

BOSTON COLLEGE

S U M M E R S E S S I O N

HIST2882 01, Renaissances and Reformations, 3 Credits

Boston College Summer Session 2019

Summer 1 [May 14-June 20] [T/TH 6:00pm-9:15pm]

Instructor Andrea Beth Wenz, Ph.D.:BCE -mail: [wenza@bc.edu] Office: 312 Stokes-South

Office Hours: T/TH 4:00pm-5:30pm

Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description

This course will examine the period roughly from the 12th-century through the 17th century. Specifically, it will explore the developments of the 12th-Century Renaissance, the Italian

Renaissance, the Protestant Reformation, and the Catholic Reformation. Furthermore, it will approach these historical moments both from “above” and “below,” considering both how governments and church authorities participated in these monumental changes as well as the way that these moments shaped, and were shaped, by more “ordinary” individuals in society.

Textbooks & Readings (Required) These books are available for purchase through the BC bookstore.

King, Margaret L. *Renaissance Humanism: An Anthology of Sources*. Indianapolis, IN: Hackett Publishing Company, Inc., 2014.

Machiavelli, Niccolo. *The Prince*, ed. George Bull. London: Penguin Books, Ltd., 2003.

Canvas

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click [here](#).

Additional **required** readings will be posted on Canvas. Please make sure that all readings are completed by the date that they are listed on the syllabus.

Course Objectives

1. Students will develop critical thinking skills through the reading and analysis of primary and secondary sources, which they will demonstrate through in-class discussions and weekly reflection papers.
2. Students will gain a broader understanding and appreciation of the intellectual and cultural activity of the Renaissance as demonstrated through a reflection paper based on a visit to the Boston Museum of Fine Arts, which will include an exploration of Renaissance era artwork.
3. The student will demonstrate an understanding of the Renaissance across cultural settings and will learn the impact of culture, gender, and age in the Renaissance as evidenced by primary source readings on Renaissance humanism and the impact of the Renaissance on everyday life in early modern Italy.

4. The student will demonstrate ethical knowledge and awareness pertaining to issues of religious toleration and intolerance as evidenced by discussions of the Protestant Reformation and especially the early modern wars of religion (Thirty Years War and the French Wars of Religion).

Grading

A = 94-100; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73;

D+ = 67-69; D = 64-66; D- = 60-63; F = below 60.

The undergraduate grading system for Summer Session is as follows:

A (4.00), A- (3.67) B+(3.33), B (3.00), B - (2.67) C+ (2.33), C (2.00), C- (1.67) D+ (1.33), D (1.00), D- (.67) F (.00)

The graduate grading system for Summer Session is as follows:

A (4.00), A- (3.67) B+ (3.33), B (3.00) B- (2.67) C(2.00)

F (.00) All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the [Office of Student Services](#).

Deadlines and Late Work

All assignments are due at the beginning of class on the date listed. No late assignments will be accepted, except in cases of emergency for which you must present documentation.

Course Assignments

It is expected that you will spend approximately 6 hours per week on out-of- class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 6 hours per week over the semester.

Midterm Exam (20%)

Final Exam (20%)

MFA Paper (10%)

6 Weekly Reflection Papers on Readings (30%)

Class Participation (20%)

Graduate students taking this course for credit will also have to submit a 10-12 page research paper at the end of the course.

Course Schedule

Week One

Tuesday, May 14: Introduction

Thursday, May 16: Christianity in the Middle Ages and the 12th-century Renaissance; **Reading: Excerpts from Cook and Herzman, *The Medieval Worldview* (Canvas) and selections on Christianity in the Middle Ages TBA**

Week Two

Tuesday, May 21: The Black Death and the culture of the Italian Renaissance; **Reading: Excerpts from Aberth, *The Black Death* (Canvas) and selections from King, *Renaissance Humanism***

Thursday, May 23: The Politics of Renaissance Italy; **Reading: Macchiavelli, *The Prince***

Week Three

Tuesday, May 28: Everyday Life in Renaissance Italy; **Reading: TBA**

Thursday, May 30: **MIDTERM**

Week Four

Tuesday, June 4: The Northern Renaissance and the Emergence of the Protestant Reformation; **Reading: Excerpts from Martin Luther, *On Christian Liberty* and selections on Calvin TBA**

Thursday, June 6: The Protestant Reformation in the Holy Roman Empire and England; **Readings TBA**

Week Five

Tuesday, June 11: The Reformation in France and the Rise of Religious Wars; **Reading:**

Selections from Diefendorf, *The St. Batholomew's Day Massacre*

Thursday, June 13: An Italian Reformation?; **Reading: Excerpts from Benedetto da Mantova, *The Benefit of Christ (Canvas)*; Selections from the writings of Bernardino Ochino (Canvas).**

Week Six

Tuesday, June 18: The Counter-Reformation; **Readings TBA. MFA paper also due at the beginning of class.**

Thursday, June 20: **FINAL EXAM**

Written Work

Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, use Chicago Manual of Style. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the [Connors Family Learning Center](#).

Attendance

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. I will take attendance at the start of every class. Absences will only be excused in case of emergency, for which you will provide documentation. You are allowed one unexcused absence. After that, your participation grade will be reduced by 1/3 of a letter grade for every absence thereafter.

Consistent with BC's commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as

soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Accommodation and Accessibility

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities.

Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- **The Connors Family Learning Center (CFLC)** coordinates services for students with LD and ADHD.
- **The Disabilities Services Office (DSO)** coordinates services for all other disabilities. Find out more about BC's commitment to accessibility at www.bc.edu/sites/accessibility.

Scholarship and Academic Integrity

Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student's work. Please see the [Boston College policy on academic integrity](#) for more information.