MHIS322

Culture and Power in Renaissance Europe

S2 Day 2016

Dept of Modern History, Politics & International Relations

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Nicholas Baker
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W6A 412
Tuesday/Thursday 2-3 pm

Credit points
3

Prerequisites
39cp or (6cp in MHIS or HIST or POL at 200 level including 3cp in MHIS)

Corequisites

Co-badged status

Unit description
Between 1400 and 1600, intellectuals, artists, and a surprising number of ordinary people, first in Italy and then - across Europe, sought answers to questions about their own identities, the nature of a moral life, the virtues of civil society, and their relationships with both the natural world and the divine by looking to ancient Greece and Rome. From its very beginning this search, which produced some of the most enduring works of art, architecture, and literature in the western canon, was identified as a re-birth of classical antiquity. Today we call it the Renaissance. This unit explores why and how late medieval European turned to the ancient world for answers and what happened when they attempted to re-create the classical point-of-view in the very different society of the fifteenth and sixteenth centuries.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Comprehend and explain the concept and idea of the Renaissance—either positively or negatively—as an historical descriptor.

Evaluate and explain the multiple relationships between cultural production and power in

Europe between 1350 and 1650.

Comprehend and assess the cultural and social changes the occurred in Europe between 1350 and 1650.

Read, comprehend, analyze, and evaluate a variety of primary source documents and other material evidence.

Produce a self-directed research project on one aspect of Renaissance culture and/or society.

Synthesize understandings and evaluations into clear, specific arguments presented in grammatically correct prose with appropriate references.

Assessment Tasks

Name	Weighting	Due
Weekly Quiz	20%	Assessed weekly
Research Paper	50%	22/08/16; 10/10/2016
Reflective Paper	30%	11/11/2016

Weekly Quiz

Due: **Assessed weekly**
Weighting: **20%**

Each week in tutorials from Week 2 onward students will complete a short, two-question quiz: the first question will address the required readings for that week, the second will address the lecture from the previous day (ie. for Tuesday tutorials, the previous Thursday's lecture; for Thursday tutorials, the previous Tuesday's lecture). The quiz will be held at the start of each tutorial: students who are late or absent will miss the quiz. Quizzes cannot be made up outside of tutorials. However, only ten of the eleven quizzes will count toward the final grade; so each student can miss one without penalty.

On successful completion you will be able to:

- Comprehend and explain the concept and idea of the Renaissance—either positively or negatively—as an historical descriptor.
- Read, comprehend, analyze, and evaluate a variety of primary source documents and other material evidence.
- Synthesize understandings and evaluations into clear, specific arguments presented in grammatically correct prose with appropriate references.

Research Paper

Due: **22/08/16; 10/10/2016**
Weighting: **50%**

A two-part assessment with a total of 3-4,000 words to produce a research paper on a self-chosen topic related to the Renaissance. Guidelines, rubric, and grading criteria will be available on iLearn from Monday 1 August 201

1. Students will first undertake a preliminary research exercise, identifying and proposing a topic for the Research Paper in the form of a 750-1,000 word outline due on 22/08/16. (20% of the grade for the assessment.)

2. The final research paper of 2,500-3,000 words will then be submitted on 10/10/16. (80% of the grade for the assessment.)

On successful completion you will be able to:

- Evaluate and explain the multiple relationships between cultural production and power in Europe between 1350 and 1650.
- Comprehend and assess the cultural and social changes the occurred in Europe between 1350 and 1650.
- Read, comprehend, analyze, and evaluate a variety of primary source documents and other material evidence.
- Produce a self-directed research project on one aspect of Renaissance culture and/or society.
- Synthesize understandings and evaluations into clear, specific arguments presented in grammatically correct prose with appropriate references.

Reflective Paper

Due: **11/11/2016**
Weighting: **30%**

A comprehensive reflection on the unit themes and material studied over the entire semester in the form of a 2,000-word paper. Questions will be available on iLearn from 1 August 2016. Guidelines, rubric, and grading criteria will be available on iLearn from 24 October 2016.

On successful completion you will be able to:

- Comprehend and explain the concept and idea of the Renaissance—either positively or negatively—as an historical descriptor.
- Evaluate and explain the multiple relationships between cultural production and power in Europe between 1350 and 1650.
- Comprehend and assess the cultural and social changes the occurred in Europe

between 1350 and 1650.

- Read, comprehend, analyze, and evaluate a variety of primary source documents and other material evidence.
- Synthesize understandings and evaluations into clear, specific arguments presented in grammatically correct prose with appropriate references.

Delivery and Resources

Classes

Day

For lecture and tutorial times and classrooms please consult the MQ Timetable website http://www.timetables.mq.edu.au

Required and Recommended Texts

Required Texts

Required readings--including a variety of primary source documents and journal articles--will be listed week-by-week on the iLearn site.

Per Faculty of Arts policy, all required readings are available on-line only but it is recommended that students print out the required readings and read them in hard copy as pedagogical research suggests that (given current technology) comprehension and recall are superior when reading hard copy text as opposed to reading on-line.

Recommended Readings

The following general and introductory texts are available on Reserve in the MQ Library or available in electronic versions via the MQ Library.

Peter Burke *The Italian Renaissance: Culture and Society in Italy* (1999)

A Companion to the Worlds of the Renaissance, ed. Guido Ruggiero (2002)

The Italian Renaissance: Essential Readings, ed. Paula Findlen (2002)

Major Problems in the History of the Italian Renaissance, ed. Benjamin G. Kohl and Alison Andrews Smith (1995)

Palgrave Advances in Renaissance Historiography, ed. Jonathan Woolfson (2005)

Guido Ruggiero *The Renaissance in Italy: A Social and Cultural History of the Rinascimento* (2015)

Technologies Used and Required

This unit uses iLearn. All students are expected to have internet access, use of a computer,

and fundamental computer skills.

Unit Schedule

Week 1: Once Upon a Time in Italy…

Week 2: The Classical Point-of-View: Literature

Week 3: Wealth and Power

Week 4: The Classical Point-of-View: Visual Arts

Week 5: Did Women Have a Renaissance?

Week 6: Republics: Liberty and Tyranny

Week 7: Princes: Civility and Cruelty

Week 8: Popes: Faith, Power, and Glory

Week 9: The Renaissance Beyond Italy

Week 10: The Years of Misfortune

Week 11: Pax Hispanica: The Waning of the Renaissance

Week 12: Once Upon a Time in Italy

Week 13: Reading Week

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of

Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We

want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Evaluate and explain the multiple relationships between cultural production and power in Europe between 1350 and 1650.
- Read, comprehend, analyze, and evaluate a variety of primary source documents and other material evidence.
- Produce a self-directed research project on one aspect of Renaissance culture and/or society.

Assessment tasks

- Weekly Quiz
- Research Paper
- Reflective Paper

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Produce a self-directed research project on one aspect of Renaissance culture and/or society.

Assessment tasks

- Research Paper
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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Comprehend and explain the concept and idea of the Renaissance—either positively or negatively—as an historical descriptor.
- Evaluate and explain the multiple relationships between cultural production and power in Europe between 1350 and 1650.
- Comprehend and assess the cultural and social changes the occurred in Europe between 1350 and 1650.

Assessment tasks

- Weekly Quiz
- Research Paper
- Reflective Paper

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Comprehend and explain the concept and idea of the Renaissance—either positively or negatively—as an historical descriptor.
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- Synthesize understandings and evaluations into clear, specific arguments presented in grammatically correct prose with appropriate references.

Assessment tasks

- Weekly Quiz
- Research Paper
- Reflective Paper

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Comprehend and explain the concept and idea of the Renaissance—either positively or negatively—as an historical descriptor.
- Evaluate and explain the multiple relationships between cultural production and power in Europe between 1350 and 1650.
- Comprehend and assess the cultural and social changes the occurred in Europe between 1350 and 1650.
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Assessment tasks

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- Research Paper
- Reflective Paper

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Evaluate and explain the multiple relationships between cultural production and power in Europe between 1350 and 1650.
- Comprehend and assess the cultural and social changes the occurred in Europe between 1350 and 1650.
- Read, comprehend, analyze, and evaluate a variety of primary source documents and other material evidence.
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Assessment tasks

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Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Evaluate and explain the multiple relationships between cultural production and power in Europe between 1350 and 1650.
- Produce a self-directed research project on one aspect of Renaissance culture and/or society.
- Synthesize understandings and evaluations into clear, specific arguments presented in grammatically correct prose with appropriate references.

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- Reflective Paper

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's

historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Comprehend and assess the cultural and social changes the occurred in Europe between 1350 and 1650.
- Synthesize understandings and evaluations into clear, specific arguments presented in grammatically correct prose with appropriate references.

Assessment tasks

- Research Paper
- Reflective Paper

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Synthesize understandings and evaluations into clear, specific arguments presented in grammatically correct prose with appropriate references.

Assessment Policies

Assignment Submission

Written work must be submitted online via Turnitin. For instructions and information see the iLearn Student Guide to Turnitin http://www.mq.edu.au/iLearn/student_info/assignments.htm

Return of Marked Work

All written work will be returned online. Weekly quizzes will be returned in tutorial classes.

Extensions

Students who encounter difficulties in meeting the deadlines for written assessment tasks should apply for an extension via ask.mq.edu in advance of the due date. Students should familiarize themselves with the University's Disruption to Studies policy before submitting such a request.

Note that all Disruption to Studies requests must be accompanied by a signed Professional Authority Form.

Late Submissions

Turnitin will close after the deadline for submission of each written assignment. Any student who wishes to submit the assignment late without an extension must submit it directly to Dr. Baker together with a signed Faculty of Arts coversheet and an explanation for the failure to meet the deadline. Late assignments will be penalized -2.5% for every day (whole or part) after the due date. Assignments submitted more than two weeks after the due date will only be graded on a Pass/Fail basis.

Disruption to Studies

Students should familiarize themselves with the University's Disruption to Studies policy before submitting such a request.

Students can submit Disruption to Studies requests online via ask.mq.edu.