movement of cultural rediscovery and geographic expansion that stretched between 1350 and 1550. Using a combination of primary sources (Machiavelli, Cellini, Castiglione) and secondary historiography (Ferraro's *Marriage Wars in Late Renaissance Venice*, Lunenfeld's *1492: Discovery, Invasion, and Encounter*, plus supplementary readers online), the course addresses such themes as the rise of the Italian city-states and their political and artistic culture; the persecution of witches; the beginnings of the scientific revolution, and female participation in it; and the start of European overseas expansion.

Meeting Literacy and Critical Inquiry Criteria

HST 351 meets the criteria for the General Studies "Literacy and Critical Inquiry" designation by (1) basing 90% of the grade on writing, including two in-class written examinations, two formal papers, and two short reading "responses"; (2) by having both the formal papers and reading responses involve the gathering, interpretation, and evaluation of primary evidence – in this case, primary historical sources; (3) by having four writing tasks in addition to examinations – two papers and two responses; and (4) by having each of these four assignments due well in advance of the final examination (see syllabus – C-4), in order to permit instructor feedback and student improvement.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> <p style="text-align: center;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> <p style="text-align: center;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> <p style="text-align: center;">C-3</p>			

ASU - [L] CRITERIA

<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4". C-4			

ASU HIS 351: Renaissance Europe (ca. 1350-1550)
Fall Semester 2008
Monday/ Wednesday 2:00-3:15
Physical Science H 152



Dr. Patricia Turning
patricia.turning@asu.edu
Office: Lattie Coor Hall 4551
Office Hours: Friday 1-3, or by appointment

Course Description: The European Renaissance was a time of great change and diversity. It was an era of discovery, exploration, and expansion, not only in geography but also in politics, economics, religion, art and science. Throughout the semester, students will examine both primary and secondary sources in order to gain access to the world of both the great minds of the era and the common man/woman alike. Each week, we will unravel one aspect of this complex and dynamic period that transpired in the years between 1350 and 1550. Major themes of the course will include sexuality and marriage, state building and war craft, developments in artistic expression, courtly behavior, deviance and witchcraft, and the cultural ramifications of the exploration of the New World.

Attendance is mandatory and will be taken each session. Class time will be divided into lecture, primary source analysis and discussion, and occasional film clips. Please come prepared to discuss the assigned readings.

Like all works in progress, this syllabus is subject to change. I will communicate with you well in advance of any alterations.

Important Notes:

- Please do not arrive late to class; if you are regularly late, I will ask you to leave. If you must be late, choose a seat that will not disrupt the rest of the class.
- Turn off and put out of sight all electronic devices before coming to class (cell phones, i-pods, etc.). No text messaging in class.
- If you choose to use a computer, it must only be for taking notes. If it comes to my attention that you are using your computer for other purposes, the entire class will be prohibited from bringing computers to class.
- Please be courteous of those around you and refrain from conversation with your neighbors. If you disrupt the class, I will ask you to leave. If you nap in class, I will ask you to leave.
- If you choose to contact me through email, for questions or concerns about the course, I do ask that you use a courteous tone. I also ask that you understand that I check my email once a day (usually in the morning) during the week, and sporadically during the weekend. Therefore you must plan accordingly and understand if my response is not immediate.

All assignments must be completed on the designated due date. No exceptions are made. I do not accept late papers, and do not offer “make up” exams. You must complete ALL assignments to pass the course; failure to fulfill an assignment results in an immediate “E.” I will not grant any incompletes for this course. Plagiarism and cheating will be taken very seriously. If I have discovered that you have been dishonest in any way you will be prosecuted to the fullest extent of university policy.

If you have any problems complying with these expectations it is imperative that you come visit me in office hours and discuss your options – or drop the class. You must let me know of any complications (personal or otherwise) that would impede your success in this course so that we may find a solution. Otherwise, you should note that ALL GRADES ARE FINAL AND NON-NEGOTIABLE.

Required Readings:

- Joanne M. Ferraro, *Marriage Wars in Late Renaissance Venice*
- Marvin Lunenfeld, *1492: Discovery. Invasion. Encounter*
- Machiavelli, *The Prince*
- The Autobiography of Benvenuto Cellini*
- Baldassare Castiglione, *The Book of the Courtier*

In addition, there will be occasional on-line readings noted on the syllabus, and handouts distributed in class that you will be responsible to acquire.

Grade Distribution:

Attendance, Participation, and Short Reading Responses	10%
Formal Writing Assignment (2)	35% (15% and 20%)
Midterm:	25%
Final Exam:	<u>30%</u>
	100%

} C-1
C-2
C-3

Week One: Introduction to the Course
August 25-27

Week Two: The Medieval Legacy
September 3

September 1 – Labor Day, No Class

Week Three: The Rise of the Italian City States
September 8-12

Week Four: Renaissance Art: Power, Patronage and Genius
September 15-17

Paper #1 Due in Class September 17: *The Autobiography of Benvenuto Cellini*

MOVIE Clip: *The Agony and the Ecstasy*

Week Five: Humanism and Making the Myth of the State
September 22-26

Web Readings: 1) Pico della Mirandola, *Oration on the Dignity of Man* (1486)
http://www.wsu.edu/%7Ewldciv/world_civ_reader/world_civ_reader_1/pico.html
2) Lorenzo Valla, Discourse of the Forgery of the Alleged Donation of Constantine
<http://history.hanover.edu/texts/vallatc.html>

Week Six: Class, Status and the “Civilizing” Process
September 29-October 3

Reading Response Due: *The Book of the Courtier*

Week Seven: The Church and the People
October 6-10

Week Eight: The Reformation
October 13-17

MOVIE Clip: *A Man for All Seasons*

MIDTERM OCTOBER 20 in CLASS

Week Nine: Crime, Sexuality and the Persecution of “Witches”
October 22

Web Reading: 1) Early Modern Witchcraft Legends

<http://www.pitt.edu/~dash/witch.html>

2) Witchcraft Documents

<http://www.fordham.edu/halsall/source/witches1.html>

Week Ten: State Craft and War Craft

October 27-31

C-4
Reading Response Due: Machiavelli – *The Prince*

Week Eleven: The Scientific Revolution

November 3-7

Week Twelve: April 7: Did Women have a Renaissance? Marriage, Gender and Courtesans

November 10-12

[4
Paper #2 Due In Class November 12 - *Marriage Wars in Late Renaissance Venice*

MOVIE: *Dangerous Beauty*

NB: For Optional Reading on Venetian Courtesans see: Margaret F. Rosenthal, "Veronica Franco's Terze Rime: The Venetian Courtesan's Defense," *Renaissance Quarterly* 42 (1989): 227-257.

Week Thirteen: Beyond the Alps: France, the Netherlands and the British Isles

November 17-21

Week Fourteen: The Overseas Expansion of Europe

November 24-26

In class activity: 1492: *Discovery. Invasion, Encounter*

Week Fifteen: The Enlightenment

December 1-5

Week Sixteen: Conclusions

December 8

Cumulative Final Exam

TBA