

**BLHS-106: THE RENAISSANCE
HISTORY AND LITERATURE
SPRING 2020**

Wednesdays: 6:30pm – 10:05pm
Class Location: **New North 107**

Professor Emily C. Francomano
ICC 407
ecf5@georgetown.edu

PLEASE NOTE: THIS SYLLABUS IS SUBJECT TO REVISION/MODIFICATION

Course Description

The Western World changed dramatically from 1450 to 1650: from the advent of print, the spread of literacy and humanism, world exploration, to the Reformation and Counterreformation, to the rise of Empires upon which the sun never set. This course will study this tumultuous time period through close readings of primary sources, art works, and literary texts from a variety of linguistic and national origins.

Learning Objectives and Course Goals

After completing this course a student should be able to:

1. Recognize and state the importance of historical developments in Early Modern Europe and the so-called “New World”
2. Identify the humanistic principles in the assigned readings for the class
3. Analyze and evaluate the principal arguments in literary and philosophical prose of the Renaissance era
4. Recognize, define, and compare the styles and major works of Renaissance artists
5. Define and apply the social contexts of the arts in the Renaissance, including patronage, audience, religion, and business
6. To learn how to read a variety of Early Modern texts in their historical/cultural contexts.
7. To deepen understanding of Early Modern thought, life and culture.
8. To develop a sophisticated sense of all the main themes and sub-themes that are central to the BHLS core.
9. To develop skills in analytical writing and speaking.
10. To gain an appreciation of the many textures of Early Modern life and thought.
11. To understand key aspects of the Western intellectual tradition

In addition to these substantive goals, students will further develop their research, writing, oral communication, and analytical skills. Specifically, students will be expected to:

1. Conduct research on major Renaissance/Early Modern figures.
2. Present this research before the class in a clear, well-structured oral presentation.
3. Write clear, precise papers that develop rigorous arguments and provide solid evidence for their claims.

4. In writing and discussion, offer insightful and critically informed interpretations and observations about texts and/or artwork, connecting, whenever possible, interpretations to other thinkers, time periods, and courses taken in the BLS program at Georgetown SCS.

Required Texts

(TEXTS THAT ARE NOT LISTED HERE WILL BE AVAILABLE ON CANVAS. YOU ARE REQUIRED TO PRINT THOSE TEXTS OUT AND BRING THEM TO CLASS IN HARD COPY. YOU MUST HAVE HARD COPY TO PARTICIPATE IN OUR CLASSROOM DISCUSSIONS.)

Wiesner-Hanks, Merry. *The Renaissance and Reformation: A History in Documents.* ISBN 978-0-19533802

Wiesner-Hanks, Merry. *Early Modern Europe.* ISBN 9781107643574

Shakespeare, William. *The Merchant of Venice.* ISBN 9780312256241

These books are available at the University Bookstore and can also easily be ordered online. You must have print copies, not ebooks.

Requirements and Grading:

Course Requirements:

- Attendance and active class participation (15%)
- Weekly writing assignments (15%)
- Weekly quizzes (15%)
- Oral Presentation on a major Renaissance Early Modern Figure (15%)
- Group Discussions (15%)
- Final exam (Take Home, Open Book, Open Notes) (25%)

Class Participation: Students are expected to be on time, be prepared for and to participate fully in the class, demonstrating their engagement with the class materials and with the ongoing discussion.

Weekly Writing Assignment: In preparation for each class meeting, students will write a 500-word reflection on the week's reading.

Weekly Quizzes: At the end of each class, there will be a brief quiz on the reading and discussion

Oral Presentation: A presentation on a major Renaissance/Early Modern figure. The presentation should represent considerable research on the author/artist assigned and the **student should be prepared to present us with biographical details, a summary of major works and their content/form/import, and an appraisal of the figure's impact on, and place within, the Renaissance, in addition to subsequent influence.** A bibliography should be included. The presentation should end with discussion questions that invite students to interact with the presenter. Your presentation should be no less than 15 minutes, no more than 20 minutes, excluding discussion. Everything in your presentation should be cited as per the honor code.

Group Discussions: Students will participate in four small group discussions online in Canvas prior to class group discussions listed in the syllabus. In class, small groups will reconvene in person and a spokesperson will report back to the larger group.

FINAL EXAM. This take-home exam will be open book and open notes. Your responses must be posted on Canvas by **May 6**.

Grades will be calculated as follows:

93% – 100% = A	90% – 92% = A-	
87% – 89% = B+	83% – 86% = B	80% – 82% = B-
77% – 79% = C+	73% – 76% = C	70% – 72% = C-
67% – 69% = D+	60% – 66% = D	
Below 60% = F		

Policy on late assignments

One step of a letter grade will be deducted for each day an assignment is late (e.g., from an A- to a B+, from a B+ to a B, etc.).

Attendance

I understand that, on rare occasions, there are reasons beyond your control that might prevent you from attending a required session (e.g., illness or a family emergency). If you know in advance that you must miss class for a valid reason, you **must** discuss it with me beforehand, or it will be considered an unexcused absence. If you miss class unexpectedly due to an emergency, you must obtain a note from a dean to excuse the absence.

Unexcused absences will result in a deduction of one step of a letter grade from your final grade (e.g., from a B to a B-). If you miss two classes for any reason, you may be dropped from the course involuntarily for failing to satisfy the requirements of the course.

Incompletes

Incompletes will be granted only in exceptional circumstances, such as a family or medical emergency. Students must contact me in advance regarding incompletes.

Laptops, tablets, and smartphones

No electronics should be used in class without formal accommodations. Phones should be silenced and put away; laptops should be closed, although we may occasionally consult our laptops for information or use them in presentations. **A growing body of empirical evidence concludes that engagement on screens is nowhere near as effective as engagement with material texts, both for reading and for notetaking.**

Note Taking

Learning to take class notes is an important college-level skill. Students should expect to take notes in every class and to keep their notes and other materials in a well-organized notebook. The best note-taking does not end in class, but occurs when students return to their notes, organize and review them. To encourage the practice of good notetaking, your notebooks will be periodically reviewed as part of your participation grade.

Office Hours and Email

By appointment. I will typically be in my office (ICC 407), and will be available for one-on-one discussion during the thirty minutes prior to class. I will always appreciate knowing beforehand if you'd like to meet during this timeframe.

Email is always the best way to contact me. Please allow for 24-hour turn-around time for responses Monday through Friday. I will usually respond during the weekends as well, but if you email me on the weekend, you may not receive a response until Monday.

Georgetown's Honor System

All students are expected to follow Georgetown's honor code unconditionally. Plagiarism violates the purpose and undermines the integrity of intellectual inquiry and will not be tolerated under any circumstances. I assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: *Honor Council Pamphlet*, "What Is Plagiarism?", "Sanctioning Guidelines", and "Expedited Sanctioning Process."

Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Any confirmed case of academic misconduct will, at minimum, result in failure on and zero credit for that assignment. Honor code violations will also be referred to the Honor Council and your dean.

Turnitin.com

Students acknowledge that by taking this course all required papers can be submitted for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

Plagiarism

In accord with university policy, all incidents of suspected plagiarism or other Honor Code violations will be reported to the Honor Council without fail.

If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student will receive a grade of F for the course.

Policy Accommodating Students' Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

Extreme weather, Emergencies, and Instructional Continuity

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through zoom online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Canvas will not be changed due to campus closings.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

Accommodating Disabilities

If you believe you have a disability, then you should contact the Academic Resource Center at 202-687-8354 (arc@georgetown.edu) for further information. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Title IX at Georgetown

<https://titleix.georgetown.edu/>

Sexual Misconduct

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC

Associate Director of Health Education
Services for Sexual Assault Response and
Prevention
(202) 687-0323
jls242@georgetown.edu

Erica Shirley

Trauma Specialist
Counseling and Psychiatric Services (CAPS)
(202) 687-6985
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at:
<https://sexualassault.georgetown.edu/get-help>.

Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.

Schedule of Class Meetings

Wed. Jan 15: Class One: Course Introduction. Read: Wiesner-Hanks *The Renaissance and Reformation* (=RR) vi-9; Wiesner-Hanks *Early Modern Europe* (=EME)

Wed Jan 22: Class Two: Read: RR Chapter 1; Boccaccio *The Decameron* Day 1, Story 1, Day 4, Story 1; Day 10, Story 10 (Canvas). **Assignment of Presentation topics and Dates**

Wed. Jan 29: Class Three: Read: RR Chapter 2; *The Prison of Love I*
Notebook check

Wed. Feb 5: Class Four: Read: *RR* Chapter 3; “Presentation of Self” (pp. 1-8): from Oxford U. Press and National Gallery of Art website: <http://www.italianrenaissancesources.com/units/unit-5/>.; *The Prison of Love II*

Wed. Feb 12: Class Five: Read: *RR* Chapter 5; *The Prison of Love III*
Presentation(s)

Wed. Feb 19: Class Six: Read: *Early Modern Europe 1*; *The Prison of Love IV*
Group Discussion #1
Notebook check

Wed. Feb 26: Class Seven: Read: *Early Modern Europe 2*; selections from Marguerite de Navarre, *The Heptameron*

Presentation(s)

Wed. Mar 4: Class Eight: Read: *Early Modern Europe 3*; selections from Marguerite de Navarre, *The Heptameron*

Group Discussion #2

SPRING BREAK: MAR 6-16

Wed. Mar 18: Class Nine: Read: *Early Modern Europe 4*; selections from Montaigne’s *Essays*
Presentation(s)
Notebook check

Wed. Mar 25: Class Ten: Read: *Early Modern Europe 5*; *The Merchant of Venice* Acts I and II
Group Discussion #3

Wed. April 1: Class Eleven: Read: *RR* 6; *The Merchant of Venice* Acts III-V
Presentation(s)

Wed. April 8: Class Twelve: Read: *RR* 7; Cervantes, *The Deceitful Marriage* and *The Dog’s Colloquy*

Presentation(s)
Notebook check

Wed. April 15: Class Thirteen: Read: *RR* 8; María de Zayas, *Her Lover’s Slave*
Presentation(s)

Wed. April 22: Class Fourteen: Read: *RR* 9;
Group Discussion #4
Notebook check

FINAL EXAM: This take-home exam will be open book and open notes. Your responses must be posted on Canvas by 5 pm May 6.