



Renaissance through Realism

Spring 2025

HUMN 2033/4033, Sec. 201

TR 9:30-10:50, BH 308A

Professor Kirsten Lodge

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Office: 217 Bea Wood Hall. 940-397-4363

Office Hours: MW 1-1:50 and 3:30-4,
TR 11:10-12:10, and by appointment

This interdisciplinary course will introduce students to Western culture from the Renaissance to the Realist period. We will look at all aspects of culture, including history, art, literature, philosophy, and music. Students will thus acquire an understanding of Western culture and how it developed during this time period; encounter different ways of viewing the world; learn to analyze, interpret, and think critically about diverse works of art, literature, and music; experiment with interdisciplinary approaches to the material; and learn to identify, describe, and discuss major philosophies, works of art, and historical events. They will also develop critical thinking skills in short responses, evaluating individual works and synthesizing the knowledge they have gained. Participation in class discussion and activities will help them to express themselves and support their ideas at an advanced level.

Course Goals

- Study primary texts in literature, philosophy, and other disciplines, as well as the historical and cultural contexts for the primary texts
- Think critically about primary works in context and in comparison with one another
- Learn interdisciplinary approaches to the study of cultures
- Learn how to discuss other cultural artefacts, including art, architecture, and music
- Gain a sense of historical chronology and the interconnectedness of various cultural movements, including the ways in which they respond to one another, as relevant
- Gain a detailed knowledge of the well-known works covered in class
- Practice expressing and supporting ideas both orally and in writing

THECB Core Course Objectives and Assessments

- Critical Thinking Skills
 - All assignments will assess critical thinking skills. The Humanities Essay Rubric will be applied to essays on the midterm and the final exam for assessment purposes.
- Communication Skills
 - To assess written communication skills, the Humanities Essay Rubric will be applied to essays on the midterm and the final exam to evaluate readability, clarity, and the ability to support an argument with specific and accurate examples and details as evidence.
- Personal and Social Responsibility
 - To assess personal and social responsibility in critical thinking, the midterm and the final exam will be evaluated on the ability to support an argument with specific and accurate examples and details as evidence and to evaluate different ways of viewing the world.

Textbook: Benton, Janetta and Robert DiYanni. [*Arts and Culture: An Introduction to the Humanities*](#). Vol. 2. 4th ed. New Jersey: Prentice Hall, 2012.

Course Requirements

1. Participation (2033, 10%; 4033, 5%). It is essential that you participate in class discussion and activities to help you understand and master all of the material we cover. Please note that participation is different from attendance. Participation means talking in class.

2. In-Class Writing (2033, 35%; 4033, 30%). At the beginning of most classes, I will give you a brief question or a quotation from one of the primary texts assigned for the day to respond to. These are low-stakes assignments, and your grade for these reflections will be check plus, check, check minus, or X, which will be entered in D2L as A+, B+, C+, or zero. Your response should demonstrate critical thinking and an understanding of the text. Spelling and grammar will not count. If you miss an in-class writing, you may make it up in my office within one week, unless you make other arrangement with me. You must schedule a time with me in person or by email to make up an assignment. The number of in-class writings as listed in the Gradebook may be subject to modification without increasing the weight of each one.

3. Quizzes (2033, 15% total; 4033, 10% total). You will have one or two quizzes on important terms, concepts, and artworks for each chapter. Quizzes will be announced at least one week in advance in class and by email. The number of quizzes as listed in the Gradebook may be subject to modification without increasing the weight of each one.

4. Midterm (2033, 20%; 4033, 15%). The midterm will be on chapters 18-21. It will consist of ID's and one or two short essays. These essays will be graded using the rubric for test essays on D2L.

5. Final Exam (2033, 20%; 4033, 15%). The final exam will be on the Western movements we have covered. It will have the same format and use the same rubric as the midterm.

6. Research-Based Presentation (4033, 10%). Upper-level students must choose a topic for a 10-15 minute presentation. The topic should complement the textbook, not repeat what it says. You will be expected to consult at least three scholarly sources, and give me an outline of the presentation and a bibliography in MLA or APA style on the day of your presentation. See the presentation rubric on D2L for guidance. You should look through the textbook and submit a topic proposal to me by **Jan. 28**, and we will set an appropriate date for your presentation.

7. Research Paper (4033, Draft, 5%; Final Paper, 10%). Upper-level students will write a 5-6 page research paper on a topic of their choice, but not on the same topic as their presentation. The paper must be in MLA or APA format, including in-text citations. If you use a cover sheet, it will not count toward the minimum length. You should watch the video on D2L on writing a research paper. See the rubric on D2L for guidance. Please submit a brief paper proposal by **April 22** and a draft with a bibliography of at least three scholarly sources by **May 6**. You will get credit for submitting the draft with the bibliography, and I will give you feedback. The final version is due on **May 15**.

Note that the D2L Gradebook is set up for the 2000-level of this course. I will record presentation and paper grades separately, and you must contact me if you wish to know what your grade is and get my feedback. I will calculate 4000-level final grades individually at the end of the semester.

8. Attendance. You must attend class to help you master and contextualize the material. You are permitted two unexcused absences. Absences will be excused on the basis of a note from a doctor, dean, military official, or coach. However, if you believe you have a good reason for missing class but are unable to get a written excuse, please let me know, and if your excuse is valid, I will excuse you.

Your final grade will be lowered by one point for each unexcused absence in excess of the two permitted unexcused absences. In addition, three "lates" will add up to one unexcused absence unless you provide me with a valid reason for lateness.

Any student with more than six absences for any reason may be dropped from the course.

Course Policies

Plagiarism and Academic Dishonesty: Plagiarism, cheating, and other forms of academic dishonesty will not be tolerated. If you plagiarize on any assignments or papers, or engage in any other form of academic dishonesty as defined by the MSU Student Handbook, you will get a zero on the assignment. Other forms of academic dishonesty include, for instance, cheating on in-class writings or tests, copying, forging doctor's notes, and lying to the professor.

AI Use: I understand that AI can be a useful tool, and I am not against AI as such; however, the goal of the upper-level paper in this course is to teach you critical thinking and research skills, and therefore the use of AI in the writing of research papers is not permitted. This includes Grammarly and similar applications that use AI.

Note that there is no uniform policy on AI use at MSU. Make sure that you understand the policy for each course you are taking.

Cellphones: You may not use your cellphone in class except to consult the texts we are discussing, or to google a question we cannot answer.

Food: In accordance with the building policy, you may bring only bottled water to class.

Computers: You may not use a computer in class except to consult the text, or for another justifiable reason. If this is the case, please inform me beforehand.

Attention: Please be alert and do not lay your head down on your desk during class, or I may mark you late or absent without warning.

Class Dismissal: Please do not start to pack up your things or leave until I have dismissed the class. If you believe I have gone over the allotted time, please raise your hand and let me know.

Email Communication: The only way I can communicate with you outside of class is through D2L email. You should set up D2L so that D2L emails are delivered to your email account. You are responsible for checking your email or D2L daily for any reminders, clarifications, or other communications from me.

Safe Zone Statement: This classroom is a "safe zone" in which all students will be treated and will treat one another equally, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Diversity of thought is encouraged.

Other Important Information

Office Hours: My office hours are given above, and I am always happy to help you with any questions you may have, whether they are about the texts we are reading, assignments,

exams, absences, or anything else—or you may just come by to talk. If you can't make my office hours, we can make an appointment.

Tutoring Support: Tutoring and Academic Support Programs (TASP) provides free drop-in tutoring for MSU students. Located on the first floor of Moffett Library, TASP's Learning center provides tutoring support in a number of core courses and subject areas. Please see their schedule for more information about times and offerings.

Academic Accommodations: If you require special accommodations, please contact Disability Support Service, 168 Clark Student Center, 397-4140, at the beginning of the semester so that appropriate arrangements can be made. Arrangements cannot be applied retroactively.

Research and Creative Activity Opportunities at MSU: Enhancing Undergraduate Research Endeavors and Creative Activities (EURECA) is a program that provides opportunities for undergraduates to engage in high-quality research and creative activities with faculty. EURECA provides incentives and funding through a system that supports faculty and students in a cooperative research process. Information and resources are available from [The Office of Undergraduate Research](#).

Student Handbook: For additional information, see [Student Handbook](#) .

Course Schedule

Jan. 21 Introduction; The Early Renaissance

Chapter 13: Renaissance and Mannerism in Italy

23 The Medicis' Florence, The Humanist Spirit, The Platonic Academy of Philosophy

Reading: 4-8, 18, 40-41 (Pico della Mirandola and Petrarch)

D2L Textbook: 13-16, 26, 48-49

28 Architecture, Sculpture, Painting, Early Renaissance Music, Literature

Reading: 8-17, 41-42 (Villon and Colonna)

D2L Textbook: 15-26, 49-50

Upper-level presentation proposals due

30 High Renaissance: Painting, The Reinvention of Rome, Painting and Sculpture, Architecture

Reading: 19-27

D2L Textbook: 27-35

Feb. 4 Venice, Music, Literature

Reading: 27-30, 42-47 (Castiglione and Machiavelli)

D2L Textbook: 35-38, 50-55

6 Mannerism: Painting, Sculpture, Architecture
Reading: 31-38, 47-49 (Cellini)
D2L Textbook: 39-46, 55-57

Chapter 14: Renaissance in Northern Europe

11 Early Renaissance in Northern Europe: The Columbian Exchange, Ghent and Bruges, Flemish Oil Painting
Reading: 52-58
D2L Textbook: 63-68

13 High Renaissance of Northern Europe: The Habsburg Patronage, Erasmus and Northern Humanism, Thomas More, Martin Luther and the Reformation, John Calvin, Iconoclasm
Reading: 58-62, 76-81 (Erasmus and Luther)
D2L Textbook: 68-72, 86-91

18 Age of Discovery, Painting and Printmaking, Literature
Reading: 62-67, 71-74, 81-82, 86-89 (Labe, Queen Elizabeth I, and Shakespeare)
D2L Textbook: 72-77, 81-84, 91-92, 96-99

20 Architecture, Secular Music, Michel de Montaigne
Reading: 67-71, 82-86 (Montaigne)
D2L Textbook: 77-81, 92-96

Chapter 15: The Baroque Age

25 Baroque in Italy: The Counter-Reformation in Rome, Thirty Years' War, Architecture and Sculpture in Rome
Reading: 92-97, 126 (Ignatius of Loyola)
D2L Textbook: 104-9, 138-39

27 Painting in Italy, Music in Italy; Baroque Outside Italy: Painting in Holland
Reading: 97-105
D2L Textbook: 109-17

Mar. 4 Painting in Flanders; Painting and Literature in England
Reading: 105-9, 120-23, 131-32, 137-41 (Donne, Bradstreet, and Milton)
D2L Textbook: 117-21, 132-35, 143-44

6 Painting and Literature in Spain, Painting in France, Architecture, Baroque Music Outside Italy
Reading: 109-17, 123-24, 127-31 (Cervantes)
D2L Textbook: 121, 135-36, 140-43

10-14 No Class: Spring Break

18 The Science of Observation, Philosophy
Reading: 118-20, 126-27, 132-37 (Descartes, Hobbes, and Locke)
D2L Textbook: 130-32, 138-39, 143-49

Chapter 16: The Eighteenth Century

20 The Enlightenment
Reading: 144-45, 158, 176-79 (Voltaire)
D2L Textbook: 158, 172, 190-93

24 Last Day for “W”

25 Revolutions: The American Revolution, The French Revolution, The National Assembly, Demise of the Monarchy, Napoleon Bonaparte; Industrial Revolution, Scientific Revolution
Reading: 145-49, 179-81, 185-87 (Jefferson, *Declaration of the Rights of Man*, Franklin, and Paine)
D2L Textbook: 159-63, 193-95, 199-201

27 Midterm Exam

Apr. 1 Rococo: French Music, French Painting
Reading: 150-54
D2L Textbook: 164-68

3 English Painting, Literature of Rationalism
Reading: 154-58, 172-76 (Pope and Swift)
D2L Textbook: 168-72, 186-90

8 Neoclassicism: Painting, Sculpture, Architecture
Reading: 158-63
D2L Textbook: 172-77

10 Literature, Classical Music; Toward Romanticism: Beethoven
Reading: 163-70, 181-85 (Wollstonecraft and Austen)
D2L Textbook: 177-84, 195-99

Chapter 17: Romanticism and Realism

15 Philosophy, The Antislavery Movement, The Civil War, The Crimean War; Romanticism: Painting, The July Monarchy, Sculpture, Architecture
Reading: 190-201
D2L Textbook: 207-17

17 No Class: Easter Break

22 European Literature
Reading: 201-4, 227-28 (Blake and Wordsworth)
D2L Textbook: 217-20, 243-44
Upper-Level Paper Proposals Due

24 European Literature
Reading: 228-29 (Keats)
D2L Textbook: 244-45

29 American Poetry
Reading: 204, 229-32 (Whitman and Dickinson)
D2L Textbook: 220, 245-48

May 1 Music; New Sciences: Pasteur and Darwin; Realism: French Painting
Reading: 204-8, 210-12, 221-22, 232-33 (Darwin and Marx)
D2L Textbook: 220-24, 226-28, 237-38, 248-49

6 American Painting; The Rise of Photography; Music in Russia; Literature;
Russian Literature
Reading: 208-9, 213-21, 233-35 (Dostoevsky)
D2L Textbook: 224-25, 228-37, 249-51
Upper-Level Paper Drafts Due

8 Russian Literature
Reading: 235 (Tolstoy)
D2L Textbook: 251

15 Final Exam, 8-10 a.m.
Upper-level papers due by 11:59 p.m.