

LSC Use Only

Number: 159
Action: Approved
Date: 3-21-91

UWUCC Use Only

Number: _____
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Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: Renaissance and Reformation HI 305
Suggested 20 Character Course Title: _____
Department: History
Contact Person: Dr. Joseph Gallener

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
_____ Course Revision/Approval and Liberal Studies Approval
X Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Mark Pefe _____ Department Curriculum Committee
Paul B. [Signature] _____ Department Chairperson
Paul Joyce _____ College Curriculum Committee
Charles D. [Signature] _____ College Dean *
Director of Liberal Studies _____ Provost (where applicable)
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____ Semester to be implemented: _____ Date to be published in Catalog: _____
to UWUCC: _____

LIBERAL STUDIES APPROVAL FORM

I.A. Liberal Studies Elective

I.B. N/A

II.A.1. Primary. Examinations, class discussions, and library research projects are all designed to require critical thinking. Students should realize that historical thinking involves interpretation and judgment rather than merely the recall of information.

A.2. Primary. Examinations will be essays, and there will be an out-of-class paper. Students will read and discuss books, including examples of works of great thinkers from the period.

A.4. Primary. This, of course, is the central element of any history course. Almost every aspect of the course is designed to show historical change, the influence of prior events on later events, and the interrelationships of various cultural factors at any given time.

A.5. Secondary. One segment of the work deals with the development of late medieval and early modern science.

A.6. Secondary. Students will be examining certain intellectual and philosophical problems, some of which deal with ethics. For example: Neo-Platonism, Renaissance education, Puritanism, and Machiavellian political thought.

A.7. Aesthetics. The course will examine art, architecture, and poetry from the period.

B. Primary. Any number of items that are covered in this course are among those which educated people would be expected to know. For example, the political thought of Locke, the role of Luther in the Reformation, or the architectural contribution of the Renaissance.

D.1. Secondary. There is no instruction in library use, but students will use the library to complete their assignments.

III.A. N/A

B. There are lectures on the role of women and the family. There is a redefinition of women's roles during these periods which is reflected in educational, political, religious, and artistic thought and practice. There will

also be consideration of religious minorities during the Reformation, the status of Jews, and interactions with Islam.

- C. See syllabus. None of the reading is traditional textbook type reading.
- D. N/A
- E.2. See II.A.1
- E.3. See II.A.2.
- E.4. Students read the works of great thinkers and see the works of great artists. In a limited way, students engage in creative thinking themselves when they write their out-of-class papers.
- E.5. This is a continuing goal of the course. As frequently as possible, lectures and discussions try to make the connection explicit and to speak in ways that encourage students to read, travel, visit museums and galleries after their formal education is completed.
- E.6. Our culture is a product of its past. Thus, for example, there are connections between early modern political thought and today's political institutions and between artistic developments and the architecture and culture that surrounds us.

CHECK LIST — LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency.. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

Course Syllabus

HI 305 Renaissance and Reformation

- I. Catalog Description.
History of Europe from c. 1250; rise of commercial city, kings, and pressures on Christian Church to 1600. Some considerations of technology and voyages.

- II. Course Objectives.
 1. To allow music majors to acquire a broad understanding of culture and intellectual history prior to 1700 which will serve as the basis for music history courses covering the same period.
 2. To provide materials so that students can learn to think historically.
 3. To provide subject matter so as to allow the students to gain a broad knowledge and information about the period.
 4. To provide material so as to allow the students to gain a general knowledge of historical interpretation and primary source material related to this period.

- III. Detailed Course Outline:
 1. Introduction.
 2. Classical and Christian Background.
 3. Carolingian Renaissance.
 4. Medieval Monarchy and Society.
 5. Cultural Revival and Medieval Universities.
 6. Scholasticism and Medieval Architecture.
 7. Black Death and Hundred Years War.
 8. Renaissance Republics and Warfare.
 9. Renaissance Society.
 10. Dante=Medieval or Modern ?
 11. Classical Revival and Humanism.
 12. Education and Civic Humanism.
 13. Floritine Art and Architecture.
 14. The Rome of Michelangelo and Raphael.
 15. Leonardo da Vinci and Renaissance Science.
 16. Machiavelli and the End of the Italian Renaissance.
 17. More, Erasmus and Christian Humanism.
 18. N. Renaissance Art: van Eyck, Bosch, Breugel.
 19. Overseas Discovery and the Renaissance Mentality.
 20. Test.

 21. Europe in the 16th Century.
 22. European Society.
 23. The Lutheran Reformation.
 24. Zwingli and Calvin
 25. Other Reform Movements: Anglicanism and Catholic Reform.

- 26. The Religious Wars.
 - 27. Anglican England and Catholic Spain.
 - 28. War and Revolt in the early 17th Century.
 - 29. Copernican Revolution.
 - 30. Kepler and Galileo.
 - 31. Influence of Science on Thought and Society.
 - 32. 16th Century Mannerism, Skepticism and Cervantes.
 - 33. Shakespeare.
 - 34. Baroque Culture.
 - 35. Baroque Art and Architecture.
 - 36. Europe 1660.
 - 37. Absolutism and European Politics.
 - 38. European Society.
 - 39. The Court of Louis XIV.
 - 40. Newton and Locke.
 - 41. 17th Century Classicism.
 - 42. Conclusion.
- FINAL TEST

IV. Evaluation Methods. Student evaluation will be based on the following:

- 1. One mid term test primarily consisting of essay questions which will represent 30% of the final grade. (This may be changed to two tests at 15% each)
- 2. One final test primarily consisting of essay questions which will represent 30% of the final grade.
- 3. A library research assignment which will consist of 20% of the final grade.
- 4. Short papers based on historiographical and documentary readings and discussions related to same which will consist of 20% of the final grade.

V. Required Textbook(s), Supplemental Books, and Readings. Assigned Reading would consist of:

- 1. a readable book which would give an over view, selected readings from writers from the period itself. Daniel J. Boorstin, The Discoverers.
- 2. At least one book that would introduce the students to the Historiography and the more recent historical interpretations of the period:
 - 1. Erwin Panofsky, Gothic Architecture and Scholasticism.
 - 2. J. Huizinga, The Waning of the Middle Ages.
 - 3. E. Erikson, Young Man Luther.
 - 4. R. H. Tawney, Religion and the Rise of Capitalism.
 - 5. J. E. Neale, Elizabeth I.
 - 6. H. Butterfield, the Orgins of Modern Science.

- 7. Michel Roucault, Madness and Civilization.
- 8. Natalie Zemon Davis, The Return of Martin Guerre.
- 9. Carlo Ginzburg, The Cheese and the Worms.

- 3. Selections From:
 - I. St. Thomas
Dante

 - II. Petrarch
Castiglione/Cellini
Machiavelli
More/Erasmus

 - III. Luther/Calvin
Shakespeare
Galileo
Hobbes/Locke