

Stony Brook University
Department of History
College of Arts and Sciences

History 301.01 (online synchronous version)
Reading and Writing History, Topic: Renaissance Florence
Spring 2021
syllabus revised on March 1, 2021

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office hours (on Zoom): Mon. 11am-noon, Weds. 10-11am, Thurs. 11am-noon, & gladly by appointment

to be held Mon. & Weds. 2:40-4pm EST online via Zoom

All History 301 classes have as their goal an intensive focus on "Reading and Writing History": on developing and fine-tuning the skills that will be needed for majors in history to succeed in the required 401 seminar and to graduate with a history degree. As a result, we will be devoting a lot of time this semester both to reading (with an emphasis on historical methods for interpreting both primary and secondary sources) and to writing (with an emphasis on learning specific strategies for historical writing, as well as improving your writing more generally).

As the case study we'll be reading and writing about in this section of History 301, we'll examine the social, cultural, and political unfolding of the Italian Renaissance during the 13th through 17th centuries in one of its key sites: the city-state of Florence. Home to such illustrious figures as Dante, Petrarch, Boccaccio, Cosimo de' Medici, Niccolò Machiavelli and Galileo Galilei, Florence grew over the course of the Middle Ages to become one of the largest and most cultured of the Italian city-states, with a distinctive political system that showcased the aspirations of the rising mercantile class. Over the course of the semester, we'll explore as many different dimensions of Florentine life during this period as possible.

Readings: The following books should be available from the current campus textbook vendor or, if you prefer, you can order them from your favorite bookstore, whether online or bricks-and-mortar. The key thing is that you order them as soon as possible, if you haven't already, since we will start using them (especially the Rampolla book and the first Brucker volume) very early on!

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 9th ed.
Gene Brucker, ed., *The Society of Renaissance Florence: A Documentary Study*
Gene Brucker, ed., *Two Memoirs of Renaissance Florence*

We will also reading several additional **primary sources** from Renaissance Florence, as well as **scholarly articles** on the topic; these will be available in the "Readings" section of the course Blackboard website. To learn more about how to use Blackboard, see section on "Blackboard" below.

Course Requirements:	participation (including writing exercises)	35%
	map exercise	5%
	first paper (including both versions)	25%
	final research paper (including preliminary annotated bibliography, argument, & both versions of paper)	35%

Recommended Resources:

1) It is strongly recommended that you make sure that you have convenient access to a **writing manual** to use as a reference while writing your papers. Again, this can be either print or online. Examples of good print writing manuals are Diana Hacker's *A Pocket Style Manual* and (somewhat more challenging, but also a bit more fun) Strunk & White's classic *Elements of Style*. Or, if you have one that you prefer from a previous writing or other class, you can, of course, use that. If you prefer to go the online route, a guide to brief history-oriented online writing manuals can be found on the History Dept. website under "Undergraduate" (see <http://www.stonybrook.edu/commcms/history/undergrad/style.html>).

2) It is also strongly recommended that you make sure to have convenient access to a (English) **dictionary**, since you will be expected to occasionally look up difficult words. Your dictionary can be either print or online; if you would prefer to look up words online, you might want to consider bookmarking <http://www.onelook.com>, which connects you to multiple dictionaries, so even if one dictionary is missing a word, you can probably still find another dictionary that has it. For definitions of even the most obscure words (or extremely thorough definitions of less obscure ones), including information about when and how they entered the English language, try the Oxford English Dictionary (often called just the OED), a multivolume dictionary available online through the SB Libraries' "Databases" page at <https://guides.library.stonybrook.edu/az.php?a=o> (just scroll down to "Oxford English Dictionary", click on it, and use your NetID to log in).

3) A **thesaurus** is also very strongly recommended, for use in finding the right words while writing; a good print one is Roget's Thesaurus, while if you prefer to use an online one, there's always just plain www.thesaurus.com.

Grade Scale: A = 93-100, A- = 90-92.9, B+ = 87-89.9, B = 83-86.9, B- = 80-82.9, C+ = 77-79.9, C = 73-76.9, C- = 70-72.9, D+ = 67-69.9, D = 60-66.9, F= 0-59.9. The course is not graded on a curve.

REQUIREMENTS FULFILLED BY THE COURSE:

Most obviously, the course fulfills the HIS 301 requirement for History majors! (Assuming that you pass it with a grade of C or above.)

A passing grade in this course will also automatically fulfill the **ESI** (Evaluate and Synthesize Researched Information) requirement in the university-wide SBC Curriculum.

IF AND ONLY IF you are planning to graduate as a History major this spring or summer, you will need to register for History 459, a zero-credit class titled "Write Effectively in History", at the same time as you take the course; this will ensure, assuming that you submit work that is of high enough quality, that you fulfill the **WRTD** ("Write Effectively within One's Discipline") requirement in the university-wide SBC Curriculum.

If you are NOT planning to graduate this spring or summer, but are a History major, you will be able to fulfill the WRTD requirement by taking HIS 401 anytime from this fall onwards (since as

of this fall, taking HIS 401 with a passing grade will mean that you will automatically fulfill that requirement).

LEARNING OUTCOMES

Overall Learning Outcomes of this course specifically:

- (1) Explore the growth and development of the city of Florence (and, to a certain extent, Italy more broadly) during the Renaissance period.
- (2) Learn strategies for critically reading both primary and secondary sources.
- (3) Practice writing about both primary and secondary sources, with the goal of preparing to write a 400-level research paper in a History Dept. senior seminar.
- (4) Learn strategies for revising one's own written work.

Learning Outcomes for ESI (Evaluate and Synthesize Researched Information):

- (1) Locate and organize information from a variety of appropriate sources.
- (2) Analyze the accuracy of information and the credibility of sources.
- (3) Determine the relevance of information.
- (4) Use information ethically and responsibly.

TAKING THE CLASS

The different parts of the course are discussed below, along with what you need to do for each. In general, in addition to reading these sections thoroughly (and writing down any questions you may have, so you can ask me and I can answer them!), it's a good idea to read Stony Brook's statement on Student Responsibilities at the beginning of each semester, at the following URL: http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/min_inst_ructional_student_resp.php.

Note: because of the fact that the course has had to switch to a Zoom/online format due to COVID-19, which may cause unexpected technical or other glitches, as well as the fact that all human activities tend to encounter unforeseen circumstances from time to time, syllabus changes may end up being necessary. It is your responsibility to check Blackboard (see below) for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements on Blackboard or through Stony Brook email.

Overview of Course Delivery Mode and Structure: This is an online course "delivered" via the Blackboard learning management system (LMS) and via Zoom meetings. All assignments and course interactions will utilize internet technologies. (See "Technical Requirements" below.) Each week will have two class meetings and will include assignments that must be completed within that week or over the weekend. Some variations will occur.

All **class meetings** in this class will take the form of **discussion workshops** that will be held on Zoom synchronously, in other words, during the same day & time the class is scheduled to meet. The instructor will arrive a few minutes before the appointed start time to open the virtual "classroom". To enter, all you have to do is go to the "course menu" on the course Blackboard site (the "course menu" is the grey box on the left-hand side of the screen), click on "Zoom Meeting" (right above "Readings"), and then proceed from there.

Participation: Since this will be a "workshop"-style class, i.e. a "hands-on" one, rather than a lecture course, you will be expected to participate actively in class. That means that you will be expected to do the following:

- first, **take part in our regularly scheduled class meetings**, which are scheduled to be held online via Zoom. *During class, please be sure to mute your audio if you are not speaking, to avoid excess or unexpected background noise.*
- arrive in (virtual) class **on time**. See instructions below for what to do if you end up joining the class Zoom late. While it's of course understood that there may occasionally be technical difficulties or other issues that may sometimes cause you to be late, *frequent* lateness without a good reason will significantly decrease your grade.
- come to class **prepared**. This means that by the time class begins, you should have completed and taken notes on the reading(s) for the day in question, and **be ready to discuss them**.
- take part in **discussion** during each class meeting, sharing your thoughts on the readings as well as about history, writing, research, and similar topics more generally with the class. Depending on the context, discussion may take the form of answering questions or sharing your thoughts out loud, or typing into the Group Chat feature on Zoom. As always, it will be important for you to express your ideas with respect and courtesy towards all in the class.
- and finally, take part in occasional **brief in-class written exercises** on the primary source readings, designed to help you develop your own ideas and test your own progress. These exercises, to be submitted on Blackboard, will not be given a formal letter or number grade, but will rather serve as evidence of your participation, that is, evidence of your efforts to grapple with and better understand the material.

What to do if you are late for a Zoom class meeting: It will be your responsibility to:

- after class is over, ask whether there were any announcements that you missed (since announcements are frequently made during the first several minutes of class); if this was indeed the case, I should be able to help you out!
- if you missed more than a minute or two of class, watch the video of whatever parts of the class meeting you missed, once the video is available (videorecordings of all class meetings will be placed on Blackboard, assuming Zoom is functioning properly)

What to do if you miss an entire online class meeting: It will be your responsibility to:

- check Blackboard to see if any new materials have been posted (for example, instructions for assignments, or that kind of thing)
- wait for the videorecording of that meeting to become available, and then watch it, so that you can learn about and take notes on what you missed.
- if I asked the class to answer any questions (this will usually occur at least several times per class meeting), email me with your answers to these, along with a brief sentence (one per question) explaining why you chose each answer. This should normally be done by no later than 5 days after the video has become available; if circumstances will not permit you to do this, please email me to see if you can get an extension.
- if there was an in-class writing exercise on the readings, as will often be the case, submit your written exercise on Blackboard. This too should normally be done by no later than 5 days after the videorecording has become available; if circumstances will not permit you to do this, again, please email me to see if you can get an extension.

Note on policies re attendance and lateness: for the exact reason mentioned above, namely that the class is "workshop"-style, it's extremely important that you attend class and that you do so on time, so you don't miss important parts of the class. Therefore, attendance is mandatory. It will also count significantly towards your participation grade. Since life does tend to throw a spanner

in the works from time to time, you will be given two "free passes" for attendance, no questions asked, i.e. if you miss up to only two classes, you can still receive a perfect score for attendance, but after that each class missed unexcused (i.e. without documentation from a health or other professional) will lower your grade. Likewise with being on time: you've got two "free passes", but after that, each lateness will count as half an absence. **There will be several special days during the semester labelled as "paper workshopping days", on which it is especially crucial that you attend class and do so on time; unexcused absences or latenesses on these days are especially disruptive, and will count as up to four days of absence.** If you wish to be excused for one of these days, documentation will be required. (Participation, including writing exercises, counts for 35% of course grade; this will be broken down into attendance (including lack of repeated lateness) (12.5%), participation in discussion & Group Chat (12.5%), and timely completion of writing exercises (10%).

Papers: As mentioned above, there will be several informal writing exercises which will be done both in and out of class. However, the bulk of the writing will be in the form of two papers (3-4 pages for the first one, 8-10 pages for the final research-based one). You will be required to write *and revise* each paper based on feedback, i.e. you will be producing multiple versions of each paper as you receive feedback from me as well as from other students. In order for this "paper workshopping" system to succeed, it is absolutely crucial that all first versions be handed in by the time they are due; the late penalty for late versions that do not meet this deadline will be an automatic 50% off the grade for that version. Late *revised* versions of papers, which have *already* been workshopped, are not affected by this and will be given the standard (and less draconian) late penalty of one half grade off for every day they are late.

How We Will Communicate: The main methods of communication in this class will be Zoom meetings, Blackboard, and email (see sections below on both Blackboard and email). In addition, I will be holding (virtual) **office hours** via Zoom at the times listed at the top of the syllabus, as well as by appointment. Before making use of office hours, it will be best, if at all possible, if you can email me at alix.cooper@stonybrook.edu to reserve a time; this should help to avoid lengthy waits in the Zoom "Waiting Room". To show up in office hours, all you have to do is go to the "course menu" on the course Blackboard site (the "course menu" is the grey box on the left-hand side of the screen), click on "Office Hours" (right below "Assignments"), and then use the link provided there. If I am already talking with another student, you will be placed in the Zoom "Waiting Room" and I will get to you as soon as possible. If none of my office hours this semester work for you, you can email me at alix.cooper@stonybrook.edu to set up an appointment to meet through Zoom at another time.

Technical Requirements:

To complete this course successfully, students will need to use Zoom, Blackboard (see below), a word processing program (like Microsoft Word or Google Docs), and email. **Caution!** You will be at a disadvantage if you attempt to complete all coursework on a smartphone or tablet, since it may not be possible to submit the files required for your assignments.

The following list details a minimum recommended computer set-up and the software packages you will need to have access to, and be able to use:

- PC with Windows 10 or higher, or Macintosh with OS 10.11 or higher; computer should have:
 - Intel Core i5 or higher
 - 250 GB hard drive

- 8 GB RAM
- latest version of Google Chrome or Mozilla Firefox internet browsers (a complete list of supported browsers can be found on the "My Institution" page when you log in to Blackboard)
- a high-speed Internet connection
- word-processing software (like Microsoft Word or Google Docs)
- a microphone, whether built-in to your computer or separate (e.g. in a headset)
- if you share your living quarters with anyone else, headphones or earbuds are recommended
- a webcam, whether built-in to your computer or separate
- printer (optional, but very useful!)
- ability to download and install free software applications and plug-ins (note: you must have administrator access to the computer you will be using to install applications and plug-ins)

Technical Assistance:

If you need technical assistance at any time during the course, or to report a problem, you can:

- call 631-632-9800 (to reach the Division of Information Technology (DoIT) help line)
- submit a help request ticket: <https://it.stonybrook.edu/services/itsm>
- or, if you are on campus, visit the Walk-Up Tech Support Station in the Educational Communications Center (ECC) building

Time Management: The total time spent on the readings and writing assignments should be roughly equal to that spent on comparable tasks in a classroom-based course, not including time spent downloading or uploading documents, and/or troubleshooting technical problems.

Blackboard: Copies of all course materials (including all readings other than the books assigned for purchase above, and videos of class meetings as they become available) will be placed online on the course Blackboard site, to be found at blackboard.stonybrook.edu. In addition, announcements will regularly be placed on Blackboard. So you should make sure that you are familiar with Blackboard and check it regularly. If you are not familiar with Blackboard and need information about using it, go to <https://it.stonybrook.edu/services/blackboard/>. If you have further questions about Blackboard, please *don't* ask me, since, like other professors, I probably won't know the answers! Rather, do one of the following: call 631-632-9602; email helpme@stonybrook.edu; or go to the webpage above and click on "Live Chat".

Email: Email and especially email sent via Blackboard (see above) is one of the ways I will officially communicate with you for this course. It is now, more than ever, your responsibility to make sure that you regularly read your email in your official University email account. For most students that is Google Apps for Education (www.stonybrook.edu/mycloud); you may log in to your Stony Brook Google Mail at this website by signing in with your NetID and password. You may verify your official Electronic Post Office (EPO) address at: <http://it.stonybrook.edu/help/kb/checking-or-changing-your-email-forwarding-address-in-the-epo>. If you choose to forward your official University email to another off-campus account, please remember that faculty are not responsible for any undeliverable messages to your alternative personal accounts. You can set up Google Mail forwarding using these DoIT-provided instructions found at <http://it.stonybrook.edu/help/kb/setting-up-mail-forwarding-in-google-mail>. If you need technical assistance with email issues, please contact Client Support at 631-632-9800 or supportteam@stonybrook.edu.

Also on the topic of email: remember that I, like most professors based in departments outside the sciences, teach multiple classes, so if you're emailing me, be sure to let me know (preferably in the

subject header) WHICH course you're emailing me about (i.e. in this case, HIS 301, or if you can't remember the course number offhand, then just put "Ren Florence course" or something like that). In the body of the message, be sure to include both your first AND your last name, *especially* if you're emailing from a non-Stony Brook email address! And please bear in mind that I will make every effort to respond to your email within 48 hours, but that in certain circumstances it may take longer.

Zoom or other videos of lectures Arrangements have been made to place videos of online lecture/discussion sessions livestreamed through Zoom on Blackboard. Please be aware, though, that there may on occasion be delays before these videos become available, depending on how busy the Zoom server is. There is also, of course, always a chance that the technology may end up failing (though it has been pretty reliable so far over the last months); if this turns out to be the case, a substitute will be found, whether videos of livestreamed lecture/discussion sessions recorded using platforms other than Zoom, prerecorded videos of lectures without discussion and/or, if necessary, lecture notes.

Library Services and Resources: Though it may not be necessary to visit the library in person for this course, you will almost certainly still need to use Stony Brook Library services and resources; for more information on these, please visit the "Continuity of Library Operations Guide" at <https://guides.library.stonybrook.edu/continuity>.

Student Success Resources: The university has created a website with information about succeeding in classes that have been converted to online format: <https://sites.google.com/stonybrook.edu/keeplearning>. (You might also want to check out the following video, "4 Simple Ways to Succeed in Online Classes": <https://www.stonybrook.edu/aadvising/4%20Simple%20Ways%20to%20Succeed%20in%20Online%20Classes/4%20Simple%20Ways%20to%20Succeed%20in%20Online%20Classes.html>.)

The following links can be useful in identifying other Stony Brook resources that will help you succeed in this and other courses: <http://www.stonybrook.edu/for-students>, https://www.stonybrook.edu/commcms/du/student_success/index.php, and <http://www.stonybrook.edu/commcms/du/index.html> (the Division of Undergraduate Education website). For updated information on the Academic Success and Tutoring Center, please check www.stonybrook.edu/tutoring for the most up-to-date information. The following websites may also be helpful: http://www.stonybrook.edu/commcms/academic_success_and www.stonybrook.edu/commcms/advising.

Writing Center: Another extremely valuable resource on campus is the Writing Center, where you can make appointments to meet (virtually, this semester) with peer tutors to whom you can show drafts of your papers, as well as discuss writing issues more generally. The Writing Center is located in Humanities 2009 and can be contacted at writingcenter@stonybrook.edu; further information on its services is available at <http://www.stonybrook.edu/writingcenter>.

Student Accessibility Support Center: If you have a physical, psychological, medical or learning disability that may impact your course work, please contact the Student Accessibility Support Center, ECC (Educational Communications Center) Building, room 128; they can be reached at 631-632-6748 and at sasc@stonybrook.edu. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential. Please see the following link for further information: https://www.stonybrook.edu/commcms/studentaffairs/sasc/Students/services/services/academic_accommodations.php

Academic Integrity: Each student must still pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/commcms/academic_integrity/.

A fundamental part of academic integrity is the avoidance of **plagiarism**, the unacknowledged borrowing of the words or ideas of others without proper quotation and citation (see the "Statement on Plagiarism" at the end of this syllabus; you will be expected to have read and understood it, along with the rest of the syllabus). Written work containing plagiarism will automatically receive a failing grade and result in a report to the Academic Judiciary. Please feel free to ask the instructor if you have any questions about plagiarism or other matters of academic integrity.

Course Materials and Copyright Statement: Course material accessed from Blackboard is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook's Academic Integrity policies.

Critical Incident Management: Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Further information about most academic matters can be found in the Undergraduate Bulletin and the Undergraduate Class Schedule.

If in severe distress: To access mental health services, call Counseling and Psychological Services at 631-632-6720. Counselors are available to speak with you 24/7.

PRELIMINARY COURSE SCHEDULE

(note that changes may be made over the course of the semester if necessary)

(B) = readings available on course Blackboard website

2/1 (M) **NO CLASS! STONY BROOK DECLARES SNOW DAY**

2/3 (W) **Belated Welcome after the Snow Day!**

2/8 (M) **A Tour through Renaissance Italy; What Makes Good (History) Writing?**
 • "European History Basics" (B) and Rampolla, ch. 1

2/10 (W) **A Visit to Renaissance Florence; Map Exercise; Analyzing Primary Sources**

- introduction to excerpts from *The Chronicle of Giovanni Villani*, pp. 33-35 (B); Brucker, pp. xiii-xvi; Rampolla, pp. 8-17
 - *map exercise due today via Blackboard in .pdf or .jpg format by 2pm EST*
- 2/15 (M) **A Changing City I; Preparing to Write a Primary Source Analysis**
- Rampolla, pp. 26-30, 33-37, & ch. 4; finally, read the following very slowly & carefully, trying to learn as much as possible from it: excerpts from *The Chronicle of Giovanni Villani*, pp. 35-37 (= first two paragraphs of primary source only) (B)
 - *sign up for a Zoom meeting with me on or after Wednesday to talk about ideas for first paper*
- 2/17 (W) **A Changing City II; Making Arguments & Citing Evidence**
- review Rampolla, pp. 56-62, and read ch. 6 & pp. 112-117; then read excerpts from *The Chronicle of Giovanni Villani*, pp. 37-43 (=the rest of the primary source) (B)
- 2/22 (M) **Florentine Society I; The Varieties of Primary Sources I**
- Brucker, pp. 1-12 & 21-27
- 2/24 (W) **Paper Workshopping**
- *first version of first paper due today via both Blackboard (in .doc, .docx or .pdf format) and Google Docs by 2pm EST at the latest*
 - in class, you will be divided into pairs to read & discuss your papers
- 3/1 (M) **Florentine Society II; The Varieties of Primary Sources II**
- Brucker, pp. 28, 32-37, 49-52, & 59-60
- 3/3 (W) **Florentine Society III; The Varieties of Primary Sources III**
- Brucker, pp. 74-81 & 90-94
 - *sign up for a Zoom meeting with me next week to discuss how you will revise your paper*
- 3/8 (M) **Revision**
- reread Rampolla, pp. 70-82
 - *type on your first version (the one I commented on) a proposed revision next to every comment I made (with ones you're not sure what to do about, type multiple question marks in bold, plus any thoughts or questions or concerns—I recommend that for both the question marks and the thoughts/questions/concerns, you use a different color than black, to make these stand out)*
 - *do the same with the version your partner commented on*
- 3/10 (W) **Florentine Society IV; The Varieties of Primary Sources IV**
- *Two Memoirs*, pp. 9-18, 18-36, 45-49, & 61-65
- 3/15 (M) **Florentine Society V; Secondary Sources I**
- *revised version of first paper due today via Blackboard in .doc, .docx, or .pdf format by 2pm EST at the latest*

- 3/17 (W) **(Virtual!) Library Day; Writing Primary-Source-Based Research Papers**
• Rampolla, ch. 5
- 3/22 (M) **The Rise of the Medici I; Secondary Sources II**
• Rampolla, 18-25 & 42-45; Anthony Molho, "Cosimo de' Medici: *Pater Patriae* or *Padrino*?" (B), pp. 64-66 only
• *sign up for a Zoom meeting with me this week or early next week to talk about possible research paper topics*
- 3/24 (W) **The Rise of the Medici II; Secondary Sources III; Citation**
• Anthony Molho, "Cosimo de' Medici: *Pater Patriae* or *Padrino*?" (B), finish article; Rampolla, read pp. 117-119 and browse pp. 120-155
• *secondary source analysis exercise due on Blackboard in .doc, .docx, or .pdf format by 2pm EST today*
- 3/29 (M) **Renaissance Women I; Comparing Secondary Sources I**
• Samuel K. Cohn, Jr., "Women in the Streets, Women in the Courts" (B), pp. 16 to the middle of p. 22 only; locate and print out, xerox, or check out of the library between one and three *primary* sources you would like to write about in your research paper
• *secondary source analysis (& footnotes!) exercise due on Blackboard in .doc, .docx, or .pdf format by 2pm EST today*
- 3/31 (W) **NO CLASS—INDIVIDUAL MEETINGS**
• locate and print out, xerox, or check out of the library at least three promising-looking *secondary* sources for your research paper (note: it is crucial that you have located your primary source(s) before you do this!); *preliminary annotated bibliography due on Blackboard in .doc, .docx, or .pdf format by 2pm EST today* (instructions to be made available in advance, of course!)
- 4/5 (M) **Renaissance Women II; Comparing Secondary Sources II**
• Samuel K. Cohn, Jr., "Women in the Streets, Women in the Courts" (B), finish article
• *secondary source analysis (& footnotes!) exercise due on Blackboard in .doc, .docx, or .pdf format by 2pm EST today*
- 4/7 (W) **Savonarola & the Bonfire of the Vanities**
• *(re)read* the primary and secondary sources that you found last week, and look for new ones if necessary; based on your primary & secondary sources, come up with an argument or "thesis" (review Rampolla pp. 56-62) for your research paper; *one- or two-sentence statement of your argument due on Blackboard in .doc, .docx, or .pdf format by 2pm EST today*
- 4/12 (M) **Writing Primary-Source-Based Research Papers II**
• continue to work on research paper

- 4/14 (W) **NO CLASS—INDIVIDUAL MEETINGS**
• *first 3 pages of research paper due today via Blackboard in .doc, .docx, or .pdf format by 11pm EST at the latest*
- 4/19 (M) **Paper Workshopping**
• *first version of research paper due today via both Blackboard (in .doc, .docx, or .pdf format) and Google Docs by 2pm EST at the latest (note that it should be at least 6 full pages long at an absolute minimum)*
• in class, you will be divided into pairs to read & discuss papers
- 4/21 (W) **Careers Day—Making Use of Your History Degree & Skills**
• read Paul Sturtevant, "What Can You Do With That History Degree?", available at <https://www.historians.org/teaching-and-learning/why-study-history/careers-for-history-majors/what-can-you-do-with-that-history-degree>; and do a keyword search on your web search engine of choice for "careers for history majors"
- 4/26 (M) **From Republic to Grand Duchy**
• work on revising research paper
- 4/28 (W) **NO CLASS—INDIVIDUAL MEETINGS**
• work on revising research paper
- 5/3 (M) **Florence and the Lessons of History**
• work on revising research paper
- 5/5 (W) **Last Day of Class; Celebration**
• work on revising research paper

Revised version of research paper due on Blackboard in .doc, .docx, or .pdf format by Thurs. May 13 at 1:45pm EST at the latest. (Note: this is because this is when, according to the Registrar's Office, the course's final exam timeslot ends.)

STATEMENT ON PLAGIARISM

There's nothing wrong in general with using the words or thoughts of others or getting their help—indeed it's good to do so as long as you explicitly *acknowledge* your debt. Plagiarism is when you pass off the words of others as if they were your own. Examples of plagiarism include:

- copying without quotation marks or paraphrasing without acknowledgment from someone else's writing (whether published, unpublished, on the web, etc.)
- using someone else's words, ideas, or other help without acknowledgment (this includes "borrowing" some or all of another student's work; warning: if someone asks you to show them your paper, and they end up "borrowing" any of your work, this means it may end up being impossible to tell who plagiarized from whom, so be careful to avoid this situation)
- cutting-and-pasting anything off the Internet (or anywhere else!) without full quotation marks and proper acknowledgment
- purchasing papers over the Internet or in any other way
- "co-writing" a paper with another student without having obtained the instructor's permission in advance
- handing in work for one course that you handed in for credit for another course without the permission of both instructors

When you use others' words, information, or thoughts, you *must* provide footnotes citing the source (see any writing handbook for information on how to do this). If you use anyone else's *exact* words, you must then be sure *not only* to footnote them, *but also* to put quotation marks indicating precisely where their words begin and end. When you use the words or ideas of friends or classmates, you should thank them in a footnote or note at the beginning or end of the paper (i.e. "I am grateful to friend X for the idea in the third paragraph"). If friends just give you reactions, but not suggestions, you need not acknowledge that help in your paper (though it is gracious to do so).

You can strengthen your paper by using material from others – so long as you *acknowledge* your use, and so long as you use that material as a *building block* for your own thinking rather than as a *substitute* for it. The academic and scientific worlds actually depend on people using the work of others for their own work. But dishonesty destroys the possibility of working together as colleagues. Faculty and researchers do not advance knowledge by passing off others' work as their own. Students don't learn by copying what they should think out on their own.

Therefore, the university insists that instructors report every case of plagiarism to the Academic Judiciary Committee, which keeps a record of all cases submitted to them. The recommended penalty for plagiarism is failure for the course.

Unintentional plagiarism is still plagiarism. Now that you have read this, you cannot plead ignorance. Therefore, if you have any questions about the proper acknowledgment of help, be sure to ask your instructor.

Adapted from the "Statement on Plagiarism", Department of History Undergraduate Course Descriptions booklet, Spring 2021.