

The Renaissance (RENS) CTY Syllabus

Notes:

Readings from the textbook *Rats, Bulls, and Flying Machines* are woven in throughout the course, in pockets of extra time and in short preparations for new units; students who finish activities and assignments early may read from this text and give five-minute presentations on that reading to the class.

All readings from *The Tempest* are aloud, with rotating assigned parts.

		WHAT	HOW
Sunday	Evening	Introductions	Students introduce themselves and their first impressions of the Renaissance
		Icebreaker	Silent line-up game, string game
		Mission statement and classroom rules	Discussion of goals for the class, and of how we want to work with each other. Drawing up a mission statement
DAY 1 (M)	Morning	Course goals	Students name some things they'd like to learn or get better at in the course
		Course overview	Instructor outlines major goals, themes, field trips, and assignments
		Framework: geography	Map of Western Renaissance (students collaborate on a map and discuss what should be included)
		Same	View and discuss projections of Medieval and Renaissance maps
		Framework: chronology	Create classroom-sized timeline to be filled in as course proceeds

		WHAT	HOW
		Background	Discussion of the Medieval period and presentation of initial Renaissance themes
	Afternoon	Religious context	Compare medieval image of hell (projections from illuminated manuscripts) with Dante's version (projections of <i>Inferno</i> map)
		Reading: early Renaissance (classicism, humanism)	Read and discuss <i>Inferno</i> , Canto I
		Re-imagining religious space	Small groups create a "Divine Comedy" guide to the classroom building
		Framework: chronology	Mark classroom timeline; pace out a timeline (outside) showing 2007, birthdays, Dante, and Virgil
	Evening	Classical sources	Small groups read and compare transformations in <i>Inferno</i> and Ovid, <i>Metamorphoses</i> ; presentations of findings
DAY 2 (Tu)	Morning	Quotidian culture	Renaissance children's game: blind man's bluff (outside)
		Context	Discussion of Dante and Ovid; introduce Petrarch
		Reading: early Renaissance (desire and humanism, symbolic body)	Read and discuss three Petrarch sonnets (on Laura)
		Renaissance body/cosmos links	Presentation on humoral/astrological body

		WHAT	HOW
		Same	Students collectively create a humoral body in motion (outside)
	Afternoon	The symbolic cosmos	Students collectively create a Ptolemaic cosmos in motion
		Petrarchan legacies	Read and discuss Shakespeare, Sonnet 130
		Rhyme scheme	Students work out rhyme scheme of Petrarchan and Shakespearean sonnets
		Scanning and meter	Students learn to scan iambic pentameter, then
	Evening	Same	Students hopscotch through the meter of a sonnet (outside)
		Symbolic body / poetics of identity	Small groups create a set of similes between a body and a given object
		Poetics	Small groups start composing a Shakespearean sonnet
	DAY 3 (W)	Morning	Poetics
Renaissance self-fashioning; court politics; gender			Castiglione, “Chief Qualities in a Courtier” and “Chief Qualities in a Waiting Gentlewoman”; projection from Peacham, <i>The Compleat Gentleman</i>
Quotidian culture			Renaissance children’s game: fivestones
Self-fashioning			Drawing exercise: illustrating Castiglione
Same; humanism and the liberal arts			Collective analysis of Holbein, <i>The Ambassadors</i>

		WHAT	HOW	
	Afternoon	Pictorial analysis	Read and discuss first chapter of Bang, <i>Picture This</i>	
		Same; innovations in painting (realism, humanism)	Analyze, compare, and discuss <i>Annunciations</i> by Martorell, Campin, and Botticelli	
		Anatomy	Presentation on the rise of anatomy (projections from Da Vinci, Vasari)	
	Evening	Pictorial analysis	<i>Picture This</i> construction paper exercise (Dante, Ovid, or Petrarch stories)	
		Art and humanism	Read Vasari (<i>Lives</i>) on Botticelli	
DAY 4 (Th)	Morning	Pictorial analysis	Present <i>Picture This</i> compositions	
		Art and humanism	Discuss Vasari	
		Art history: patronage	Presentation on the Medicis	
		Same	Discuss Gozzoli, <i>Adoration of the Magi</i>	
		Art history: technique (perspective)	Students trace perspective lines and determine horizon line for Botticelli <i>Adoration</i> and <i>Annunciation</i>	
	Afternoon	Art history: symbolic content	Analyze Bosch, <i>The Ship of Fools</i> and <i>The Hay Wain</i>	
		Writing preparation	Introduce first essay assignment and allowed web resources	
	LAB		Writing and research: art analysis	Begin draft of art essay
		Evening	Field trip preparation	Discuss books class will see at Annenberg Library

		WHAT	HOW
LAB		Same	Choose special items to see at Phil. Museum of Art
		Writing and research: art analysis	Continue work on art essay
DAY 5 (F) FIELD TRIP 8:30am - 5:30pm	10am – 12pm	Textual artifacts; printing and bookmaking; cartography; early modern science	UPenn Annenberg Library, presentation of rare books and manuscripts
	1pm – 4pm	Art history	Philadelphia Museum of Art: Renaissance collections
Sunday	Evening	Student feedback	Students write an anonymous letter to the TA and Instructor on how the class is going
		Reformation	Small groups read excerpts from Luther, <i>95 Theses</i>
Day 6 (M)	Morning	Reformation	Discuss Luther, <i>95 Theses</i>
		Same	Short lecture on the spread of Protestantism (with map)
		Reformation in everyday life	Students strip a volunteer of religious items (robes, candle, pictures, music, etc.), giving a reason for each
		Reformation: social contexts	Read (aloud) short excerpts from Fish, <i>Supplication of Beggars</i> , and More, <i>Supplication of Souls</i>
	Afternoon	English Reformation politics	Presentation on mid-16 th c. Protestant/Catholic England; students play “red light/green light” game based on it (outside)

		WHAT	HOW
		Early modern doubt	Read (aloud) and discuss Hamlet's "To be" soliloquy
	Evening	Reformation humanism	Read excerpt from Calvin, "How to Use the Present Life"
		Same	Discuss Calvin and Breugel, <i>Peasant Wedding Feast</i>
			Write thank-you notes to Dr. Traister at the Annenberg
Day 7 (Tu)	Morning	Research and writing	Finish first draft of art essay (early finishers become research assistants)
LAB		Quotidian culture	Renaissance game: Hazard (with projection of Frontispiece to Cotton, <i>The Compleat Gamester</i>)
		Intellectual community	Peer edit and discuss essays so far
	Afternoon	Urban geography	Introduction to London circa 1590 (w. Hollar views and Stow guide)
		Same; expansion	Discuss Breugel, <i>Tower of Babel</i>
		Spectacle and power	Discuss portrait of Elizabeth I
		Same; urban geography	Students use excerpts from period report to trace route of Elizabeth I's coronal procession on projected map
LAB	Evening	Research and writing	Finish second draft of art essay (incorporating peer comments)
		Checking in with students	Rotating individual student/teacher conferences on progress during 1 st half of the course (simultaneous with lab session)

		WHAT	HOW
DAY 8 (W)	Morning	Same	Brief discussion of Elizabeth's proclamation against vagrants
		Placing the London theater	Presentation on London's Liberties and entertainments (with Hollar views)
		Same; period entertainments	Students try to lure a "gull" by acting out Liberties entertainments
		Context	Quick Shakespeare bio
		Context	Introduction to <i>Taming of the Shrew</i>
FIELD TRIP 12:30-5:30	Afternoon	Shakespeare in performance	Live performance of <i>Taming of the Shrew</i> at Pennsylvania Shakespeare Festival
DAY 9 (Th) LAB	Morning	Same	Discussion of performance; pass out Shakespeare insult generator
		Research and writing	Final drafts of art essay (incorporating Instructor comments)
		Quotidian culture	Renaissance game: The Game of the Goose
		Context: liberal arts and "magic"; exploration	Projections: discuss illustrations from Fludd, <i>Utriusque Cosmi</i> and Harriot, <i>A Brief and True Account</i>
		Reading skills	Read <i>Tempest</i> , 1.1
	Afternoon	Theatrical spectacle	Discuss and stage 1.1
		Reading skills	Read and discuss <i>Tempest</i> 1.2
	Evening	Historical contexts: exploration and	Read either Strachey shipwreck letter or

		WHAT	HOW
		colonialism	Montaigne, 'On Cannibals'; look for correspondences and prepare presentation
DAY 10 (F)	Morning	Same	Groups present findings from previous evening; discussion
		Historical and contemporary contexts (late humanism)	Short lecture: Renaissance re-engineering of the human (with genetic engineering handouts)
		Understanding character in these contexts	Magazine collage exercise: engineering Caliban and Ariel; present collages
		Early modern wonder	Presentation on the preternatural and wonder pamphlets
	Afternoon	Travelers' tales; New World(s)	"Telephone" game using one-sentence story
		Early modern wonder	Small groups create contemporary wonder pamphlets
		Reading skills	Excerpts from 2.1 (Gonzalo's "Commonwealth")
Sunday	Evening	Social reform; New World(s)	Excerpts from More, <i>Utopia</i> ; finish wonder pamphlets
DAY 11 (M)	Morning	Same	Discuss 2.1 and More; examine map and alphabet from <i>Utopia</i> Frontispiece
		Same; building arguments	Two teams stage a formal debate over specific aspects of More's Utopia
		Reading skills; new world encounters	<i>Tempest</i> 2.2; discuss
		Drama and performance	Students stage part of 2.2

		WHAT	HOW
LAB	Afternoon	Research and writing	Introduce <i>Tempest</i> essay assignment and web resources
		Same	Students begin <i>Tempest</i> essay
	Evening	Reading: tyranny and subjecthood; exploration and colonization	<i>Tempest</i> 3.1-3.2 <i>Cabeza de Vaca, Relation</i> (excerpts)
DAY 12 (Tu)	Morning	Same	Discuss 3.1-3.2 and De Vaca
		Exploration and descriptive strategies	Students form two “expedition parties,” explore campus with limited language/knowledge, and report back to the “Spanish Court”
		Masques; Renaissance technologies	<i>Tempest</i> 3.3
		Social power structures	Small groups act out selected dialogues from <i>Tempest</i> so far, then trade “masks” and “roles”
	Afternoon	Research and writing	Continue <i>Tempest</i> essay
	Evening	Classicism; Renaissance technologies	<i>Tempest</i> Act IV (excerpts)
DAY 13 (W)	Morning	Late Renaissance Classicism	Discuss Botticelli, <i>Birth of Venus</i> and Act IV
		Renaissance technologies	Discuss possible stagings of Act IV
		Same	Presentation on Da Vinci’s machines; teams take quiz on functions of Da Vinci’s machines (on Boston Museum of Science website)

		WHAT	HOW
LAB		Same	Projections from Plat, <i>The Jewel House of Art and Nature</i>
		Same	Small groups design devices for Act IV masque
	Afternoon	Research and writing	<i>Tempest</i> essay
	Evening	Shakespeare on film	Zefferelli <i>Hamlet</i>
DAY 14 (Th) LAB	Morning	Theater; late-Renaissance humanism	<i>Tempest</i> Act V; discussion
		Class business	SPEs
		Same	Post-assessment
	Afternoon	Research and writing	Final drafts of <i>Tempest</i> essay; assemble take-home folders
		Class business	Hand out diplomas
	Evening	Shakespeare on film	Finish Zefferelli <i>Hamlet</i>
		Review/integration	Class reviews paintings we've worked with so far, nominates one that best represents what we've learned about the Renaissance
DAY 15 (F)	Morning	Artistic closure	Rembrandt, <i>Night Watch</i>
		Literary closure	<i>Tempest</i> , Epilogue
		Class business	Goodbyes, etc.