



Application Form for General Education and Writing/Math Requirement Classification

Current Information:

I. A.) DEPARTMENT NAME: Medieval and Early Modern Studies

B.) COURSE NUMBER, and TITLE: MEM 3301: Palaces and Cities: An Introduction to Early Modern Communities

C.) CREDIT HOURS: 3 D.) PREREQUISITES: ENC 1101

E.) CURRENT CLASSIFICATION

1. General Education Code: B C D H M N P S None

2. Writing Requirement: E2 E4 E6 None

3. Math Requirement: M None

Requests:

II. GENERAL EDUCATION

A.) Requested Classification: B C D H M N P S

B.) Effective Date: Fall Spring Summer 2014 (year)

Or

1-time Approval Fall Spring Summer _____ (year)

III. WRITING REQUIREMENT MATH REQUIREMENT

A.) Requested Classification E2 E4 E6

B.) Effective Date: Fall Spring Summer _____ (year)

Or

1-time Approval Fall Spring Summer _____ (year)

C.) Assessment:

1.) What type of feedback will be provided to the student (in reference to writing skill)?

_____ Grade _____ Corrections _____ Drafts _____ Other

2.) Will a published rubric be used?

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

Department Contact:

Contact Name: Will Hasty

Phone 3522733780

Email hasty@ufl.edu

College Contact:

College Name: LAS

College Contact Name: David Pharies

Phone _____ Email pharies@ufl.edu

Course Syllabus (revised September, 2013)

MEM 3301: Palaces and Cities: An Introduction to Early Modern Communities

Course Syllabus

Spring 2014

T 5-6 in Turlington 2305

R 6 in Turlington 2306

Professor Will Hasty

Dauer 263

phone: 273-3780

e-mail: hasty@ufl.edu

Office hours: Wednesdays 10:00 am-12:00pm, or by appointment.

(I will be available in person in Dauer 263a or online in Google+ or Skype)

I. Course Objectives

In MEM 3301 “Palaces and Cities: An Introduction to Early Modern Communities,” students acquire a familiarity with cultural developments in the European early modern period as situated in, or oriented towards the residential palaces of increasingly absolutist kings and princes and the cities of an increasingly influential and powerful merchant class. (This course will be offered in tandem with MEM 3300 “Castles and Cloisters: An Introduction to Medieval Communities”; either course may be taken before the other.) This course enables understanding of a new kind of European culture taking shape in palaces and cities in numerous different European countries, the outlines of which were already visible in medieval castles and cloisters. The new operant principle in cultural processes is the primacy of individuality and the individual, and the more or less implicit assumption that individual things or cultural domains – such as politics, theology, poetry, economics, etc. – have to be understood first and foremost as functioning according to intrinsic principles. Students discover that it is in residential palaces and cities that the principle of individuality is cultivated as nowhere else and to such a degree, that the *early* modern world – after numerous indispensable technological enhancements – eventually becomes the modern one in which we live today.

The course begins with a survey of cities in the High Middle Ages and the Renaissance (based on readings in Gies and Burckhardt), then proceeds to the emergence of the residential palace as a focal point of political and cultural power in the age of Absolutism following the tumult of the Protestant Reformation. This cultural transition occurs in countries throughout Europe, but in different ways according to local circumstances. Against the backdrop of the development of cities and palaces as “laboratories” for the culture of modernity, significant political, theological,

and poetic texts will be read and studied as examples of the principle of individuality that is powering cultural developments in early modern Europe.

General Education Purpose:

This course will provide instruction in the key themes, principles and terminology in the cultural development of numerous European countries that are involved in class discussions and in the weekly web-modules. Students will understand how cultural activity and political power begins to be centralized in palaces and cities during the early modern period, and how this shapes the identities of European nations in different ways to the present day. As a result students will be able upon successful completion of the course to identify and to analyze the key elements, biases and influences that shape thought.

This course provides instruction in the values, attitudes and norms that constitute the culture of countries outside the United States; in this course we focus on Italy and Germany, but also consider examples from France and England. This courses will lead students to understand how geographic location and socioeconomic amongst other factors has affected these cultures. Through analysis and evaluation of students' cultural norms and values in relation to those that have been held by the citizens of other countries, students will develop a cross-cultural understanding of the rest of the world.

Learning Outcomes:

(1) Students will gain a working knowledge of Dante's *Vita Nuova*, Machiavelli's *The Prince*, and numerous important early texts by Martin Luther, along with many other seminal works by authors such as Leibniz and Kant, and consider the degree to which texts such as these contribute to the growing focus of cultural activity and political power on palaces and cities, which has occurred in different ways according to local circumstances in different European countries. Thus students will acquire knowledge of the values, attitudes and norms that continue to shape the cultural differences of peoples who live in countries other than the United States (explaining why, for example, some European countries still have royal families and nobilities, while others – like us – do not).

(2) As a result of this study, students will know the roles of geographic location and socioeconomic factors on the lives of citizens in other countries.

(3) As for critical thinking, students will be able to identify and analyze key elements, biases and influences that shape thought as manifested, for example, in theology, philosophy, and poetry as these develop in different European countries, as well as approach issues and problems from multiple perspectives. Students will, therefore, also be able to analyze and evaluate their cultural norms and values in relation to those that have been held by citizens in other countries.

II. Course structure in Spring 2014.

In Spring 2014, initial steps will be taken to develop "Palaces and Cities" into a Distance Learning course (*Note: As of September 2012, GET 3300 "Castles and Cloisters" is currently being developed into a distance learning course with the help of a CLAS grant). This semester, "Palaces and Cities" will be taught as a hybrid course, combining in-class meetings with online modules that students will complete independently. Unless I inform you otherwise, the in-class meetings will take place during the double block on Tuesdays and will be oriented towards discussion of the primary texts. Occasionally, as necessary, the secondary readings from Gies and Hughes may also be discussed during the Tuesday in-class meetings. With the exception of Thursday exam days, on which students must come and take the exams in class during the regular Thursday periods, students will not meet in class Thursdays, but rather working independently will complete the assigned online modules. These modules as a rule will consist of questions students will address as they undertake virtual visits to early modern cities and residential palaces (based on original video material I have collected and other online resources), as well as comprehension questions on your reading assignments in Gies, Hughes, and possibly other assigned texts, Thursday periods that are enclosed in brackets below indicate there is no in-class meeting that week, and that students instead have to complete the online module(s) enclosed in the brackets, which will generally be accessed by clicking on "Assessments" in the toolbar to the left of the page in Sakai.

IV. Course assignments and grading criteria:

1. Online Modules	30%
2. Midterm	15%
3. Final	15%
4. essay	20%
5. participation	10%
6. project	10%

The final grade breakdown is as follows: 92-100=A, 90-91.9=A-, 88-89.9=B+, 82-87.9=B, etc. 80-81.9 =B-, 78-79.9=C+, 72-77.9=C, 70-71.9 = C-, 68-69.9=D+, 62-67.9=D, 60-61.9 = D-, below 60=E.

1. Online modules are completed by students by the end of the working week in which they are assigned, i.e. by Friday 5:00.

2 and 3. The midterm and final consist of different kinds of written tasks that assess familiarity with the reading assignments. These tasks will include identifications of concepts and terms and brief discussions of textual passages.

4. Essay: a research paper (1500-2000 words), using primary and secondary sources, that examines in depth some aspect of cultural developments associated with Palaces and Cities.

5. Participation includes attendance at the scheduled in-class meetings and informed preparation for and participation in class discussions.

6. For the project students may choose to write a second essay (of 1500-2000 words), or to make a class presentation on a topic of interest (either individually, or as a member of a small group), or to construct a website dealing with some aspect of the early modern culture associated with palaces and cities. Creativity is encouraged!

V. Class and UF course policies: Students in this course are responsible for knowing this information.

ACADEMIC HONESTY:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

STUDENTS WITH DISABILITIES:

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Students are responsible for informing themselves about UF policy and or resources in these areas!:

Attendance Policy: http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic_regulations/academic_regulations_013_.htm

Academic Honesty: <http://www.registrar.ufl.edu/catalog/policies/students.html>

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>

Disability Resource Center: <http://www.dso.ufl.edu/drc/>

Grades: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Honor Code: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

ATTENDANCE and LATE POLICY:

Even though this is a hybrid course with much of the work done online, students must attend the regularly scheduled in-class meetings indicated in the Syllabus. Since these meetings are always on Tuesdays, they really amount to a double-block. Missing a scheduled Tuesday class puts a student in a very poor position to do the work for that whole week. Students will be permitted 1 unexcused absence per semester. An excused absence is either one for which a medical

certificate is provided, a certified University activity for which a written excuse from the University is provided, or a University approved religious holiday. A medical certificate must clearly state that the student was unable to attend class on the date the class was missed. While there is no limit to the number of excused absences, the student is still responsible for making up missed work. A class roll will be passed around at the beginning of the class. If a student is late, he or she will have to sign the roll after the class. Late arrivals distract other students and the instructor and will affect the student's final participation grade.

Student Course Evaluation and Expectations regarding Conduct in Class

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. 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. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Students are expected to arrive punctually for class with their cell phones turned off for the duration of class. Repeated disruptions will count officially as an absence; I will provide one warning to students before disruptions (e.g. arriving tardy, using cell phone during class time) begin to count as absences, and I will inform students each time an infraction has actually resulted in an absence being assessed (please see the absence policy below). Students are expected to be attentive, prepared, and fully involved in class discussions.

Student will lose 1% from their final grades for every unexcused absence after the first such absence.

MAKE-UP POLICY

There are NO MAKE-UPS for un-excused absences for assignments or exams. The instructor may allow students to take exams and quizzes early in certain mitigating circumstances.

Important Emergency Contacts:

Phone numbers and contact sites for university counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

VI. Texts:

1. Passages from St. Augustine's *De doctrina Christiana* and from the courtly-chivalric romances of Gottfried von Strassburg's *Tristan and Isolt* and Hartmann von Aue's *Erec* (discussed in class and to be provided in the online modules).

2. Joseph and Frances Gies, *Life in a Medieval City* (New York: Harper & Row), 1969.
2. Michael Hughes, *Early Modern Germany, 1477-1806* (Philadelphia: University of Pennsylvania Press, 1992).
3. Jacob Burckhardt, *The Civilization of the Renaissance in Italy* (excerpts) (<http://archive.org/stream/thecivilisationo02074gut/corii10.txt>)
4. Dante Alighieri, *The New Life* (excerpts to be announced) (<http://archive.org/stream/dantesnewlife00dantuoft#page/n1/mode/2up>)
5. Niccolo Machiavelli, *The Prince* (excerpts to be announced) (<http://archive.org/stream/theprince01232gut/old/tprnc11.txt>)
6. Martin Luther, *Concerning Christian liberty* (<http://archive.org/stream/clbty10/clbty10.txt>)
7. Martin Luther, *An Open Letter on Translating*: (<http://archive.org/stream/anopenletterontr00272gut/ltran11.txt>)
8. Martin Luther, *To the Christian Nobility of the German Nation*: (<http://www.iclnet.org/pub/resources/text/wittenberg/wittenberg-luther.html#sw-nobility>)
9. Hans Jacob Christoph von Grimmelshausen, *The Adventurous Simplicissimus being the description of the Life of a Strange vagabond named Melchior Sternfels von Fuchshaim* (excerpts to be announced) (<http://archive.org/stream/theadventurousi33858gut/33858-8.txt>)
10. Gottfried Leibniz, "Explanation of Binary Arithmetic," (<http://www.leibniz-translations.com/binary.htm>).
11. Immanuel Kant, Essay: "What is Enlightenment?" (<http://www.saylor.org/site/wp-content/uploads/2011/02/What-is-Enlightenment.pdf>).
12. Friedrich Schiller, Poem: "Ode to Joy" (<<http://www.raptusassociation.org/ode1785.html>>).
13. Johann Wolfgang von Goethe, Poem: "Prometheus" ([http://en.wikipedia.org/wiki/Prometheus_\(Goethe\)](http://en.wikipedia.org/wiki/Prometheus_(Goethe)))

VII. Schedule of Readings and Homework Assignments.

January

I. Introduction: Cloisters, Castles, and the Medieval Legacy

T/10: Introduction to the course. Introductory observations on the "absolute" parameters (religious and poetic, with examples from St. Augustine's *De Doctrina Christiana* and the courtly-chivalric romances) which early modern urban culture inherits from the Middle Ages.

[R/12: Webmodule #1: Questions for Gies, Prologue, 1-22, Chapter #1, "Troyes: 1250," 23-33, and Chapter #2, "A Burgher's Home," 34-45; **virtual visit to the Vatican City**]

II. God and Romance move to the City: Early Modern Urban Culture

T/17: Introduction to Jacob Burckhardt and his historiography; reading: Jacob Burckhardt, *The Civilization of the Renaissance in Italy*, Part One: The State as a Work of Art, parts 1.1-1.11.

[R/19: Webmodule #2: Questions for Gies, Chapter #3, "A Medieval Housewife," 46-57, Chapter #4, "Childbirth and Children," 58-67, and Chapter #5, "Weddings and Funerals," 68-75; **virtual visits to medieval and early modern parts of London, Winchester, and York**]

...

T/24: Reading: Jacob Burckhardt, *The Civilization of the Renaissance in Italy*, Part Two: The Development of the Individual, parts 2.1-2.3 and Part Four: The Discovery of the World and of Man, parts 4.1-4.7.

[R/26: Webmodule #3: Questions for Gies, Chapter #6, "Small Business," 76-97, Chapter #7, "Big Business," 98-108, and Chapter #8, "The Doctor," 109-119; **virtual visit to the Münster in Freiburg and to the Pharmacological Museum in the Heidelberg castle**]

...

T/31: Reading: Jacob Burckhardt, *The Civilization of the Renaissance in Italy*, Part Five: Society and Festivals, parts 5.1-5.9 and Part Six: Morality and Religion, parts 6.1-6.7.

February

[R/2: Webmodule #4: Questions for Gies, Chapter #9, "The Church," 120-134, Chapter #10, "The Cathedral," 135-153, and Chapter #11, "Schools and Scholars," 68-75; **virtual visits to the Notre Dame cathedral and the Sainte Chapelle in Paris.**]

...

T/7: Dante Alighieri, *The New Life* (excerpts to be announced)

[R/9: Webmodule #5: Questions for Gies, Chapter #12, "Books and Authors," 166-182, Chapter #13, "The New Theater," 183-189, and Chapter #14, "Disasters," 190-198; **virtual visits to Pisa and Siena.**]

...

T/14: Niccolò Machiavelli, *The Prince* (excerpts to be announced)
(<http://archive.org/stream/theprince01232gut/old/tprnc11.txt>)

[R/16: Webmodule #6: Questions for Gies, Chapter #15, "Town Government," 199-210, Chapter #16, "The Champagne Fair," 211-223, and "After 1250," 224-229; **virtual visit to the medieval and early modern sections of Nuremberg.**]

...

T/21: Review in first part of double-block; Test 1, part 1 (on the Tuesday texts: Burckhardt, Dante, Machiavelli) in second part of double block

R/23: Test 1, part 2 (on the Gies text and the virtual visits).

III. New Centers of Power: The Reformation, the “Age of Absolutism,” and the Culture of Palaces.

T/28: Martin Luther, *Concerning Christian liberty*.

[R/30: Webmodule #7: Readings and Questions for Hughes, “Introduction,” 1-9, and Chapter 2, Germany on the Eve of the Reformation, 10-29; **Virtual visit to the Johannes Gutenberg Museum in Mainz.**]

...

March

T/6: SPRING BREAK

R/8: SPRING BREAK

...

T/13: Martin Luther, *To the Christian Nobility of the German Nation* (excerpts); *An Open Letter on Translating*

[R/15: Webmodule #8: Readings and Questions for Hughes, Chapter 3, “The Reformation in Germany,” 30-60; **Virtual visit to Worms and sites related to Martin Luther’s appearance at the imperial diet of Worms 1521.**]

...

T/20: Hans Jacob Christoph von Grimmelshausen, *The Adventurous Simplicissimus being the description of the Life of a Strange vagabond named Melchior Sternfels von Fuchshaim* (excerpts to be announced)

[R/22: Webmodule #9: Readings and Questions for Hughes, Chapter #4, “Peace and Polarization: Germany 1555-1618,” 61-84; **Virtual visit to the Palace of Versailles.**]

...

T/27: Hans Jacob Christoph von Grimmelshausen, *The Adventurous Simplicissimus being the description of the Life of a Strange vagabond named Melchior Sternfels von Fuchshaim* (excerpts to be announced)

[R/29: Webmodule #10: Readings and Questions for Hughes, Chapter #5, “The Thirty Years War and its Consequences,” 85-113; **Virtual visit to Wallenstein Palace in Prague (Valdštejnský palace)**]

...

April

T/3: Hans Jacob Christoph von Grimmelshausen, *The Adventurous Simplicissimus being the description of the Life of a Strange vagabond named Melchior Sternfels von Fuchshaim* (excerpts to be announced).

[R/5: Webmodule #11: Readings and Questions for Hughes, Chapter 6, "Absolutism and Particularism: Germany after 1648," 114-138; **Virtual visit to the Mannheim palace**].

...

T/10: Gottfried Leibniz, Essay: "Explanation of Binary Arithmetic," and other Leibniz' writings to be announced concerning his Christian cosmological understanding of binary numbers.

[R/12: Webmodule #12: Readings and Questions for Hughes, Chapter 7, "Dualism and Reform: Germany after the Seven Years War," 139-166; **virtual visit to the Schwetzingen palace and palace gardens.**]

IV. Enlightenment, Revolution, and the Nationalization of Imperial and Royal Culture.

T/17: Immanuel Kant, Essay: "What is Enlightenment?"; Friedrich Schiller, Poem: "Ode to Joy"; Johann Wolfgang von Goethe, Poem: "Prometheus."

[R/19: Webmodule #13: Readings and Questions for Hughes, Chapter 8, "The End of the Empire: Germany and the French Revolution," 167-189; **virtual visit to Kensington palace, London**].

...

T/24: Presentation of projects; review for Final.

Essay due by Monday, April 30, at 9:00 am. Upload this as a working Word document into the course following the instructions I will give you in class.

Final Exam: Friday May 4, 7:30-9:30 am.