

HIS 544: EARLY MODERN EUROPE: SELECTED TOPICS

ITALY IN THE (LONG) RENAISSANCE, 1350-1650

Fall Semester 2013
Mondays 3:30-6:20 PM
MHRA 1207

Jodi Bilinkoff
MHRA 2127
Office Hours: Mon, Wed 2:00-3:00 PM and by appointment

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REQUIRED READING FOR COURSE:

John M. Najemy, Italy in the Age of the Renaissance. New York: Oxford University Press, 2005. ISBN: 978-0198700401 (IAR)

Gene Brucker, Giovanni and Lusanna. Berkeley: University of California Press, 2004. ISBN: 978-0520244955

Carlo Ginzburg, The Cheese and the Worms. Baltimore: Johns Hopkins University Press, 1992. ISBN: 978-0801843877

Dava Sobel, Galileo's Daughter. New York: Penguin, 2000. ISBN: 978-80140280555

John A. Marino, Early Modern Italy. New York: Oxford University Press, 2002. ISBN: 978-0198700425 [Purchase Recommended] (EMI)

These books are available for purchase at the UNCG Bookstore and are also on reserve at Jackson Library. Using the internet can usually result in considerable savings. In addition, a number of essays, journal articles, and primary documents are available via e-reserve or JSTOR and are marked accordingly. Readings in brackets are required for graduate students; recommended for undergraduates.

COURSE SYLLABUS

- M 8/19 Introduction to Course
Why Italy? Urban Life, Class Structure
IAR 1-7 (Najemy); 134-144 (Franceschi)
- M 8/26 The Rebirth of the Classics: Humanism
Petrarch "The Ascent of Mont Ventoux" (e-reserves)
IAR [18-29], 29-36 (Black)
Humanism and Civic Life
Bruni "Life of Petrarca" (e-reserves)
IAR 37-58 (Quillen)
- M 9/2 LABOR DAY
- M 9/9 Political and Cultural Centers: Florence
IAR 145-146, 152-164 (Zorzi)
Anthony Molho, "Cosimo de' Medici: Pater Patriae or Padrino?" in The Italian Renaissance: Essential Readings pp 64-90 (e-reserves)
Venice
IAR 184-188 (Najemy)
Stanley Chojnacki, "Political Adulthood" in Women and Men in Renaissance Venice pp.227-243 (e-reserves)
- M 9/16 Political and Cultural Centers: Rome
IAR 236-239 (Muir)
Peter Partner, "Introduction," Renaissance Rome pp. 3-23 (e-reserves)
Naples and the South
IAR 208-225 (Abulafia)

M 9/23 Catholic Italy: The Clergy

IAR 59-81 (Peterson)

Religion and the People

Edward Muir, "The Virgin on the Street Corner: The Place of the Sacred in Italian Cities," in Religion and Culture in the Renaissance and Reformation pp.25-40 (e-reserves)

FIRST ASSIGNMENT HANDED OUT

M 9/30 Art, Patronage, and Public Life

IAR 226-236, 239-242 (Muir)

Melissa M. Bullard, "Heroes and Their Workshops: Medici Patronage and the Problem of Shared Agency," in The Italian Renaissance: Essential Readings pp.299-316 (e-reserves)

Art and the Politics of the Court, with Dr. Heather Holian

IAR 242-245 (Muir)

Castiglione, The Book of the Courtier excerpts (e-reserves)

Heather L. Holian, "Family Jewels: The Gendered Marking of Medici Women in Court Portraits of the Late Renaissance," Mediterranean Studies 17(2008):148-169. (JStor)

[Randolph Starn, "Seeing Culture in a Room for a Renaissance Prince," in The New Cultural History pp.205-232]

M 10/7 Investigating Love and Marriage

IAR 82-102 (Kirshner)

Brucker, Giovanni and Lusanna 1-75

Giovanni and Lusanna 75-121

[Emlyn Eisenach, "'Tenere a Sua Posta': Concubinage in Verona," in Husbands, Wives, and Concubines pp.134-177] (e-reserves)

FIRST ASSIGNMENT DUE

F 10/11 LAST DAY TO DROP CLASSES

M 10/14 FALL BREAK

- M 10/21 Investigating Religion and Politics
 Martines, Fire in the City xiv-xvi, chs.1-2 [3], 4-5
Fire in the City chs.[6-7], 8-11 [12]
- M 10/28 Fire in the City chs13 [14] 15 [16]
Fire in the City chs.17, 18 [19], pp.273-281, 20
 Cynthia L. Polecritti, "In the Shop of the Lord: Bernardino of
 Siena and Popular Devotion," in Beyond Florence pp.147-159 (e-reserves)

SECOND ASSIGNMENT HANDED OUT

- M 11/4 New Political Realities
 IAR 184-207 (Najemy)
 Machiavelli, The Prince excerpts (e-reserve)
 Italy in the Sixteenth Century: The End of the Renaissance?
 IAR 246-265 (Brown)
 [EMI 143-157 (Snyder)]
- M 11/11 Catholic Reform and Counter-Reformation
 EMI 30-47 (Martin);96-101 (Litchfield); 125-142 (Schutte)
 [Jennifer Selwyn, "'Procuring in the Common People These Better
 Behaviors:' The Jesuits' Civilizing Mission in Early Modern Naples,
 1550-1620," Radical History Review 67(1997):4-43 (JSTOR)]
 Heresy and Popular Culture
 Ginzburg, The Cheese and the Worms xi-xxvi, 1-61
 SECOND ASSIGNMENT DUE
- M 11/18 Cheese and Worms 62-95
Cheese and Worms 95-128
 Mary O'Neil, "Magical Healing: Love Magic and the Inquisition
 in Late Sixteenth-Century Modena," in Inquisition and Society in Early
 Modern Europe pp.88-114 (e-reserves)

[Thomas V. Cohen, "A Long Day in Monte Rotondo: The Politics of Jeopardy in a Village Uprising (1558)," Comparative Studies in Society and History 33(1991):639-668. (JStor)]

M 11/25 Investigating Science, Family, and Faith

EMI 166-182 (Findlen)
Galileo, Letter to Castelli" (e-reserves)
Sobel, Galileo's Daughter 1-58

Galileo's Daughter 59-70 [70-142], 142-183
[Katherine Park, "Medicine and Magic: The Healing Arts," in
Gender and Society in Renaissance Italy pp.129-149. (e-reserves)]

THIRD ASSIGNMENT HANDED OUT

M 12/2 Final Class Meeting

Galileo's Daughter [187-215], 216-227, 231-281, [285-327], 331-368

Italy in the Renaissance: Myths and Realities

Suitably Festive End of Course

T 12./3 READING DAY, OFFICE HOURS 11-1:30 MHRA 2127

F 12/6 THIRD ASSIGNMENT DUE BY 2:00 PM IN THE PLEXIGLASS
MAILBOX NEXT TO THE DOOR OF DR. BILINKOFF'S OFFICE.

YOU MAY HAND IN THIS ASSIGNMENT EARLIER IF YOU
WOULD LIKE.

GUIDELINES AND RESPONSIBILITIES

1. **Attendance Policy:** This is a small, seminar-style course. Regular attendance and full participation by students is absolutely crucial to the success of the course. If you are not prepared to come every week, arrive on time, and stay until the end of the class period, please drop the course. We will take a break at the halfway point of each class period. If you miss 2 classes you will be dropped from the course. I will also drop any registered student who does not attend the first class meeting or notify me beforehand. In case of an emergency contact the Office of the Dean of Students, Dr. Brett Carter: deanofstudents@uncg.edu (336) 334-5514 and they will inform all of your instructors.
2. **Attentiveness Policy:** If you are not prepared to pay attention and take careful notes during class periods, please drop this course. I do not make seating assignments, but if I find that students are talking together during class or behaving in such a way that distracts me or other students I will require them to change their seats. I do not allow laptops in the classroom, except in documented cases of need. In those cases I will require students to seat themselves so as not to distract others. Cellphones and other electronic devices must be turned off and stowed out of sight during the class period. Texting during class is extremely rude and indicates a lack of respect for one's classmates and for the instructor. If you are experiencing an emergency and need to leave open lines of communication, please inform me before the class period begins.
3. Please read the material specified for a given class period before coming to class and be prepared to raise questions and engage in discussion. It is essential to keep up with the syllabus. If you lose your copy, just ask me for another or download a copy from the History department website: www.uncg.edu/his
4. Grades will be based primarily upon several take-home writing assignments. In addition, each student will report on assigned readings and be responsible for leading the class discussion. I will derive grades based on this rough scale: 3 writing assignments, 30% each, class participation, including oral reports 10%. I will explain all this in greater detail after the drop/add period is over. Please word-process all writing assignments, double-spaced, spell-checked, and with 12-point fonts and 1" margins. I require hard copies of written work; I will accept e-mail attachments only with prior permission. As always, I am looking for correctness and clarity of exposition in students' written work, as well as a demonstration of comprehension of course content.

5. All assignments are due on the days specified in the syllabus.

RESPONSIBILITY CLAUSE: If for ANY reason you are unable to hand in an assignment or make an oral presentation on time, it is YOUR responsibility to contact me. If I am not contacted directly or by message beforehand I will not accept late assignments. See the first page of the syllabus for ways of contacting me.

6. If you do not think you will be able to abide by these guidelines, please drop the course. The last day to drop courses without academic penalty is Friday October 11. BUT: if you would like learn about a fascinating land and period of history and continue to improve you reading, writing, and critical thinking skills, please stay in the course!

Learning Goals for History Majors: Thinking in Time

By the time of graduation we hope that History majors are able to:

1. Analyze historical duration, succession, and changes in terms of human agency and larger systems or structures in a wide variety of times and places. [Historical Comprehension.]
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]
3. Conduct original research by investigating and interpreting primary and secondary sources. [Historical Research]
4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. [Historical Interpretation]

Many of these goals are meaningful for all students, regardless of major or specialty. In HIS 544 we will be concentrating on goals 1 and 2, especially with regard to secondary sources. But I would ask you to consider: what are your own learning goals?

"You cannot teach a person anything, you can only help him[her] to find it in him[her]self."

Galileo Galilei

