

HIST 600 | THE GLOBAL RENAISSANCE

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OFFICE HOURS: MONDAYS 1:00 – 3:50 PM AND ON ZOOM BY REQUEST

OFFICE: HUM 4115



OVERVIEW

The Italian Renaissance radically changed almost every facet of early modern Italian life art, architecture, culture, economics, politics, and society. Renaissance artists, patrons, thinkers, writers, and rulers remain household names even today. The lives of Filippo Brunelleschi, Leon Battista Alberti, Leonardo Da Vinci, Michelangelo Buonarroti, Isabella d'Este, Lorenzo "il Magnifico" de' Medici, Vittoria Colonna, Niccolò Machiavelli, Catherine de' Medici, and Galileo Galilei endlessly excite our imaginations. This course delves into the historical context of the Renaissance movement as it began in Italy, circulated throughout Europe, and, eventually, travelled to every part of the early modern world. Key themes include Renaissance art, the commercial revolution, urbanization, and the Columbian Exchange. Throughout the course, students will compose an original research essay drawing on primary sources in translation.

The Fine Print: Course Designations, Mode of Instruction & Requisites

Level – Advanced

Breadth – Humanities or Social Sciences

L&S Credit - Counts as Liberal Arts and Science Credit

Mode of Instruction – In Person

Requisites – Hist 201 or Hist Sci 211

Learning Objectives :

- **Interrogate** core historical debates about the Renaissance as a political, economic, social, cultural, and artistic movement.
- **Ask Questions** by engaging with primary sources, secondary literature, and existing historiographical debates.
- **Develop** your research, reading, writing, revision, and communication skills through shorter assignments.
- **Discover** a research topic of interest to explore in-depth and demonstrate proficiency in library resources for research.
- **Produce** an original written piece of historical scholarship using primary sources.
- **Communicate** historical concepts through debates, small group exercises, and, finally, a research presentation.

YOUR EVALUATION

In-Class Participation (10%): Engage daily in discussion. Please know I also consider my office hours to be a form of participation.

Prelim Essays (4 x 5 % = 20%): Improve your historical craftsmanship with these short assignments.

Presentations (10%): Communicate your ideas through short presentations.

Paper Prep (25%): Build the elements of your final paper through these assignments

Prospectus (10%): Explain your work plan for the final term paper. It should include two elements: 1) an Abstract and 2) an Archive Triage of 6--8 sources you will use with a brief (50 word) description of each.

Quote Outline (5%): Group together quotes from the primary source(s) you have been reading.

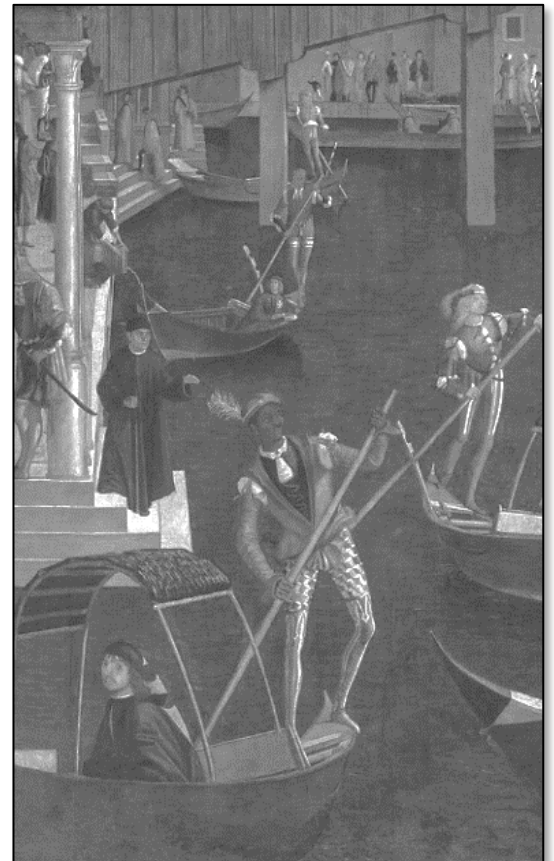
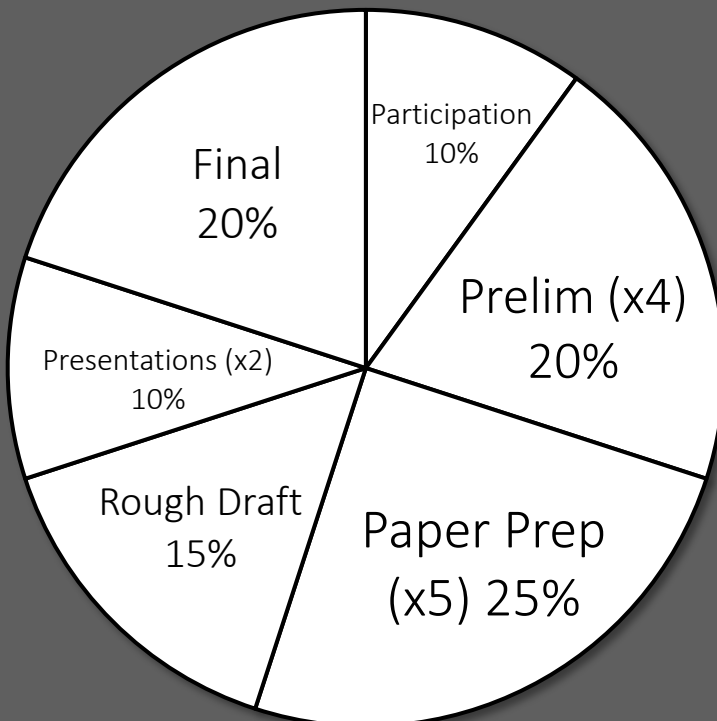
Middle-Out Writing (5%): Write 2-3 paragraphs (~1000 words) of the Middle of your Final Paper.

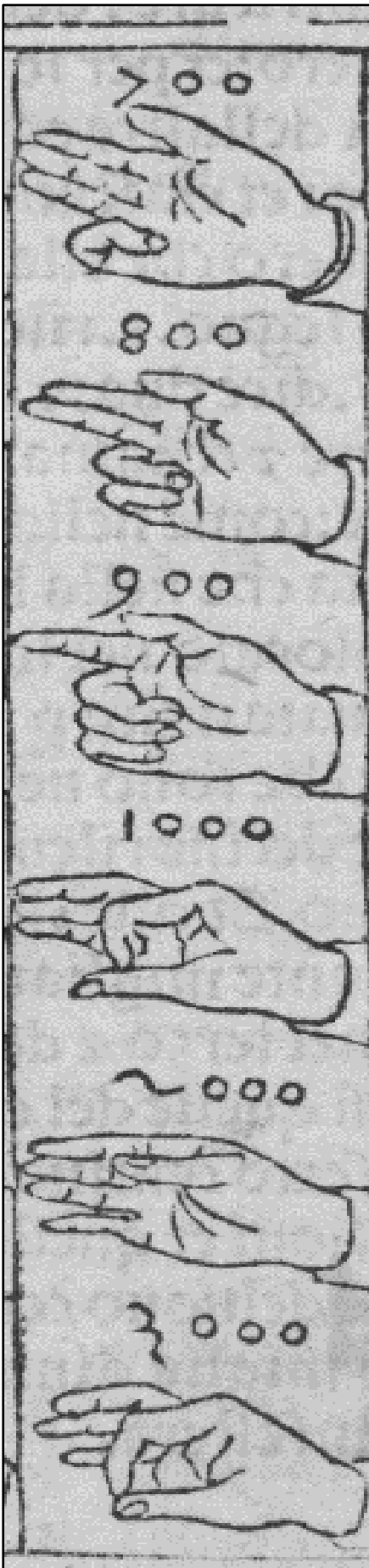
Hook/Thesis (5%): Write a captivating introduction to your essay of 150-200 words.

Rough Draft (15%): Write a rough draft of your final paper of at least 7 pages (1500 words).

Final Paper (20%): Complete the course with a final, original piece of historical scholarship with a paper of at least 15 pages.

GRADE BREAKDOWN





YOUR GOAL – BECOME A HISTORICAL CRAFTSPERSON

History 600 is an advanced course intended not only to explore the Renaissance in Italy and beyond, but enhance your ability to craft historical arguments. Over the course of the semester, each of you will be learning how to become a historical craftsman: how to ask your own research questions, find primary and secondary sources, read in a more efficient and directed manner, write in a clear, argumentative manner, and revise your work in order to make it more accessible to a wider audience. These five skills – research, reading, writing, revision, and communication – make up what it means to be a historian. As such, we will spend a lot of time focused on the process of historical craftsmanship. This means no exam, no memorization, none of that! Instead, the course guides you through a number of skills-based assignments meant to sharpen your ability to conduct historical inquiry. All of this culminates in a Final Research Paper of at least 15 page in which you have the opportunity to choose a topic that interests you, research it, write about it, and finally communicate it to a larger audience.

CLASS DESIGN | RESEARCH, READ, WRITE, REVISE, COMMUNICATE

Students in this class will be evaluated by their ability to read critical primary and secondary texts; discuss what they have found in discussion; conduct short research projects; and write a medium length research essay on a topic of their choosing.

COURSE MATERIALS | CONTEXT, LITERATURE, EVIDENCE

Good arguments, no matter in history or in any other discipline, establish the fundamental context of their subject matter, explain how other thinkers have examined the topic, and draw upon some form of evidence. As historical craftspeople, you will be expected to do the same in your Final Paper. I have therefore selected three books that both inform you on the core themes of Renaissance history as well as reinforce these skills.

Context: Margaret L. King, *A Short History of the Renaissance in Europe*, 1st Edition, 2016.

Literature/Historiography: William Caferro, *Contesting the Renaissance*, 2010.

Primary Sources: Kenneth Bartlett, *The Civilization of the Italian Renaissance: A Sourcebook*, Second Edition, 2011.

YOUR RIGHTS & RESPONSIBILITIES

You have the Right to ...

Diversity and Inclusion - Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Disability Accommodation - The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course accommodations.

Privacy - Students have the right to inspect and review most education records maintained about them by the University of Wisconsin-Madison and, in many cases, decide if a third person can obtain information from them. Students may challenge information in their records which they believe to be inaccurate, misleading, or inappropriate.

File a Grievance - Any student at UW-Madison who feels that they have been treated unfairly has the right to voice a complaint. Each school or college has a procedure to hear grievances. For assistance in determining options, students can contact the drop-in staff member within the Dean of Students Office at 608-263-5700, within Bascom Hall, Room 70, Monday–Friday, 8:30 a.m.–4 p.m.

Observe your Faith - The University of Wisconsin-Madison supports accommodation of religious observances that might conflict with the course schedule. Students must notify the instructor within the first two weeks of class of the specific days or dates on which they request relief.

Serve your Country - Military students who have the potential to participate in military activities should consult with instructors within the first two weeks of class.

You have the Responsibility to...

Maintain Academic Integrity - By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary sanctions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Keep the Classroom Safe - Every member of the University of Wisconsin-Madison community has the right to expect to conduct their academic and social life in an environment free from threats, danger, or harassment. Students also have the responsibility to conduct themselves in a manner compatible with membership in the university and local communities.

Preserve Data Integrity - Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording.

Maintain Classroom Etiquette - Laptops, tablets, cell phones, and all electronic equipment unrelated to disability accommodation must be put away during class.

Complete Assignments on Time - Late papers will be accepted without penalty in the case of a medical emergency, or some other contingency approved in advance. Otherwise, late papers will be graded down 5% each day. If you know you cannot complete a paper on time, please consider emailing me ahead of time. I keep the penalty for late papers deliberately low to allow students flexibility.

Format Assignments Properly - All essays must be double-spaced Times New Roman 12-font, Chicago Style footnotes, and should be sent to me via Canvas.

Evaluate the Course - Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution.

If you are feeling overwhelmed...

Visit office hours in person or online
I have office hours weekly specifically to meet and help students.

Email us!

We answer email about every 24 hours, except on weekends and holidays.

Revise Previous Work

All students may revise their essays for a 5% increase in the grade for ONE WEEK after the due date. Just take our comments into consideration and send it back!

Visit the History Lab or Writing Center

The History Lab is a resource center where PhD students will assist you with your history papers.

Go to the History Academic Advisor

Head down to the third floor of Humanities and visit one of our department advisors.

Go to the Dean of Students Office

The Dean of Students Office is a primary resource for connecting students who are navigating personal, academic, or health issues, to supportive campus and community resources.

Seek University Mental Health Services

Your wellbeing is paramount, and the university has trained professionals to help. Counseling Services is located at 333 East Campus Mall and by phone 608-265-5600.

Grading Scale

≥92.50	A	69.50-77.49	C
87.50-92.49	AB	60-69.49	D
82.50-87.49	B	<60	F
77.50-82.49	BC		

Credit Hours

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times, reading, writing, individual consultations with the instructor, and other student work as described in the syllabus. The expectation is that you will work at least 2 hours outside of the class for every hour in the classroom.

My Philosophy of Teaching

I firmly believe that each student learns differently. For this reason, you and I will keep a digital record of your work throughout the semester. After each assignment, I will provide you with individualized recommended improvements for your next assignment. These may relate to your use of sources, argumentation, or writing style (see the attached rubric). In this way, you will be evaluated on your own progress and learn at your pace.

Need a Primary Source? Talk to me first!

I have a large personal library of Renaissance primary source collections (in English, Italian, Latin etc.) that I would be happy to loan out to you! The library also has a well-stocked collection. If, however, you cannot find what you need, reach out to me and I can buy it for you and lend it out! I only ask that you don't mark it up and return it at the end of the semester so I can use it again next time I teach the class.

Found an error in the syllabus?

Nice reading skills! Notify the Professor and you can get a 1% bonus on your final paper!

Syllabus | Fall 2023

11 September – Introductions | The Renaissance Question

Background: King, Preface, pp. xvii-xxiv.

Primary Source: N/A.

Historiography: Caferro, Ch. 1: The Renaissance Question.

Assignment: What is the Renaissance? Come to class with a definition of “Renaissance” to discuss. You can bring a definition from an encyclopedia, a dictionary, or design your own. No more than a few sentences. I will ask you to share the definition in class.



18 September – The Renaissance Economy

Background: King, Ch. 1, Italy and Rome, pp. 15-26 & Ch. 2, An Age of Republics, pp. 37-52, 64-71

Primary Source: Who can I find in the archives? Bartlett, Ch. 4, Florence in the Renaissance, 39-40, 57-61; Ch. 11, Life in Renaissance Italy, 253-256

Historiography: Caferro, Ch. 5: Economy

Assignment: Prelim Assignment # 1 (Due through Canvas at start of class) – Write ONE historical question about the Renaissance economy. This can include the primary sources you examined or not. Explain briefly (2-3 sentences) why you believe this to be a good question.



25 September – Meeting with Professor # 1 (No Class)

Readings: No readings this week. Instead, you have individual meetings with Prof. Martoccio on 27 September to discuss your project. Zoom is also available.

Assignment: Preliminary Assignment # 2 (Due through Canvas 25 September @ 8:50 AM) – Write two historical questions (1-2 sentences each) that you may be interested in for the Final Paper. This can include the primary sources you think you may want to use. Explain briefly (another 2-3 sentences) why you think these would make for good questions!

2 October – Humanism and the Individual

Background: King, Ch. 2, An Age of Republics, pp. 52-64; Ch. 3, Human Dignity and Humanist Studies, 73-96; Ch. 4, From Artisan to Genius, pp. 141-149

Primary Source: The Treatise and the Autobiography: Ch. 3, Petrarch, 30-33; Ch. 5, Humanism, 82-86; Ch. VI, Florentine Neoplatonism, 104-108; Ch. 12, The Late Italian Renaissance, 292-303

Historiography: Caferro, 'Ch. 2: Individualism & Ch. 4: Humanism' & Nowak and Ramos, 'The Guts of a Historical Article' (Available on Canvas)

Assignment: Preliminary Essay # 3 – The Historiographic Essay (Due through Canvas before start of class) – Write an historiographical essay of ~ 500 words about either Individualism or Humanism. You should address the 'state of the field'. What have scholars argued in the past about this topic? What have been the big issues of debate? Where does this topic stand today?



9 October – Gender & Sexuality

Background: King, Ch. 3, Human Dignity and Humanist Studies, pp. 73-96; Ch. 5, At Home and in the Piazza, pp. 153-184

Primary Sources: The Diary and the Law – Ch. 12, Marriage, the Family, and Women, 133-140, 146-156

Historiography: Caferro, 'Ch. 3: Gender'

Assignment: Final Paper Prospectus (Due through Canvas the Friday *before* class, 6 October @ 5:00 PM): Write a work plan for your Final Paper. It should include 1) an Abstract of 1 page (250 words) that provides an outline of the key questions of your paper and the types of sources you plan to use and 2) an Archive Triage: 6-8 sources you will use with a brief (50 word) description of each. These sources **MUST INCLUDE AT LEAST ONE PRIMARY SOURCE**.

16 October – Politics, War, and Statecraft

Background: King, Ch. 7, Statecraft and Warcraft, pp. 219-250; & Ch. 8, The Crisis and Beyond, pp. 270-272

Primary Sources: The Letter – Ch. 11, Life in Renaissance Italy, 231-240

Historiography: Caferro, 'Ch. 6: Politics'

Assignment: Preliminary Assignment # 4 – The Primary Source Essay (Due through Canvas the Friday *before* class, October 13 @ 5:00 PM) – For your Final Paper you will have to draw on a body of primary source materials. This assignment asks you to assess the strengths and limitations of one type of often-used Renaissance primary source: the private letter. The essay should be ~ 500 words. You must draw on *both* the letters assigned for class as well as at least *one* outside, academic article!

23 October - Faith & Science

Background: King, Ch. 6, The Church and the People, pp. 187-215

Primary Sources: The Sermon & the Poem – Ch. 10, The Church and the Papacy, 220-225, 229-231

Historiography: Caferro, 'Ch. 7: Faith and Science'

Assignment: Quote Outline (Due through Canvas the Friday *before* class, 20 October @ 5:00 PM) – Group together quotes from the primary source(s) you have been reading for the Final Paper. You can group these thematically, chronologically, or any other logical way.

This assignment must be at least 7 pages long, double-spaced. You do not need to analyze the quotes, just group/organize them.

30 October – The Northern Renaissance & the Global Renaissance

Background: King, Ch. 10, The Renaissance beyond the Alps, pp. 325-359; & Ch. 11, The Renaissance & the New World, pp. 363-395

Primary Sources: N/A

Historiography: Peter Burke, 'The Global Renaissance' (On Canvas)

Assignment: Middle Out Writing (Due through Canvas the Friday *before* class, 27 October @ 5:00 PM) – Good writing should begin from the Middle (that is the most important idea) Out to the least important elements – the introduction and conclusion. For this project, write 2-3 pages (~1000 words) of your Final Paper from the middle out. This can be a deep-dive into a particular primary source, defining a critical term, or part of the historiography. Use this assignment to kick-start your writing!



6 November – The Three-Minute Thesis (Rough Draft)

Readings: No readings this week. Instead, look at the examples of Three-Minute Theses on Canvas and practice your own presentations.

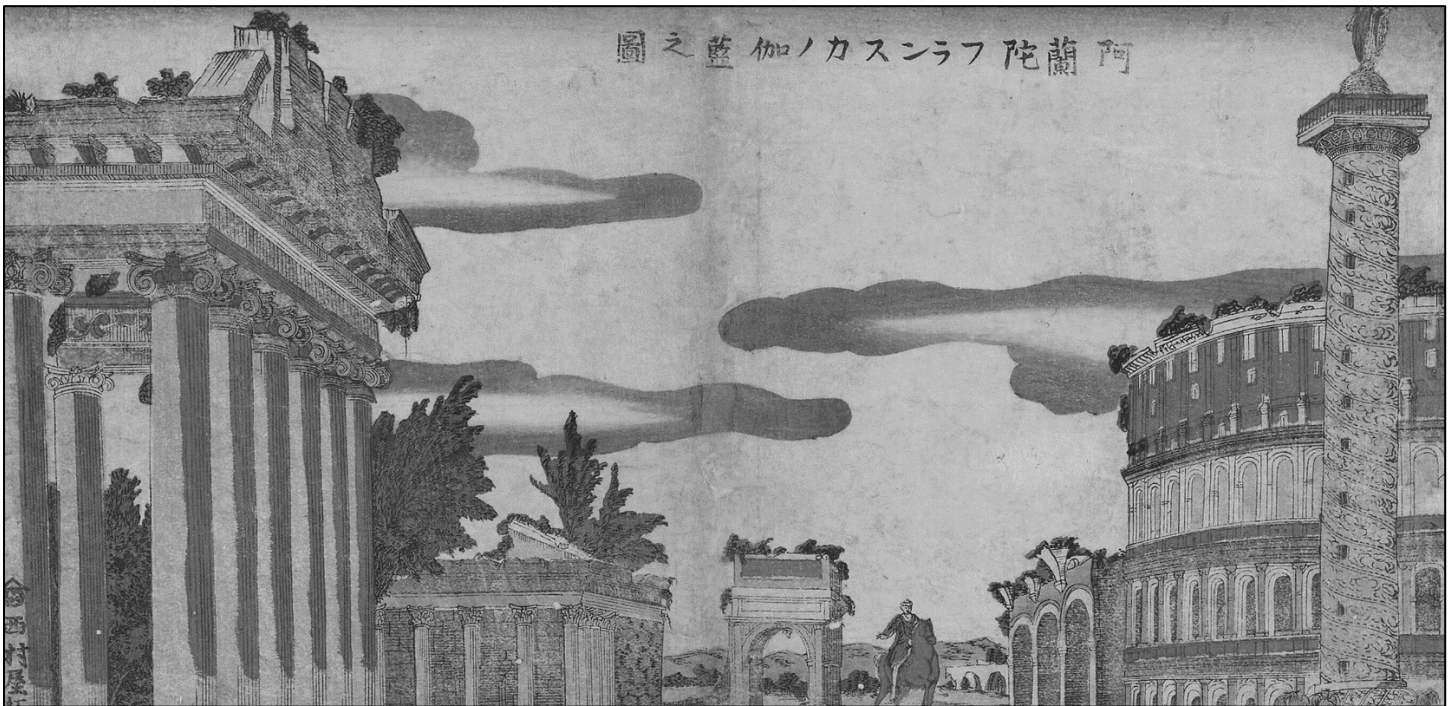
Assignment: The Three-Minute Thesis (Rough Draft): An in-class three-minute presentation of your topic, in which you should refer to the following: (a) the question that you are asking (b) the answer that you are proposing (c) the primary source(s) that you are planning on using (d) the current state of research on your topic and any relevant scholarly debates (e) any intellectual challenges that you have encountered.

13 November – Rough Draft Week! (No Class)

Readings: No readings this week. Instead, you have individual meetings with Prof. Martoccio on 15 November or on Zoom.

Assignment: Meeting # 2 - Bring to the meeting (or email me ahead of time) the latest draft of your Final Paper. This can be an expansion of the Middle Out, some sources you have been working with from the Quote Outline, or any other element you wish to discuss a bit more in depth.

Rough Draft (Due through Canvas November 17 @ 5:00 PM): A rough draft of your Final Paper of at least 10 pages (1500 words). NO GRADE WILL BE GIVEN FOR GRAMMAR/SPELLING. The objective is to get the ideas on the page and organized!



20 November – Meeting with Professor # 3 (No Class)

Readings: No readings this week. Instead, you have individual meetings with Prof. Martoccio on 20 and 21 November on Zoom.

Assignment: N/A. Relax and enjoy your holiday!

27 November – Revise # 1: The Hook and Thesis

Readings: No readings this week.

Assignment: The Hook and Thesis (Due through Canvas before the start of class): Write the HOOK for the paper – a captivating introduction of around 1-2 pages that states a preliminary thesis as well as the stakes of the paper.

4 December – Revise # 2: Sentences & Syntax Peer Review

Readings: No readings this week.

Assignment: Revisions - Email Professor Martoccio to volunteer to have the whole course help edit your sentences, grammar, and syntax. You will receive a 1% bonus on your Final Paper if you volunteer! Regardless, PLEASE PRINT THE NEWEST VERSION OF THE PAPER. Email me a day before if you cannot find a printer for Peer Review.



11 December – Final Presentations & Final Exam

Readings: No readings this week.

Assignment # 1: The Three-Minute Thesis (Final Draft): A final in-class three-minute presentation of your topic, in which you should refer to the following: (a) the question that you are asking (b) your answers and (c) the primary source(s) that you used. You have three minutes! Go!

Assignment # 2: Final Draft (Due through Canvas December 15 @ 5:00 PM): The Final Draft of your paper of at least 15 pages!