

HUMN530

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : HUMN530 **Title :** The Renaissance

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course provides an overview of works of the Renaissance, and offers a detailed study of its major thinkers. Issues include the birth of rationalism, individualism, skepticism, and secularism. Questions address the problem of what the knower knows, the war between intellectual tradition and change, and the dominance of the sphere of science. Readings for this course include: Petrarch's Selections from the Canzoniere and Other Works; Machiavelli's The Prince; Francois Rabelais' Gargantua and Pantagruel; Miguel de Cervantes Saavedra's Don Quixote; Shakespeare's King Lear; Michael de Montaigne's Selections from the Essays; John Donne's Selected Poems; Rene Descartes' Discourse on Method, and his Meditations; and John Milton's Paradise Lost.

Course Scope:

This course is a study of the birth of rationalism. Subjects include individualism, skepticism, and secularism. Questions address the problem of meaning, the tension between intellectual and religious tradition and change, and the ascendancy science.

Objectives

APUS policy implies that graduate courses stress development of the student's ability to research, reason, and write in a scholarly way, aiming at the higher order cognitive skills of analysis, synthesis, evaluation, and defense of logic and conclusions. Course learning objectives are established accordingly, and instructional techniques are used to achieve them.

- Develop a comparative timeline for the Early Modern World.
- Evaluate and assess various literary achievements produced during the Early Modern Period.
- Develop responses to forum posts that demonstrate syntopical or comparative reading comprehension and synthesis, critical thinking, and analytical skills.
- Synthesize the concepts in this course with independent research to produce graduate level essays. Essays should demonstrate an ability to evaluate and critique scholarly research materials, selecting those materials that are most relevant to purposes; synthesize the information from several academic sources; organize research and produce essays that measures overall assessment and synthesis of select texts of the Early Modern World.

Outline

Week 1: Introduction to the Renaissance

Learning Outcomes

Communication Great ideas must be clearly articulated. Build communication skills in the forums, and hone them in your essays. Assume that this learning objective is relevant in each week of the course.

Critical Thinking Apply classical logic and theoretical analysis to the short verse works discussed this week. Evaluate the influence of Petrarch's poetry on Shakespeare and Donne.

Information Literacy Develop a comparative timeline for the Early Modern World and construct a context for the literature produced during the Renaissance.

Lifelong Learning Build relationships with your colleagues and instructor in this class to make the course more fun and to build useful professional networks.

Required Readings

Every week, read through the appropriate Lessons.

Read the first 10 sonnets by Petrarch, the first 10 sonnets by Shakespeare, Elizabeth I's "Poems of Undoubted Authorship," and Donne's "Miscellaneous Poems (Songs and Sonnets)" from Volume 1 pages 3-75.

Petrarch <http://www.gutenberg.org/files/17650/17650-h/17650-h.htm>

Shakespeare <http://www.gutenberg.org/cache/epub/1041/pg1041.html>

Queen Elizabeth I <http://www.luminarium.org/renlit/elizabib.htm>

Donne http://www.archive.org/stream/poemsofjohndonne1d_onnuoft#page/n9/mode/2up

Listen to the reading of Bertrand Russell's "The Italian Renaissance" from *The History of Western Philosophy* and consider the humanist shift as represented in the advent of the early modern or Renaissance period:

http://www.youtube.com/watch?v=wQX6yvAjPgw&list=PLV5_xavg5I2Svx-9TXwFrhUuHhODqIPgU&index=28

<http://www.youtube.com/watch?v=r6elaQ-ujT0>

(The text for these chapters can be found here: <http://www.ntslibrary.com/PDF%20Books/History%20of%20Western%20Philosophy.pdf>)

Also, begin reading Rabelais' work for next week.

Assignments

Introduction Forum

Short Verse Forum

Assignment: Poetry Explication (Due Sunday, 11:55 p.m. ET)

Week 2: Rabelais

Learning Outcomes

Critical Thinking Evaluate and critique the philosophy of Rabelais. Assess his place in the literary realm of the Early Modern World.

Information Literacy Examine Rabelais' use of parody in mocking the institutions of his time.

Academic Skill Critically analyze Rabelais' writing and relevant secondary sources to build an argument.

Communication Articulate your argument.

Required Readings

Gargantua and Pantagruel: Books 1-2

<http://www.gutenberg.org/files/1200/1200-h/1200-h.htm>

Assignments

Rabelais Forum

Assignment: Rabelais Short Analytical Essay (Due Sunday by 11:55 p.m. ET)

Week 3: Machiavelli

Learning Outcomes

Academic Skill Critically analyze the significance of *The Prince* as a relevant document in the Early Modern World.

Information Literacy Examine Machiavelli's key tenets and determine which (if any) are applicable to today.

Required Readings

The Prince

<http://www.gutenberg.org/files/1232/1232-h/1232-h.htm>

See the Yale lecture series and Professor Steven B. Smith on Political Philosophy and Machiavelli:

<http://oyc.yale.edu/political-science/plsc-114/lecture-10>

Listen to Bertrand Russell's "Machiavelli" from *The History of Western Philosophy* 3.3:

http://www.youtube.com/watch?v=kjQr3EsrpBE&list=PLV5_xavg5l2Svx-9TXwFrhUuHhODqIPgU&index=30

(The text for this chapter can be found here: <http://www.ntslibrary.com/PDF%20Books/History%20of%20Western%20Philosophy.pdf>)

Assignments

Machiavelli Forum

Week 4: Montaigne

Learning Outcomes

Critical Thinking Evaluate Montaigne's ideas, with emphasis on the modernity of his perceptions, such as the fluctuating basis of identity, the belief in man's limitations of understanding, and his tolerant acknowledgment of cultural differences.

Academic Skill Critically analyze Montaigne's writing and relevant secondary sources to build an argument.

Communication Articulate your argument.

Required Readings

Essays: Selections

"Of Cannibals," "Of the Custom of Wearing Clothes," "Of the Education of Children," "Of Experience," "Of Cruelty," and "Of Solitude"

<http://www.gutenberg.org/files/3600/3600-h/3600-h.htm>

Listen to the "Master Mind" lecture on Montaigne at the British Academy web site:

<http://www.britac.ac.uk/audio/montaigne>

Assignments

Montaigne Forum

Assignment: Montaigne Short Analytical Essay (Due Sunday by 11:55 p.m. ET)

Week 5: Marlowe

Learning Outcomes

Academic Skill Evaluate Marlowe's significant contribution to the theatre, despite his very brief career. Appraise his questioning of some of the ideals and beliefs of a world that was rapidly changing.

Required Readings

The Tragical History of Doctor Faustus

<http://www.gutenberg.org/files/779/779-h/779-h.htm>

See the Yale Lecture Series and Professor Keith E. Wrightson on Early Modern England:

<http://oyc.yale.edu/history/hist-251/lecture-1#ch0>

Assignments

Marlowe Forum

Research Proposal Forum

Week 6: Cervantes

Learning Outcomes

Critical Thinking Appraise Cervantes' stature in Western literature and his greatest work in relation to the ideology of the Early Modern World.

Academic Skill Critically analyze Cervantes' writing and relevant secondary sources to build an argument.

Communication Articulate your argument.

Required Readings

Don Quixote

<http://www.gutenberg.org/cache/epub/996/pg996.html>

See the Yale lecture series and Professor Roberto Gonzales Echevarria on Cervantes:

<http://oyc.yale.edu/spanish-and-portuguese/span-300/lecture-1>

Assignments

Cervantes Forum

Assignment: Cervantes Short Analytical Essay (Due Sunday by 11:55 p.m. ET)

Week 7: Shakespeare

Learning Outcomes

Academic Skill Develop an appreciation for the beauty of Shakespeare's language and the power and relevance of his words in the Early Modern theatre that transcend to this day.

Critical Thinking Critically analyze Shakespeare's play and its relevance in the Early Modern World, as it raises questions about the human condition and the question of reality.

Information Literacy Compare Shakespeare's work to that of his contemporaries to evaluate his position among them.

Required Readings

The Tempest

<http://www.gutenberg.org/files/23042/23042-h/23042-h.htm>

Listen to the University of Oxford Podcast and Professor Emma Smith's analysis of the play:

<http://podcasts.ox.ac.uk/tempest-audio>

Assignments

Shakespeare Forum

Work on your final essay, due in week 8

Week 8: Spenser Final Research Essay

Learning Outcomes

Academic Skill Assess Spenser's contribution to evolving Early Modern thought.

Critical Thinking Analyze Spenser's metaphysical issues of identity, continuance, and change. Measure the portrayal of nature and the naturalistic point of view versus the final stanza's nod to Christian hope and divine revelation.

Lifelong Learning Use advanced social science knowledge, critical thinking skills, and research methodologies that will promote lifelong problem solving skills, a spirit of inquiry, and professional approach

to projects.

Required Readings

"Letter to Raleigh" and *The Mutabilitie Cantos*

<http://ebooks.adelaide.edu.au/s/spenser/edmund/faerie/preface1.html#preface1>

<http://ebooks.adelaide.edu.au/s/spenser/edmund/faerie/book7.html#book7>

Assignments

Spenser Forum

Assignment: Final Research Essay (due Sunday by 11:55 p.m. ET)

Evaluation

Your grade will be based on these tasks:

- Short Analytical Essays (3-5 pages) exploring specific aspects of the works being read.
- Poetry Explication
- Discussion Forum Posts
- Critical Essay

Forums:

One of the things that distinguishes graduate from undergraduate study in the face-to-face classroom is the central role of discussion to the learning process. I would like to see you actively engaging with these literary works and developing your own thoughts in relation to them. Forums allow you to respond to your classmates directly, and push you to hone and cultivate your ideas. Please maintain a professional tone.

Half of the grade will be for your initial post, and half will be for replies. If replies are posted late, they cannot be counted because they do not qualify as participation. In that case, you will only earn points for your initial post, so do your best to keep up with forum posts.

Initial forum posts are due by Thursday, and replies are due by Sunday.

Short Analytical Essays:

The purpose of the analytical essays is to encourage you to think critically about what you're reading as you read, to investigate current research in the field, and to give you the chance to share your insights with me. These assignments should also help you identify ideas you might wish to pursue in your critical essay.

Critical Essay:

You'll also be writing one major essay for the course that will be based on one of the course texts. A few tips for selecting a topic:

1. Be open to possible paper topics as you read; questions you have about the text, themes that stand out to you, or connections between works are all fruitful areas to explore for topics. Note down topic ideas as you explore each text.
2. You may decide to base your essay on a topic that you've already addressed in one of your earlier assignments, or you can pursue a new avenue of inquiry.

3. The key to a successful critical essay is a strong thesis, one which you can support with evidence from the text and from secondary sources. Those secondary sources need to be evaluated carefully to ensure that they are scholarly and meet the criteria set for academic research.

I will work with you as you look for a topic and begin building your essay--just reach out to me in the appropriate forums or "messages."

WRITING FORMAT

All papers should be written in Times New Roman 12 point plain font. Papers are double spaced, include indented paragraphs with no extra space between paragraphs, and 1 inch margins on all (4) sides. Essays should be MLA formatted and submitted as MS Word documents.

Secondary Sources: Use only scholarly articles and books found through databases in the APUS and other research libraries. If you must go outside of these academic sources, let me know so we can review together. In general, keep quotes to no more than 2-3 lines in these relatively short papers. Never allow a secondary source to make your argument for you, and avoid using introductory and editorial material as a source in graduate level work.

Technical Errors: Be sure to spell and grammar check your work. Should you need additional time to complete an assignment please Message me before the due date so we can discuss the situation and determine an acceptable resolution.

Grading:

Name	Points
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Materials

Book Title: There are no required books for this course.

Author: N/A

Publication Info: N/A

ISBN: N/A

Cervantes, Miguel de. *Don Quixote*.

<http://www.gutenberg.org/cache/epub/996/pg996.html>

Donne, John. *The Poems of John Donne*.

<http://www.archive.org/stream/poemsofjohndonne1donnuoft#page/n9/mode/2up>

Elizabeth I (Queen of England, 1558-1603).

<http://www.luminarium.org/renlit/elizabib.htm>

Machiavelli, Niccolo. *The Prince*.

<http://www.gutenberg.org/files/1232/1232-h/1232-h.htm>

Marlowe, Christopher. *The Tragical History of Doctor Faustus*.

<http://www.gutenberg.org/files/779/779-h/779-h.htm>

Montaigne, Michel. *Essays*.

<http://www.gutenberg.org/files/3600/3600-h/3600-h.htm>

Petrarch, Francesco. *Sonnets*.

<http://www.gutenberg.org/files/17650/17650-h/17650-h.htm>

Rabelais, François. *Gargantua and Pantagruel*.

<http://www.gutenberg.org/files/1200/1200-h/1200-h.htm>

Shakespeare, William. *Sonnets* and *The Tempest*.

<http://www.gutenberg.org/cache/epub/1041/pg1041.html>

<http://www.gutenberg.org/files/23042/23042-h/23042-h.html>

Spenser, Edmund. "Letter to Raleigh" and *The Mutabilitie Cantos*.

<http://ebooks.adelaide.edu.au/s/spenser/edmund/faerie/preface1.html#preface1>

<http://ebooks.adelaide.edu.au/s/spenser/edmund/faerie/book7.html#book7>

Course Guidelines

Citation and Reference Style

- Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- [Tutor.com](http://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50%***

of the potential total score earned.

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.
- The main response to the forum is due mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum may not be accepted without prior instructor approval.
- Replies must be posted in the week due and replies after the end of the each week may not be graded.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be

accepted without prior instructor approval.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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