

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:

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College Contact:

College Name: LAS

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Course Proposal:

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

Course Syllabus

Spring 2014

T 5-6 in Turlington 2305

R 6 in Turlington 2306

Professor Will Hasty

Dauer 263

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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, 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. 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.

II. General Education Designations for MEM 3301

MEM 3301: Palaces and Cities will be a continuation of **MEM 3300: Castles and Cloisters**, which has the **H** and **N** general education designations. The concerns of MEM 3301 cover the gamut of the Humanistic disciplines and concerns, with texts in theology (Luther), philosophy (Leibniz, Kant), and poetry (Dante, Goethe, Schiller), and is therefore appropriate for the **H** general education designation. Also, MEM 3301 covers the later historical stages (while MEM 3300 covers the earlier stages) in which Europe emerges from a “proto-national,” territory-based political organization still largely in the mold of the Roman Empire and its universal Catholic Church and becomes the Europe organized along the (inter)national lines that is more familiar to us today. The national state – a development of early modern Europe (though it has older roots) -- is one of the cultural domains I reference in the course description above, which follows the general cultural trend of European early modernity in beginning to function according to its own intrinsic principles. By providing insights into the early development of the nation state as a form of political organization (that is quite unique to early modern Europe), MEM 3301 provides students with valuable historical perspectives in their understanding of what is meant by terms such as “national” and “international,” and it is therefore also appropriate for the **N** designation.

Regarding the H and N General Education designation, and consistent with the ideas outlined in the paragraph above.

Content Knowledge Rubric

With respect to content knowledge in the (H)umanities, students will skillfully and insightfully interpret a variety of different text types pertaining to humanistic studies, including poetry, theology, and philosophy, in their relation to the emerging principle of individuality. They will demonstrate thorough knowledge about key terminology necessary for an informed discussion of these text types which will include both general terms (“Renaissance,” “Reformation,” “Enlightenment,” etc.) as well as some of the more specialized terminology associated with these broader terms), and finally students will demonstrate thorough knowledge about the applicability of the emerging principle of individuality to other text early modern and modern types examined in the course that extends to the poetry of the late eighteenth century. Of course, an appreciation of the principle of individuality, which is formulated by Kant as “self determination,” will form part of a knowledge that students will be able to apply long after this course is done. With respect to the (N) designation, the focus on the principle of individuality within political forms of organization (primary texts: Machiavelli’s Prince, Luther’s “Open Letter to the Christian Nobility,”; secondary text: Michael Hughes, Early Modern Germany), shows how the Holy Roman Empire evolves into the variety of modern European states – and thus the international situation -- familiar to us today.

Communication Rubric

In oral assignments (the presentation of a class project), in a written assignment (a final paper), and in a midterm and final exam, students will skillfully demonstrate knowledge of content, intended and unintended audiences, and the relation of the content to broader concerns of (H)umanistic studies that are also immediately relevant also to the political demarcations made in the early modern period that result in something resembling our i(N)ternational system of nation states today (though these of course are not always very “systematic” and always remain in flux!). In a manner consistent with the stress placed on the rhetorically eloquent and

persuasive presentation of one's ideas by the different authors that make up the course content, a similar emphasis is placed on the skillful, linguistically effective communication of this content knowledge on the part of the students. In the above-mentioned presentation of a class project, students demonstrate a compelling and polished performance. The students start this course considering who might be regarded as a "Renaissance man or woman" today, the late Steve Jobs is a model we consider, and this provides a good and accessible model of posture, gestures, eye contact, and vocal expression.

Critical Thinking Rubric

With respect to the H designation, students are able comprehensively to appreciate the increasing importance of the principle of individuality as this emerges not just as an aspect of the identities of individual humans but also in terms of the specific individual workings within different cultural domains. Students are thus able to relate questions of human identity to questions pertaining to the ways in which different systems of knowledge and expression (such as poetry, philosophy, theology, etc.) are used by people in ways that affect them profoundly. With respect to the N designation, students are able to identify international constellations as (always temporary) political arrangements, the stability and longevity of which have much to do with what is going on in the other cultural domains under study (theology, philosophy, the arts, scientific developments, etc.). With the help of the instructor, students are referred to critical literature that will provides additional perspectives that can advance the students' own thinking or with which they can take issue if they want to make a different argument. Thus considering all the relevant data and evidence, students articulate a clear and precise point of view and appropriate conclusions.

III. 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:

On all work submitted for credit the following pledge is either required or implied:

On my honor, I have neither given nor received unauthorized aid in doing this assignment. Violations of this policy will result in disciplinary action according to the judicial process. For more details go to: <http://www.aa.ufl.edu/aa/Rules/4017.htm>

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 "Stundenplan." 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 will lose 1% from their final grades for every unexcused absence after the first such absence as well as 1% from their final grade each time they arrive late.

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.

VI. Texts:

1. 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. Provisory schedule of readings and homework assignments (subject to revision as necessary).

January

T/10: Introduction to the course. Introductory observations on some basic parameters of the cultures associated with residential palaces and early modern cities.

[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]

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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 the medieval and early modern remnants of London, Winchester, and York]

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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]

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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.]

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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.]

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T/14: Niccolo 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 remnants of Nuremberg.]

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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).

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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.]

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March

T/6: SPRING BREAK

R/8: SPRING BREAK

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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.]

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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]

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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)]

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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].

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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.]

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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]

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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.