

## **Proposal for Connections: Social and Cultural**

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### **1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)**

*HIST 317 Renaissance Europe; Subcategory: Social and Cultural*

Course Description: *A study of the impact of Renaissance culture and thought among various social, intellectual, and political groups in Italian cities and princely courts, and the diffusion of the movement in Western Europe from the thirteenth to sixteenth century.*

### **2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address all of the learning outcomes listed for the appropriate subcategory.**

*The course considers the events and ideas that influenced the individual, cultural, and social development of Europe, and areas interacting with Europe such as the Ottoman Empire, Africa, and the New World, from the late Middle Ages through the sixteenth century and beyond. In particular, this course will address the Colonnade learning outcomes for Connections: Social and Cultural, as follows:*

#### Learning Outcome #1: Analyze the development of self in relation to others and society.

*Students will explore how the changing expectations of the individual expressed in the Renaissance models of education and philosophy influenced the relationship of individuals with family, community, and society. Concepts included in this will be an exploration of the vita contemplativa (contemplative life) and the Renaissance concept of virtù, and discussion of the way that these concepts emerged in humanist texts in developing social norms and ethical values, and how these related to normative values in society and developing individual ethical values. Student also will read material on the impact of these discussions on identity, marriage, and community in the Renaissance era. Example of texts used to explore these themes and developments are Petrarch, Mirandola, Barbaro, More, among others.*

#### Learning Outcome #2: Examine diverse values that form civically engaged and informed members of society.

*Students will discuss how new expectations of “the good man [and woman]” advocated by civic humanism in the unique commercial and urban setting of Renaissance Italy evolved into the European wide court system and examines how these changes led to shifting political roles for individuals and groups. These models of political action, civility, and citizenship led to a revival of new forms of political organization and civic engagement. Concepts included in this will be an exploration of the vita activa, the Renaissance concept of Sprezzatura, and discussions of citizenship emerging in texts categorized by Hans Baron as civic humanism. Students will discuss the changing civic values and how that fit into the shifts in political forms such as the Italian commune, Renaissance Republics, and finally, the princely court. Example of texts used to explore these themes and developments are Bruni, Machiavelli, Castiglione among others.*

#### Learning Outcome #3: Evaluate solutions to real-world social and cultural problems.

*Students will examine how European and global innovations in art, science, commerce, literature, and education occurring during crises in the fifteenth and sixteenth centuries led to one of the richest and most influential periods of cultural development in the Western World. Throughout the entire course, but particularly in the second half, students will be examining how*

humanist emphasis on recovering texts from the classical world and applying them to the practical problems of plague, bankruptcy, and warfare led to unexpected innovations in the economy. Some examples of solutions include the invention of double-entry bookkeeping, or the shift of economy from trade to manufacture and new trade routes after the fall of Constantinople in 1453, new teaching methods and subjects of study in response to the growing demand for literate merchants and citizens, scientific discovery in medicine such as circulation of the blood and anatomy such as the desire to test the veracity of Galen and the desire of artists to create beauty through realism and doctors and politicians to find real solutions to the ever present plagues. Or, in the case of Copernicus, the paradigm shift proposing the heliocentric system emerged from a practical need for a new calendar.

3. **In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in *Colonnade*)? Discuss in detail.**

*In 1486, Pico Mirandola produced his “On the Dignity of Man” in which he wrote “we can become whatever we choose to become, we need to understand that we must take earnest care about this, so that it will never be said to our disadvantage that we were born to a privileged position but failed to realize it and became animals and senseless beasts. ... [L]et us not be content with mediocrity, but rather strive after the highest and expend all our strength in achieving it.”*

*Renaissance Europe continues to influence our modern educational system and shape the structure of our culture and society. . That knowledge and academic disciplines are intertwined and connected ring no less true in the twenty-first century than they were in the fifteenth century as is evident in every aspect of the questions asked by the Colonnade plan. This course in particular allows a student to see how it is impossible to remove poetry from science, art from medicine, and rhetoric from business. From the biographical intent of double-entry bookkeeping to the rhetoric of the garden and field, this course shows how innovative and transformative making those connections has been and should remain. Understanding where these ideas of citizenship, creativity, and sense of identity (self) emerged helps students to learn about the impact of history on our daily lives and understand how these interconnections continue in our own society.*

4. **Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.**

*History 101 or 102 and English 100, or permission of instructor.*

5. **Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section’s syllabus.**

*The major goals for this course are evaluating the various forms of Renaissance cultural, literary, and artistic expression, exploring the impact of important ideas and achievements in Renaissance thought, as well as identifying interrelationships between historical events and artistic, literary, philosophical works and movements, during the thirteenth through the sixteenth centuries in Europe. In other words, what was the Renaissance and how did Renaissance cultural developments in art and literature effect long-term development of the political and religious identities and ideas in western civilization?*

*Class assignments are designed to help you think about these questions and to strengthen your grasp of historical perspective and causation. This course will also encourage you to think analytically about how people created, and adapted, philosophical, literary, and artistic methods in response to the challenges and ideas that confronted them during the Age of the Renaissance.*

*At the end of the course the student should be able to:*

- *Show knowledge of the major events, individual achievement, innovations, and developments in Renaissance Europe.*
- *Analyze the connection between individuals and social and cultural change (Learning Outcome #1), education and civic engagement (Learning Outcome #2), and ideas and innovations (Learning Outcome #3) during the Renaissance.*
- *Demonstrate critical analytical and interpretative skills in reading and writing.*

**6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.**

*The writing assignments and exams have been designed for students to demonstrate success in achieving the course goals and learning outcomes. Essay One (See attachment 2) is designed to demonstrate the connection between values and citizenship (Learning Goal #2); this will also be analyzed on Section Two short essay of the final exam comparing More, Castiglione, and Machiavelli. Essay Two (also Attachment #2) is designed for students to analyze critically the relationship between self and other and society (Learning Goal # 1) through the lens of the Renaissance artists; and will also be demonstrated by the analysis of primary sources on humanism in the short essay required in Section Two of the Midterm Exam. The Roundtable abstracts and discussions (See Attachment #3a and #b) ask students to identify, discuss, and analyze the interconnection of social and cultural problems and solutions (Learning Goal #3). The final essay question (Section Three) on both the midterm and final exams will ask the students to demonstrate that they have been able to synthesize these discussions and present them in a cohesive form.*

*By using this approach, students will be able to practice and develop their analytical skill and improve their understanding of the learning goal at least once before the final assessment. Therefore, the assessment for Learning Goal # 1 will be done using Essay Two. The Assessment for Learning Goal # 2 and Learning Goal #3 will be done by evaluating overall performance on Section Two and Section Three on the final exam (Exam Two), with an expectation that 75% of the students should be able to demonstrate successful achievement of these goals. Both will use the departmental writing rubric (Attachment #4).*

**7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.**

*Students will work on and improve these skills through discussions, article abstracts, and analytical essays.*

*In 2008 the History Department adopted writing standards for all History courses. The standards are designed to be cumulative and focus on the analysis of sources and the evaluation and construction of arguments. The minimum standard for 300-level History courses is:*

*“300-level classes: There will be at least three separate writing assignments requiring a minimum total of 15 pages. Each of these assignments will emphasize different types of writing.*

*These three assignments will include one requiring students to synthesize ideas, one requiring students to provide a critical analysis of an article or monograph, and a short research paper based upon primary sources.”*

*In order to fulfill these writing requirements, students will participate on five roundtable discussions (Urban Communes; Commercial Revolution/Material Culture; Patronage and Art; Science and Medicine; Global Exchange) in which the class will be divided into groups and each group assigned a specific document or article to read. Each student is responsible for submitting a 250-word response paper including identifying the thesis (or main argument) of the assigned reading, a contextual reading response paragraph, short discussion of the historiography included in the essay and primary sources used, and some questions raised by that reading. The student also will write two 5-page analytical essays using the assigned documents. Essay One is a primary source analysis on goal of education expressed in humanist documents of the fourteenth century. Essay Two is a synthetic essay using secondary articles and primary sources analyzing the role of patronage and innovation in late Renaissance art.*

*For the essays, see attached departmental writing rubric (Attachment 4)*

**8. How many sections of this course will your department offer each semester?**

*Initially one section of this course will be offered every second semester.*

**9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.**

See Attachment 1.

**(Attachment 1)**  
**HIST 317 Renaissance Europe**

Course Description:

This course is a study of the impact of Renaissance culture and thought among various social, intellectual, and political groups in Italian cities and princely courts, and the diffusion of the Renaissance in Western Europe from the thirteenth to sixteenth centuries. Students will consider the events and ideas, which influenced the individual, cultural, and social development of Europe and areas interacting with Europe such as the Ottoman Empire, Africa, and the New World from the late Middle Ages through the sixteenth century and beyond. The class will examine how European and global innovations in art, science, commerce, literature, and education in the fifteenth and sixteenth centuries led to one of the richest and most influential periods of cultural development in the Western World.

In particular, we will explore how the changing expectations of the individual expressed in the Renaissance models of education and philosophy influenced the relationship of individuals with family, community, and society. Students will discuss how new expectations of “the good man [and woman]” advocated by civic humanism in the unique commercial and urban setting of Renaissance Italy evolved into the European wide court system and examines how these changes led to shifting political roles for individuals and groups. These models of political action, civility, and citizenship led to a revival of new forms of political organization and civic engagement. Students will be expected to work to develop their critical reading, thinking, and writing skills with particular attention paid to increasing their understanding of historical method and historiography. This course uses lectures, readings, and class discussions to introduce the important historical events and cultural movements of the European Renaissance.

**Colonnade Program and Course Goals/Structure**

This course fulfills the Connections – Social and Cultural category of the Colonnade Program.

The major goals for this course are evaluating the various forms of Renaissance cultural, literary, and artistic expression, exploring the impact of important ideas and achievements in Renaissance thought, as well as identifying interrelationships between historical events and artistic, literary, philosophical works and movements, during the thirteenth through the sixteenth centuries in Europe. In other words, what was the Renaissance and how did Renaissance cultural developments in art and literature effect long-term development of the political and religious identities and ideas in western civilization?

Class assignments are designed to help you think about these questions and to strengthen your grasp of historical perspective and causation. This course will also encourage you to think analytically about how people created, and adapted, philosophical, literary, and artistic methods in response to the challenges and ideas that confronted them during the Age of the Renaissance.

At the end of the course the student should be able to:

- Show knowledge of the major events, individual achievement, innovations, and developments in Renaissance Europe.
- Analyze the connection between individuals and social and cultural change, education and civic engagement, and ideas and innovations during the Renaissance.
- Demonstrate critical analytical and interpretative skills in reading and writing.

Required Books:

Jonathan Zophy, *A Short History of Renaissance Europe*

Balestracci, *Renaissance in the Fields: Family Memoirs of a Fifteenth-Century Tuscan Peasant*

Dooley, *A Mattress Maker's Daughter: The Romance of Don Giovanni de' Medici & Livia Vernazza*

Brotton, *The Renaissance Bazaar: From the Silk Road to Michelangelo*.

More, *Utopia*

Additional readings will be available on the course website on Blackboard

Course Requirements (*All requirements must be completed to pass the course*)

Midterm Exam	20%	100	pts.	A	= 450-500 points
Final Exam	20%	100		B	= 400-449
3 Reading Quizzes	3%	15		C	= 350-399
Map Quiz	5%	25		D	= 300-349
Essay 1	15%	75		F	= Less than 300 or
Essay 2	15%	75			failure to complete course
Roundtable Discussion	10%	50			
Class Participation	12%	60			

### ACADEMIC HONESTY

As a student at the Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the [\*University Statement on Student Rights and Responsibilities\*](#) (WKU Catalog, 333-5) in all aspects of this course. Violations of this code of conduct include cheating (by giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and lying) and plagiarism. A fuller definition of the university [\*Academic Dishonesty\*](#) policy and the definition of what constitutes plagiarism are found in the WKU Catalog and in *Hilltopics: A Handbook for University Life*: “Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanctions.” Specialized definitions of plagiarism and of cheating are also given on this syllabus and on the “Essay Writing” handout and are binding to all students in this course. Thus, in accordance with Western Kentucky University policy, any student found to have committed academic dishonesty in any aspect of this course can receive sanctions including, but not limited to, a failing grade on the assignment to a failing grade in this course regardless of the credit percentage of the assignment in question. In addition, any student using any outside source of information, whether electronic, web-based, verbal, code, written or print, during an exam will be automatically given a failing grade for the course.

### EXAMS and QUIZZES

- Exams:** The essay based midterm and final exams will consist of a combination of short answer, short primary text analysis, and comparative essay questions drawn from the textbook, lectures and secondary and primary readings covered since the previous exam.
  - **Part One** is a combination of short answer (IDs—Who? What? Where? When? Why significant?) on terms chosen from the lectures and readings.
  - **Part Two** is a short essay analyzing, comparing and placing a pair of quotes from the primary source readings into historical context or asking a question based on the two monographs or outside readings.
  - **Part Three** is a longer comparative and comprehensive essay. Students will be expected to go beyond merely repeating material read in the textbook or heard in lecture to being able to demonstrate a critical understanding about the material in a much broader way and an ability to develop a clear thesis and argument, supported by direct references to historical events and primary sources.
- Reading Quizzes:** There will be a short quiz on each of the outside books at the beginning of the class when the reading is assigned. This will test your basic understanding of the material and should not be a problem for those students who read the texts.
- Map Quiz:** Since the geography of Europe is important to understanding its history and development in the Reformation, students should become familiar with the physical setting of the

societies being studied. To facilitate this, there will be a map quiz based on the map and list of terms attached to this syllabus. In order to prepare for the quiz, you need to locate all the terms given (2 maps will be available on the course web site) and place them on your map. On the day of the quiz, you will be given a blank map and asked to locate 20 of the terms. You will hand this and your completed maps in for a grade.

### ***Plagiarism***

In writing your essay, be careful to avoid any form of intentional or unintentional plagiarism such as copying part or all of another student's paper or ideas, overusing the ideas in the introduction to texts without citation or copying published (including the Internet) or previously graded work. For a fuller discussion of the definition of plagiarism and the ramifications of academic dishonesty, see above Academic Honesty policy. Also, see the handout on plagiarism posted on Blackboard for a more extensive discussion of what can and cannot be considered your own work. Therefore, make sure that you use your words and your ideas since that will earn you a better grade than if you use someone else's words and ideas. **Student work may be checked using plagiarism detection software.**

- a. Pay particular attention to the difference between quoting and paraphrasing of another scholar's work. Changing a few words does not constitute paraphrasing and will be treated as plagiarism. In particular, you can expect that an essay which merely paraphrases the secondary or introductory material to primary documents to receive a 0.
- b. The purpose of the writing assignments is to develop your ability to think critically. Therefore, your paper should not be the result of group work even at the level of just discussing the documents since you run the risk of having your ideas plagiarized or plagiarizing someone else's ideas. In the case of clear group work, all individuals involved will be given a 0 for the essay(s) involved.
- c. If you submit a paper previously handed in for this or for another course or written by another person here or at another institution, the instructor will take more serious action.

### **WRITING ASSIGNMENTS**

1. **Essay:** You will write two 5-page analytical essays using the assigned documents (primary for first essay and secondary for second essay), and following directions of the essay assignment handed out in class and posted on Blackboard.
2. **Roundtable Discussion:** There are five roundtable discussions in which the class will be divided into groups and each group assigned a specific document or article to read. Each student is responsible for submitting a 250 word response paper including the thesis (or main argument) of the assigned reading, a contextual reading response paragraph, short discussion of the historiography included in the essay and primary sources used, and some questions raised by that reading to the instructor via e-mail 24 hours in advance of the roundtable discussion. These will be handed out to the group and form the basis for the roundtable discussion. The grade for this portion will be determined by the quality of the written e-mail response as well as active participation in the discussion. Absence from class on these days will detract from the grade significantly.

### **CLASS PARTICIPATION**

There are two criteria used to determine this grade: attendance and discussion:

1. **Attendance** at every class is a course requirement and will be a significant component of your participation grade. I will take attendance every class and keep a record of this.
2. The **Discussion** grade will be determined by ability to answer questions (written or oral) accurately and thoughtfully, by the *quality* of those answers and by general participation throughout the semester. I keep a list of students who participated in each class discussion and use this list at the end of the semester as part of the grade determination. Asking thoughtful questions before and after class or coming to discuss material with me during office hours also helps me determine this grade since

for some shy people this is a more comfortable format.



**Lecture Topics, Reading, and Writing Assignments** (Subject to change at instructor's discretion.)

## **PART I Early Renaissance**

### **Week 1: Introduction**

What is the Renaissance?

Burckhardt, "[Discovery of Man](#)"

An Introduction to Renaissance Reading: Petrarch, Dante, Journey and Text

Zophy: 1-7; [Dante, Inferno \(Canto I-V\)](#); Petrarch, "[The Ascent of Mount Ventoux](#)"

### **Week 2: Medieval Politics**

War and Schism: Popes, Emperors, Bishops and Nobles

Zophy: 8-27, 32-47; [Dante, De Monarchia \(excerpt\)](#); [Marsilio of Padua](#)

Medieval Communes

[Martines, "Popolo and Popular Commune"](#); [Frescos of the Good & Bad Govt.](#)

Roundtable I

### **Week 3. Commercial Development**

The Black Death

Zophy: 29-32, 48-58, 84-90; [Martines, "Economic Trends and Attitudes" \(Chapter X\)](#);

Boccaccio, [Introduction to The Decameron](#)

Impact of the Black Death

David Herlihy, "The New Economic and Demographic Systems"

Goldthwaite, "The Preconditions for Luxury Consumption"

Discussion: *Renaissance in the Fields*

### **Week 4. The Renaissance City**

The Rise of the Medici and Venice

Zophy: 59-68; *Vespasiano da Bisticci's Portrait of Cosimo de' Medici*

Early Renaissance Patronage: Individual Piety and Civic Identity

[Arena Chapel](#); [Alberti, "Dedication to Brunelleschi" in On Painting](#); [Baptistry Competition](#)

Roundtable II

### **Week 5: Education and the Individual**

What is Humanism?

Zophy: 69-83, 130-134; [Grendler, "Schooling in Western Europe"](#)

Humanism Education and Philosophy

Petrarch, "[Letter to Posterity](#)"; Vergerio, [The New Education \(c. 1400\)](#); Bruni, "A Letter to

Niccolo Strozzi"; Bruni, [De Studiis et Litteris](#); Mirandola,

Female Humanists

Nogarola, "Of the Equal or Unequal Sin of Adam and Eve"; Federle, "Oration in Praise of Letters"; Cereta, "Letter to Bibulus Sempronius"

### **Week 6: Individual, State and Society**

Civic Humanism

Baron, "In Defense of Civic Humanism"; Bruni, *Panegyric to the City of Florence*; Bruni, *On the Constitution of the Florentines*; Selections from the Letters of Marsilio Ficino

Family and Marriage

Alberti, *On Family*; Barbaro, "On Wifely Duties"

### **Week 7: Discussions, Review, and Midterm**

## **PART II European Renaissance and Global Exchange**

### **Week 8. Renaissance Encounters**

Mediterranean Trade

Zophy: 123-136; Brotton: 1-61

Venice and Ottoman World

Roundtable III

### **Week 9. Princely Courts**

Rise of the Princely Court and Burgundy

Zophy: 109-122; [Martines, "The Princely Court"](#); [Peter Arnade, "City, State, and Public Ritual"](#)

Courts of Urbino

Vespasiano da Bisticci, "The Life of Fredrico Montefeltro"; Montefeltro

The Renaissance Man (and Woman) at Court

Castiglione, *The Book of the Courtier* (excerpts)

### **Week 10. Art, Power and Patronage**

Renaissance Popes and Rome

Brotton: 62-124; Aeneas Silvius Piccolomini, *The Election of Pius II*

Renaissance Diplomacy: Lorenzo Medici

[Martines, "Art: An Alliance with Power" \(Chapter XIII\)](#); Lorenzo De Medici

Roundtable IV

### **Week 11. Renaissance Europe and the Italian Wars**

City-State Violence and Invasions

*Guicciardini*; Landucci; Machiavelli, *Discourses and the Prince* (excerpts)

The New Renaissance Courts: Frances I, Henry VIII, and Maximilian I

Discussion: *The Mattress Maker's Daughter*

### **Week 12. Renaissance Innovations: Science and the Age of Discovery**

Renaissance Science and Age of Discovery

Zophy: 187-196; Brotton: 154-221; Paracelsus, "On Medical Reform (1529/1533)"

A Brave New World?

Shakespeare, *The Tempest*

Roundtable V

### **Week 13: High Renaissance**

Artistic Innovations: Science and Commerce

Zophy: 90-108, 112-116; Brotton: 124-153; [Alberti, On Painting](#)

The Artist as Courtier

Vasari, [Michelangelo](#), [Da Vinci](#), and [Raphael](#)

Essay #2 Due

### **Week 14. The Spread of the Renaissance**

Italy in Europe

Nauert, "Crossing the Alps"

Northern Humanism

Zophy: 174-185; Montaigne; Rabelais; Erasmus

European Reactions to Humanism

Thomas More, *Utopia*

### **Week 15: Final Exam**

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## Essay One (Learning Outcome #2)

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### Choose One

1. What factors lead to the emergence of humanism and do you think that rhetorical studies were related to political circumstances? In other words, is “civic humanism” a natural evolution from philosophical studies or did the political circumstances of Italy lead to its development? In your essay, explore the concepts of civic engagement for men and women as well as the role that education played in that process.
2. Hans Baron argues that the new emphasis on classical authors was designed to promote secular concerns, or the *vita activa*, an attitude that “unmistakably reflect[s] a changed social and political environment after 1400.” (p. 255) Other historians argue that the purpose of reading and copying classical writings focused on individual intellectual and spiritual development, or the *vita contemplativa*. Looking at the curriculum and writings in the readings for this week, what do you think the purpose of humanism is and is it different based on gender, social circumstances, and goals of the students? As part of your answer consider whether civic engagement mean the same thing for men and women and how their education was conceived to prepare them for their expected civic role.

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## Essay Two (Learning Outcome #1)

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Many assessments of the Late Renaissance argue that Italy/Florence was peopled by great men (and women) and that these personalities and their accomplishments transcend their time. Other scholars, however, argue that this “genius” was fostered by the unique circumstances of the princely court and that without the rules of courtly behavior, as exemplified by Castiglione, and the support of princely patrons, creativity would not have flourished as it did in 15<sup>th</sup>/16<sup>th</sup> centuries. Which position would you support? In your answer, you should discuss the balance and conflict between individual artistic vision and self-definition as an artist, the common use of art as political propaganda, the realities of patronage in the princely court, and the demands and constraints of the workshop/guild system. In other words, was the Renaissance artist free to paint, sculpt, or create as he, or she, wanted or how did the Renaissance expectation of the development of self relate those around them?

(Attachment #3a)

## **Roundtable Articles (Learning Outcome #3)**

### **Roundtable I: Medieval Structures of the Urban Commune**

Lansing, "Magnate Violence Revisited" (YELLOW)  
Jones, "Communes and Despots in Late Medieval Italy" (ORANGE)  
[Becker, "The Republican City State in Florence"](#) (RED)  
[Najemy, "Guild Republicanism"](#) (BLUE)  
[Head, "William Tell and His Comrades"](#) (GREEN)  
[Britnell "The Towns of England and Northern Italy in the Early Fourteenth Century"](#) (PURPLE)

### **Roundtable II: Italian Commercial Revolution and Material Culture**

Pinto, "Landed Property and Trade in Medieval Siena" (PURPLE)  
[Caferro, "Warfare and Economy in Renaissance Italy, 1350-1450"](#) (RED)  
[Grafe and Gelderblom, "The Rise and Fall of the Merchant Guilds"](#) (GREEN)  
[Cohn, "Renaissance Attachment to Things: Material Culture in Last Wills and Testaments"](#) (BLUE)  
[O'Malley, "A Pair of Little Gilded Shoes"](#) (YELLOW)  
[Appuhn, "Inventing Nature"](#) (ORANGE)

### **Roundtable III: Renaissance Patronage and Art**

[Muir, "Images of Power: Art and Pageantry in Renaissance Venice"](#) (PURPLE)  
Webb, "All is not Fun and Games" (BLUE)  
[Cowan, "Seeing is Believing: Urban Gossip and the Balcony in Early Modern Venice"](#) (GREEN)  
San Juan, "The Court Lady's Dilemma" (ORANGE)  
[Mareel, "Urban Literary Patronage in the Early Modern Low Countries"](#) (YELLOW)  
O'Malley, "Finding fame: Painting and the Making of Careers in Renaissance Italy" (RED)

### **Roundtable IV: A Brave New World?**

[Grafton, "Kepler as a Reader"](#) (BLUE)  
[Carmichael, "Contagion Theory and Contagion Practice in Fifteenth-Century Milan"](#) (GREEN)  
Kusukawa, "Patron's Review" (RED)  
Strocchia, "The Nun Apothecaries of Renaissance Florence" (YELLOW)  
[Siraisi, "Medicine and Renaissance World of Learning"](#) (ORANGE)  
[Grafton, "Kepler as a Reader"](#) (PURPLE)

### **Roundtable V: Humanists and the World**

[Nader, "Desperate Men, Questionable Acts"](#) (GREEN)  
[Rubiés, "Travel Writing and Humanistic Culture: A Blunted Impact?"](#) (YELLOW)  
Lowe, "Africa in the News in Renaissance Italy" (RED)  
[Salvadore, "The Ethiopian Age of Exploration"](#) (ORANGE)  
Johnson, "[Buying Stories](#)" (BLUE)  
[Bisaha, "Petrarch's Vision of the Muslim and Byzantine East"](#) (PURPLE)

(Attachment #3a)      **Writing Guideline: Roundtable Discussions and the *Article Abstract***

The **Roundtable Discussions** are designed to look at historiography, or historical interpretation, about a specific theme or event. What should become quickly evident in doing this assignment is that not all the historians agree about the interpretation of historical events and trends. The purpose of this assignment is to learn how to identify the position of an historian and to place a single work of historical writing into the context of a larger discussion of historiography. To begin this discussion, each student will read an article and write an *Article Abstract* to share with a group of students reading the same article and with students reading different articles.

What is an *Article Abstract*?

An abstract can be defined as a brief, comprehensive summary of the contents of a piece of scholarly writing. An abstract is not a review, but the end result of reading effectively, understanding the methodology and sources used to present an argument, and identifying an author's main points within an historical context. An abstract presents this information in a relatively brief form of 200-250 words. If your abstract is longer, you will need to edit your abstract to the essential points.

In reading the assigned article, concentrate on the broader implications and arguments of the article rather than trying to learn/understand every single factual point. Take notes about the main points. Identify the key concepts of the article. Read for thesis and conclusions of the author rather than "facts." Pay particular attention to the introduction and conclusion of the article and the section divisions and topical sentences of paragraphs since these will guide you through the author's main points. As you complete your reading of the article, you are ready to put together your abstract.

How should an *Article Abstract* be presented?

Content: Include the following information in your *Article Abstract*, using the following headers

- **Thesis:** The thesis (or main argument) of the assigned article in one to two sentences. Begin your thesis statement with "[Author Name] argues" and then state their main point in your own words. Do not quote from the article.
- **Questions:** A short list of the main historiographic questions raised by the author
- **Sources:** The main primary and secondary sources used by the author, divided into a section for each type (i.e. Primary: then list; Secondary: then list). The lists do not need to be in full CMS citation. Instead list author and a short title.. In the case of the primary give types and/or main source(s) of information. It should be divided into primary and secondary sources.
- **Abstract:** A 250-word abstract (with word count of this section at the end) outlining the purpose, methodology, main points, conclusions, and potential implications of the research presented in the article. Again this should be your words, not quotes.

Document Format:

- Must be typed in Times-Roman, 12-point font with one-inch margins.
- Single-space the entire document
- Name/Group in the first line
- Bibliographic information about the article in the second line
- Skip a line, put *Article Abstract* in italics in the next line
- Skip line before beginning abstract as outlined above
- Begin each element with the headers followed by a colon
- Use correct grammar, spelling, and punctuation

Style:

- This is formal scholarly summary of the content of the article, not your personal opinion. Use the format "in this article, X argues Y" rather than "I really hated the way X wrote."
- Use your own words throughout your summary, but do not interpret or use "I"
- Avoid presentism. Don't try to make every article and topic about now
- Do not use quotes or merely paraphrase sentences from the document

- Write clearly and concisely. Edit for excess wordiness

**Attachment 4**  
***RUBRIC for HISTORY DEPARTMENT ESSAYS***

	<b>1. EXCELLENT</b>	<b>2. GOOD</b>	<b>3. NEEDS WORK</b>	<b>4. POOR</b>
<b>A. THESIS</b>	Thesis is easily identifiable, plausible, novel, sophisticated, insightful, and clear.	Thesis is promising, but may be slightly unclear, or lacking insight or originality.	Thesis is unclear or unoriginal. Uses vague language. Provides little around which to structure the paper.	Thesis is difficult to identify, non-existent, or merely restates the question. Shows little effort or comprehension of the assignment.
<b>B. STRUCTURE</b>	Structure is evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Structure is generally clear and appropriate, though may wander occasionally. Essay may have a few unclear transitions, or a few paragraphs without strong topic sentences.	Structure is generally unclear, often wanders, or jumps around. Transitions are few and/or weak, and many paragraphs lack topic sentences.	Structure is unclear, often because thesis is weak or non-existent. Essay has little or no structure or organization. Transitions are confusing and unclear. Topic sentences are few or non-existent.
<b>C. USE OF EVIDENCE</b>	Primary source and historical context information is incorporated to support every point. Examples support thesis and fit within paragraph. Quoted material is fully integrated into sentences. Factual information is incorporated. Primary source cited correctly, completely, and using correct footnoted format including proper punctuation.	Author uses examples to support most points. Some evidence does not support point or is out of place. Quotations are generally integrated well into sentences and paragraphs. Some factual information is incorporated. Primary source cited correctly, completely, and using correct footnoted format including proper punctuation.	Author uses examples to support some points. Quotations may be poorly integrated into sentences and paragraphs. There may not be a clear point. Moderate amount of factual information is incorporated. Footnotes are not correctly or fully cited.	Very few or weak examples. Paper is weakened by a general failure to support statements. Evidence supports no particular point. Little or no factual information is incorporated, and primary sources remain mostly not interpreted or are merely summarized. Lacks citations.
<b>D. LOGIC AND ARGUMENTATION</b>	All ideas flow logically. The argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments. Makes original connections that illuminate thesis.	Argument is clear and usually flows logically and makes sense. Some counter-arguments are acknowledged, though perhaps not addressed. Occasional insightful connections to evidence appear.	The argument may often be unclear or not make sense. Author may not address counter-arguments or make sufficient connections with the thesis. Essay may contain logical contradictions.	Ideas do not flow at all, usually because there is no argument to support. Essay displays simplistic view of topic, and no consideration of possible alternative views. Any attempts to relate evidence to argument are very weak. Argument is too incoherent to determine.
<b>E. MECHANICS</b>	Language is clearly organized. Word usage, punctuation, sentence structure, and grammar are correct. Sources are correctly cited. Spelling errors are minimal or non-existent. Absolutely no run-on sentences or	Sentence structure and grammar are strong despite occasional lapses. Punctuation and citation style are generally used correctly. Some spelling errors and run-on sentences, sentence fragments, or	Essay includes minor problems in sentence structure and grammar, and/or multiple errors in punctuation, citation style, and spelling. It may have several run-on sentences, sentence fragments, and	Major problems in sentence structure and grammar mar the paper. These problems may include frequent major errors in citation style, punctuation, and spelling. Essay may have many run-on sentences, sentence fragments, and

	comma splices mar the paper. Meets word/page length requirement.	comma splices, mar the paper. Meets word/page length requirement.	comma splices that detract from coherence of writing. Meets word/page length requirement.	comma splices that significantly detract from coherence. Major problems in mechanics make the writing very difficult to understand. Fails to meet word/page length requirement.
<b>F. ETHICS</b>	Student identifies different ethical perspectives related to historical topic and can discuss the assumptions and implications of those different ethical perspectives.	Student identifies different ethical perspectives related to historical topics but discussion of assumptions and implications is inadequate.	Student identifies at least one of the ethical perspectives related to the historical topic but is unable to identify the assumptions and implications of that perspective.	Student is unable to identify any ethical perspectives and cannot discuss assumptions and implications.

\*This rubric is a composite of those used in several American and World courses taught at Jacksonville University, Barry University, Bowdoin College, Yale University, Manatee Community College, and Florida International University.