

SYLLABUS FOR EUH 3140: THE RENAISSANCE (FALL 2024)



CLASS SCHEDULE: Tuesday: 10:40AM–11:30AM and Thursday: 10:40AM–12:35PM in 111 Keene-Flint Hall

Professor Anton Matytsin | matytsina@ufl.edu

Office: 230 Keene-Flint Hall

Office Hours: Tuesday: 1:00–2:00PM and Thursday: 1:00–3:00PM, or by appointment

COURSE DESCRIPTION: The course will explore the Renaissance era in continental Europe from the middle of the fourteenth century to the end of the French Wars of Religion. This revolutionary period provides important insights into the development of modern Western society. It was a time of dramatic developments in the intellectual, political, economic, and social structures of the European civilization. The medieval intellectual and political traditions were fired in the crucible of economic, religious, and social upheaval. The emergence of clearly defined territorial states, the rise of humanist scholarship and the rediscovery of ancient sources, the invention of printing, the encounter with the New World, economic and ethnic social stratification, and Christian confessionalization became a fixed part of the landscape of European culture. This course will focus primarily on intellectual and cultural history of this period, examining the dramatic transformations in philosophy, literature, and art. The course will cover the late medieval intellectual traditions, the Italian and the Northern Renaissance, the humanist movement, the Protestant and Catholic Reformations and the religious conflicts they produced, and Christendom's encounter with other cultures.

GENERAL EDUCATION: OBJECTIVES FOR HUMANITIES

This course satisfies the Humanities Gen-Ed credit at the University of Florida. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies

used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases, and influences that shape thought. These courses emphasize a clear and effective analysis and approach issues and problems from multiple perspectives.

GENERAL EDUCATION: LEARNING OUTCOMES FOR HUMANITIES

CATEGORY	DEFINITION	COURSE SLO
CONTENT	Knowledge of the concepts, principles, terminology and methodologies used within the historical discipline.	Students will demonstrate competence in the terminology, concepts, methodologies and theories used within the historical discipline.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms.	Students will communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the historical discipline.
CRITICAL THINKING	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students will identify and analyze key elements, biases, and influences that shape thought within the historical discipline. They will approach issues and problems within the history of the Renaissance from multiple perspectives.

REQUIRED TEXTS:

- Eugene F. Rice and Anthony T. Grafton, *The Foundations of Early Modern Europe, 1460–1559* (Norton, 1994) ISBN: 9780393963045
- Joanne M. Ferraro, *The Renaissance and the Wider World* (Bloomsbury Academic, 2024) ISBN: 9781350158955
- *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (Penguin, 1977) ISBN: 9780140150612
- Michel de Montaigne, *The Essays: A Selection* (Penguin, 1994) ISBN: 9780140446029
- Desiderius Erasmus, *The Praise of Folly and Other Writings* (Norton, 1989) ISBN: 9780393957495
- Articles, chapters, and documents available electronically on Canvas marked as [C]

ASSIGNMENTS AND EVALUATION:

Participation and Professionalism (15%)

Primary Source Analysis (10%)

Two Papers (30% total / 15% each)

Mid-Term Exam (20%)

Final Take-Home Exam (25%)

Note: You must complete all assignments in order to pass the course.

Grading Scale:

A = 100–93 (4.0) B = 86–83 (3.0) C = 74–71 (2.0) D = 62–60 (1.0)

A- = 92–90 (3.67) B- = 82–79 (2.67) C- = 70–67 (1.67) D- = 59–56 (0.67)

B+ = 89–87 (3.33) C+ = 78–75 (2.33) D+ = 66–63 (1.33) F = below 55 (0)

For more information see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Please note that **grades** and percentages **displayed** on **Canvas** are merely **approximations** and do not accurately reflect your final grade. The grade book is there to provide you with grades for your individual assignments. Your **final grade for the course** is **calculated** by taking the **percentage value** of each assignment (in decimals) and **multiplying** it by the **grade point value** you received on that assignment. They are then added together. A sample grade might look as follows: $4 \times 0.15 + 3.67 \times 0.1 + 3.33 \times 0.2 + 4 \times 0.1 + 3.67 \times 0.2 + 4 \times 0.25 = 3.767$ (or an A-).

Participation and Professionalism (15%):

A) Attendance: You are expected to attend all scheduled meetings, complete all the assigned readings, participate in discussion, and behave in a respectable and collegial manner. You will be permitted **two absences** over the course of the term; every unexcused absence thereafter will **lower your participation grade by one third**. It is also important to arrive to class on time. Punctuality is a show of respect for your instructor and classmates, and it is important not just in class but in a job and your eventual career. Guidelines for excused absences can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

B) Readings: Please come to each lecture class having completed the assigned readings for that day. “To complete the readings” means allowing yourself sufficient time both to read through the assigned materials and to think about them. Please bring all assigned readings to class on the day for which the reading has been assigned. It is your responsibility to contact me if you have difficulty locating the reading assignments. We will not always talk about all of the readings directly. However, these texts were selected to provide you with a foundation for the material and topics covered.

C) Discussion: The success of the course depends in large part on the students’ active participation. Bear in mind that “active participation” means asking good questions as well as proposing good answers. You are strongly encouraged to bring questions about the readings to class. If one of you had questions or difficulties, others certainly did as well. Active participation is essential for the success of this course. You will be regularly divided into groups and asked to prepare debate positions for our discussions.

Primary Source Analysis (10%): As preparation for the longer papers, students will write a primary sources analysis paper. Students will pick a particular primary source they have read by that point in the semester and analyze a theme of their choice. The papers should be focused on discussing a specific question. You are welcome to engage with some of the discussion questions or write about topics you find of particular interest. The source analysis will be due **Friday, September 14th**. It should be between **750** and **1,000 words**, and they should be turned in via Canvas.

Two Papers (30% total / 15% each): The essays will be roughly **1000-1500 words** in length. They will be based on your readings, and you are neither expected nor encouraged to do additional research. You will be provided with prompts and detailed instruction at least two weeks in advance of the deadline. You will have a choice of several questions, and you may also write on a topic of your choosing pending approval from the instructor. The papers will be due on **Friday, October 11th** and **Friday, November 17th**, respectively. Your essays will be turned in via Canvas.

Mid-Term Exam (20%): The mid-term examination will take place **in class** on **Tuesday, November 5th**. You will be given several sets of four related terms. You will pick three of these sets and write three brief essays that define the terms while offering a narrative or an argument.

Final Take-Home Exam (25%): The final paper will be due on **Friday, December 6th**. It will consist of two parts. The first part will pose a specific question that connects one of our earliest readings in the course to our last topic. For the second part, you will write a longer essay that will address some of the larger themes of the entire course. You will have a choice of two questions. Your essays will be turned in via Canvas.

COURSE POLICIES AND EXPECTATIONS:

Extensions and Late Penalties: The penalty for turning in late assignments is **one letter grade** (A to B, B to C, and C to D) for **each day** that the assignment is late. Assignments that are over three days late will not be accepted and will automatically receive an F. Extensions will only be granted in case of extenuating circumstances, such as documented medical emergencies. **Please note that you must complete all of the assignments in order to pass the course.**

Classroom Etiquette: Please **use electronic devices** only for the purposes of **taking notes** or **consulting** the **readings**. The improper use of electronic devices can be distracting to both you and your classmates, disrupting the learning experience. The instructor reserves the right to **prohibit** the USE of electronic devices in cases where students use them **inappropriately**.

Diversity and Inclusiveness in the Classroom: An open, inclusive environment in the classroom is key to our collective success and is something that the university and I value enormously. I hold myself and each student responsible for fostering a productive learning environment that supports and encourages diversity and inclusiveness. Diversity can include, but is not limited to, race, ethnicity, gender, religion, age, disability, sexual orientation, nationality, and immigration status. Diversity also entails different perspectives, philosophies, and life experiences. I believe that by hearing and learning from a variety of sources and viewpoints, each of us will gain competence in communication, critical thinking, and cultural understanding, as well as an awareness of our implicit biases and how they shape our interactions with others and the world. This will make us better scholars, better citizens, and better people.

Contact: The University of Florida requires that you use your UF Gatorlink account for university related e-mail communication. Please see <http://www.it.ufl.edu/policies/#email> to read more on this policy. It is important to check Canvas and your UF e-mail accounts regularly. I will do my best to respond to all course-related emails within 24 hours on weekdays and 48 hours on weekends and during breaks. Please note that if you contact me about an assignment at the last minute, I may not have time to respond. Like most UF faculty, I treat e-mail as a formal means of communication. Your e-mails should be written with a basic greeting (i.e. *Dear, Hello, Hi*, then my name), body, and salutation (i.e. *Thank you, Sincerely, Best*, then your name). Proper grammar is expected.

Office Hours: My office hours are **Tuesdays 1–2PM** and **Thursdays 1–3PM** in Keene-Flint 230; or by appointment. You are highly encouraged to attend office hours at least once during the semester. I would like to get to know each of you individually.

STATEMENT REGARDING ACADEMIC HONESTY:

Students are expected to uphold the Academic Honor Code of the University of Florida. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and responsibility on the part of the University community. For a full explanation visit:

www.registrar.ufl.edu/catalog/policies/students.html. An excellent website that discusses plagiarism, correct citing of references, and correct use of quotations is:

<http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f9>.

Unless otherwise instructed, you are **not permitted to use Chat GPT** or any other AI software to generate your essays or other assignments. The use of such software will be considered **equivalent to plagiarism**. Please consult UF guidelines regarding the use of such technologies:

Any assignment demonstrating evidence of **plagiarism** or otherwise **violating** the Academic Honor Code will automatically receive a **failing grade** and be **reported** to the Dean of Students.

COURSE EVALUATIONS:

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

UNIVERSITY RESOURCES:

Disability Accommodations: Students requesting accommodation should first register with the Dean of Students Office so that you have documentation for all your courses. For more information about services available to University of Florida students: Dean of Students Office Disability Resource Center, 202 Peabody Hall or 0020 Reid Hall Phone: (352) 392-1261/(352) 392-8570 or at: <http://www.dso.ufl.edu/drc/>

UF Counseling and Academic Resources: On-campus services are available for students having personal problems or lacking clear career and academic goals. They include:

1. U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.
2. University Counseling Center, 301 Peabody Hall, (352) 392-1575,
3. Student Mental Health, Student Health Care Center, (352) 392-1171
4. Sexual Assault Recovery Services (SARS), Student Health Care Center, (352) 392-1161
5. Career Resource Center, Reitz Union, (352) 392-1601 <http://www.crc.ufl.edu/>
6. E-learning technical support: (352) 392-4357/ email: Learningsupport@ufl.edu
<https://lss.at.ufl.edu/help.shtml>.
7. Library Support, <http://cms.uflib.ufl.edu/ask>
8. Writing Studio, 302 Tigert Hall, (352) 846-1138 <http://writing.ufl.edu/writing-studio/>

WEEK 1 (AUGUST 22–24): INTRODUCTION

Readings:

- Kenneth Bartlett, *A Short History of the Italian Renaissance*, 1–13 [C]

WEEK 2 (AUGUST 26–30): WHAT WAS THE RENAISSANCE?

Readings:

- Joanne M. Ferraro, *The Renaissance and the Wider World*, 1–15, 17–35
- Jacob Burckhardt, *The Civilization of the Renaissance in Italy*, in Zachary S. Schiffman, ed. *Humanism and the Renaissance* (2002), 11–26 [C]
- Coluccio Salutati, “A Defense of the Roman Origins of Florence,” in *Images of Quattrocento Florence*, ed., Stefano Ugo Baldassarri and Arielle Saiber 3–11 [C]
- Leonardo Bruni, “The Republican Legacy” and “Panegyric of Florence,” in *Images of Quattrocento Florence* 12–17, 39–43 [C]

WEEK 3 (SEPTEMBER 2–6): THE ECONOMIC FOUNDATIONS

Readings:

- Ferraro, *The Renaissance and the Wider World*, 37–68
- Eugene F. Rice and Anthony T. Grafton, *The Foundations of Early Modern Europe, 1460–1559*, 45–76
- Benedetto Dei, “The Prosperity of Florence,” in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin, 165–167
- Arnold Von Harff, “Venice, Mistress of the Seas, in *Portable Renaissance Reader*, 168–175
- Ludovico Guicciardini, “Antwerp, The Great Market,” in *Portable Renaissance Reader*, 185–202

WEEK 4 (SEPTEMBER 9–13): LITERATURE AND POETRY

Readings:

- Ferraro, *The Renaissance and the Wider World*, 90–94
- Paula Findlen, “Understanding the Italian Renaissance,” in *The Italian Renaissance*, ed. Paula Findlen, (2002), 4–26 [C]
- Francesco Petrarca, [Letters to Posterity, Boccaccio, and Cicero](#) [C]
- Giovanni Boccaccio, “The Return of the Muses,” in *Portable Renaissance Reader*, 123–126
- Leonardo Bruni, “Petrarca and the Art of Poetry,” in *Portable Renaissance Reader*, 127–130
- Lorenzo Valla, “The Glory of the Latin Language,” in *Portable Renaissance Reader*, 131–135
- Giovanni Boccaccio, *The Decameron*, 1–41, 192–99, 575–78, 783–802 [C]

WEEK 5 (SEPTEMBER 16–20): HUMANIST EDUCATION AND SELF-FASHIONING

Readings:

- Rice and Grafton, *The Foundations of Early Modern Europe*, 77–89, 104–109
- Ferraro, *The Renaissance and the Wider World*, 71–82, 155–168
- Pier Paolo Vergerio, “On the Liberal Studies and the Moral Education of the Free-Born Youth,” in *Renaissance Humanism: An Anthology of Sources*, ed. Margaret L. King, 20–27 [C]

- Laura Cereta, “Letters to Bibolo Semproni and Lucilia Vernacula,” in *Renaissance Humanism: An Anthology of Sources*, ed. Margaret L. King, 274–281 [C]
- Leon Battista Alberti, “Self-Portrait of a Universal Man,” in *Portable Renaissance Reader*, 480–492
- Baldesar Castiglione, *The Book of the Courtier*, 9–63 [C]

PRIMARY SOURCE ANALYSIS DUE FRIDAY, SEPTEMBER 20TH AT 11:59PM

WEEK 6 (SEPTEMBER 23–27): IMITATING NATURE: ART AND ARCHITECTURE

Readings:

- Rice and Grafton, *The Foundations of Early Modern Europe*, 90–104
- Ferraro, *The Renaissance and the Wider World*, 82–90, 181–220
- Leon Battista Alberti, *On Painting*, 34–42, 60–67, 75–79, 87–96 [C]
- Giorgio Vassari, “The Arts Reborn,” in *Portable Renaissance Reader*, 140–145
- Leon Battista Alberti, “The Art of Building,” in *Portable Renaissance Reader*, 527–531
- Leonardo da Vinci, “Nature, Art, and Science,” in *Portable Renaissance Reader*, 531–540

WEEK 7 (SEPTEMBER 30–OCTOBER 4): RENAISSANCE PHILOSOPHY

Readings:

- Christopher S. Celenza, “The Revival of Platonic Philosophy,” in *The Cambridge Companion to Renaissance Philosophy*, ed. James Hankins, 72–93 [C]
- Pico della Mirandola, *On the Dignity of Man* (1486), 3–34 [C]
- Marsilio Ficino, “The Soul of Man,” in *Portable Renaissance Reader*, 387–392
- Pietro Pomponazzi, “The Immortality of the Soul,” in *Portable Renaissance Reader*, 392–395
- Johann Reuchlin, “Pythagoras Reborn,” in *Portable Renaissance Reader*, 409–414

WEEK 8 (OCTOBER 7–11): CHURCH AND STATE

Readings:

- Rice and Grafton, *The Foundations of Early Modern Europe*, 110–132
- Lorenzo Valla, *On the Donation of Constantine*, vii–xiv, 1–14, 27–41, 66–80 [C]
- Girolamo Savonarola, “A Preacher of Reform,” in *Portable Renaissance Reader*, 644–647
- Francesco Guicciardini, “Savonarola, A Portrait,” in *Portable Renaissance Reader*, 647–652
- Isota Nogarola, “Dialogue on the Equal or Unequal Sin of Adam and Eve,” in *Renaissance Humanism: An Anthology of Sources*, ed. Margaret L. King, 266–274 [C]

FIRST PAPER DUE FRIDAY, OCTOBER 11TH AT 11:59PM

WEEK 9 (OCTOBER 14–18): POLITICS AND HISTORY

Readings:

- Rice and Grafton, *The Foundations of Early Modern Europe*, 132–145

- Ferraro, *The Renaissance and the Wider World*, 129–151, 255–264
- Francesco Guicciardini, “A Portrait of Lorenzo de’ Medici,” and “The Balance of Power in Italy,” in *Portable Renaissance Reader*, 267–284
- Niccolò Machiavelli, *Discourses on Livy* in *The Portable Machiavelli*, 169–185, 200–215, 218–228, 281–306, 342–348, 351–357, 416–418 [C]

WEEK 10 (OCTOBER 21–25): NORTHERN HUMANISM

Readings:

- Rice and Grafton, *The Foundations of Early Modern Europe*, 1–10
- Ferraro, *The Renaissance and the Wider World*, 168–177
- Desiderius Erasmus, “On the New Testament,” in *Portable Renaissance Reader*, 401–408
- Desiderius Erasmus, *Handbook for the Christian Soldier, Praise of Folly, The Summons, The Complain of Peace, The Shipwreck* in *Reformation Thought: An Anthology of Sources*, ed. Margaret L. King, 23–41 [C]
- Desiderius Erasmus, *On the Education of a Christian Prince*, in *Renaissance Humanism: An Anthology of Sources*, ed. Margaret L. King, 147–157 [C]
- Thomas More, *Utopia*, in *Renaissance Humanism: An Anthology of Sources*, ed. Margaret L. King, 157–166 [C]

WEEK 11 (OCTOBER 28–NOVEMBER 1): LUTHER’S AND CALVIN’S REFORMATIONS

Readings:

- Rice and Grafton, *The Foundations of Early Modern Europe*, 146–169
- Martin Luther “The Faith of a Christian,” in *Portable Renaissance Reader*, 721–726
- Desiderius Erasmus, “On Free Will,” in *Portable Renaissance Reader*, 677–693
- Martin Luther, “The Bondage of the Will,” in *Portable Renaissance Reader*, 694–704
- John Calvin, “Free Will and Predestination,” in *Portable Renaissance Reader*, 704–711
- Peter Rideman, “The Anabaptist View of the Church,” in *Portable Renaissance Reader*, 661–665
- John Knox, “The True Kirk and Its Signs,” in *Portable Renaissance Reader*, 672–676

WEEK 12 (NOVEMBER 4–8): THE CATHOLIC REFORMATION

Readings:

- Rice and Grafton, *The Foundations of Early Modern Europe*, 169–177
- Alfonso de Valdés, “The Lutheran Revolt,” in *Portable Renaissance Reader*, 652–660
- Reginald Pole, “An Appeal to the Council of Trent,” in *Portable Renaissance Reader*, 665–672
- Theresa of Avila, “The Lord’s Labor,” in *Portable Renaissance Reader*, 742–753
- Ignatius Loyola, *Spiritual Exercises & Selected Works*, ed. George E. Ganss, 68–88, 121–138 [C]

MID-TERM EXAM IN CLASS ON TUESDAY NOVEMBER 5

WEEK 13 (NOVEMBER 11–15): ENCOUNTERS WITH NEW WORLDS

Readings:

- Rice and Grafton, *The Foundations of Early Modern Europe*, 18–44
- Pietro Martire d’Anghiera, “The Golden World,” in *Portable Renaissance Reader*, 146–152
- Nicolas Monardes, “Joyful News from the New-Found World,” in *Portable Renaissance Reader*, 152–155
- Bartolomé de Las Casas, *A Short Account of the Destruction of the Indies*, 9–25, 45–56, 127–30 [C]
- Jean de Léry, *History of a Voyage to the Land of Brazil*, 3–6, 56–68, 112–157 [C]

SECOND PAPER DUE FRIDAY, NOVEMBER 15TH AT 11:59PM

WEEK 14 (NOVEMBER 18–22): RENAISSANCE SCIENCE AND SKEPTICISM

Readings:

- Ferraro, *The Renaissance and the Wider World*, 255–288
- Jill Kraye, “The Revival of Hellenistic Philosophies,” in *The Cambridge Companion to Renaissance Philosophy*, ed. James Hankins, 97–110 [C]
- Nicholas Copernicus, “The Revolution of the Celestial Spheres,” in *Portable Renaissance Reader*, 589–593
- Tycho Brahe, “The New Star,” in *Portable Renaissance Reader*, 593–597
- “Comrades in the Pursuit of Truth,” in *Portable Renaissance Reader*, 597–608
- Michel de Montaigne, *Essays*, 3, 18–95

WEEK 15 (NOVEMBER 25–29): THANKSGIVING BREAK

WEEK 16 (DECEMBER 2–4): CONCLUSIONS

Readings:

- Ferraro, *The Renaissance and the Wider World*, 291–307
- Peter Burke, *The European Renaissance: Centres and Peripheries*, 227–241 [C]
- Montaigne, *Essays*, 126–131, 364–426

TAKE-HOME FINAL EXAM DUE ON FRIDAY, DECEMBER 6TH BY 11:59PM