



## Syllabus of the educational discipline

### ORIGIN OF MODERN EUROPE: CULTURAL DIMENSION

Educational Degree  
Sphere of education  
Specialty  
Educational-Professional Programme  
Number of Credits  
Year of education, semester  
Component of the Programme  
Days of classes  
Language of teaching  
Consultations

Professor

Contacts

**T.G. SHEVCHENKO NATIONAL UNIVERSITY  
«CHERNIHIV COLEHIUM»**

**O.M.LAZAREVSKIY EDUCATIONAL AND  
SCIENTIFIC INSTITUTE OF HISTORY AND  
SOCIAL STUDIES**

**DEPARTMENT OF THE WORLD HISTORY  
AND INTERNATIONAL RELATIONS**

**Master**

**01 Pedagogical sciences**

**014 Secondary Education / History**

**3**

optional

Due to the schedule

**English**

Every Tuesday 13.05–14.20 (303 office, with possibility of distance form via platforms ZOOM and Google-class).

PhD in History, historiography and special historical disciplines, docent

**Keda Marina Kostiantynivna**

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**Facebook Messenger** Marina Keda

### COURSE DESCRIPTION

The course is designed for Master students in order to deepen their knowledge about the period of 1370-1750 – the time of great transformations in Europe, with the emphases on the Renaissance culture. The Renaissance movement produced radical changes in almost every aspect of European lifestyle – art, architecture, culture, economics, politics, and society. Renaissance artists, patrons, thinkers, writers, and rulers such as Filippo Brunelleschi, Leon Battista Alberti, Leonardo Da Vinci, Michelangelo Buonarroti, Isabella d’Este, Lorenzo “il Magnifico” de’ Medici, Vittoria Colonna, Caterina Sforza, Niccolò Machiavelli, Catherine de’ Medici, and Galileo Galilei continue to excite our imaginations and inspire creative work.

This course will delve into the historical context of the Renaissance movement in Europe, including discussions of Renaissance ideals, Renaissance art, the commercial revolution, urbanization, the Renaissance palazzo, theater, ceremonial, the Columbian Exchange, and the New Science. During the course, we will consider how the Renaissance movement reshaped European society and whether the Renaissance really invented ‘modernity’.

## FORMATION OF THE COMPETENCES

**GK 1.** The ability to appreciate Ukrainian culture and multiculturalism in society, to act responsibly and consciously on the basis of respect for human rights and freedoms, to realize the values of civil society and the need for its sustainable development.

**GK 6.** Ability to effectively use orally / in writing the state language in all spheres of public life, a foreign language for professional communication and understanding of foreign language professional texts.

**PK 7.** Ability to convey knowledge to students of general secondary education, to form motivation and organize their cognitive activity in the translation of knowledge of history.

**PK 8.** Ability to use modern information technologies in the educational process and in research.

## PREREQUISITES

For mastering the content of the suggested discipline students should know the material of the basic discipline “Medieval History and Early Modern Ages in Europe” and level of English not less than B2.

## POSTREQUISITES

The suggested discipline is a vital subject that provides student with a framework for understanding the complexities of human societies and cultures. The historical discipline also provides valuable skills that are essential for managing and evaluating information, that will make the gained course knowledge applicable in future professional life – before and after graduation.

## AIM OF THE COURSE

This course is intended to provide students with specific answers on the question "what is the role of the Renaissance period in the creation of modern European culture?". It is intended to stimulate discussion and critical thinking about representations and idealizations of the concept of Renaissance, with special regard on fine art, superstitions and science, intellectual revolution, everyday life of that period and its contribution in the construction of Modern Europe.

This course will provide you with opportunities to improve in the following three areas of intellectual endeavor:

- **Contextual Knowledge:**

In this course you will improve your knowledge of the events, historical actors, and transformational trends in European culture from 1370-1750, and particularly in the areas of art, everyday life, witchcraft and science. You will gain information on these topics by reading, evaluating, discussing, and writing about the books and in-class readings assigned for the course and by writing the research papers that the course requires.

- **Historical Thinking:**

our main goal will be to understand how different historians have tried to understand complex historical phenomena, you will improve your ability to evaluate conflicting interpretations of past events and issues. You will do this in two ways: 1) by contributing to discussions in class, which is a major component of the course grade, and 2) by writing the various papers that form the writing component of the course, and especially by writing the research paper (if such).

- **Historical Research Skills:**

All of the papers in this course are tied in some way to the research paper that you need to write for the course. In order to write these papers you will thus learn how to engage closely with primary *and* secondary source materials. We will also discuss how historians have tried to relate their work to that of other historians (historiography); how they have used sources to explore the past (methodology); and how historians deal with the complex task of defining change, continuity, and the causes behind each. Thus, you will be thinking about how to conduct, organize, and present research by examining and discussing how others have done these things and you will gain a knowledge of the terms and categories that historians use when they practice their craft. In addition, you will have the opportunity to experience the research process as you write your research paper.

**5. Expected results of the course.**

At the conclusion of this course students should be able to:

- describe stylistic characteristics of historical art and architecture;
- develop a critical lens in viewing, discussing, and writing about art;
- explain the spiritual, social, political, and economic influences on historical art and architecture;
- distinguish artworks from different periods concurrent with a basic theoretical framework;
- describe regional differences between art and architecture from the same period;
- utilize appropriate art and theoretical terminology in the description of artworks;
- analyze the influence of art on subsequent cultures.

This course meets the following General Education Learning Outcomes:

- Appreciation through experience in the fine and performing art;
- Articulate how intellectual traditions have helped shape present cultures.

This course meets the following Humanities Learning Outcomes:

- Critically view artistic works from multiple perspectives;
- Articulate how intellectual traditions have helped shape present cultures;
- Evaluate experiences in the fine or performing arts.

**Structure of the Discipline**

<b>№</b>	<b>Theme title</b>	<b>Total</b>	<b>Lectures</b>	<b>Practical classes</b>	<b>Self-preparation</b>
1	Discovering Modern Europe: Introduction		2	2	6
2	Ideal vs Illusion: Renaissance and Baroque Architecture.		2	2	4
3	Renaissance Titans: Masters of Painting		6	4	4
4	The Da Vinci Code: Genius Leonardo		2		4
5	Baroque Magnificence		2	2	4
6	Astronomers and witches: The Origin of Modern Science		2	4	4
7	Coffee, Tea and Chocolate: Changes of Food Structure		2	2	4
8	European woman in Early Modern Age:		4	6	10

	crown, merchant, peasant.				
9	Modern European Art in local collections.		4	2	
<b>Total for the course</b>		<b>90</b>	<b>26</b>	<b>24</b>	<b>40</b>

### **Themes of practical classes.**

Theme 1. Humanism as a cultural phenomenon. (2 h.)

Theme 2. Ideal vs Illusion: Renaissance and Baroque Architecture. (2 h.)

Theme 3. Giants of the Northern Renaissance. (4 h.)

Theme 4. Barocco Magnificence. (2 h.)

Theme 5. The Origin of Modern Science (4 h.)

Theme 6. European woman in Early Modern Age. (4 h.)

Theme 7. Early Modern Culture in European Fairy-tails (2 h)

Theme 7. Old World – New Lifestyle: changes in foods&goods structure. (2 h.)

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### **Tasks for self-preparation.**

Students are expected to prepare for practical classes (mostly in the form of reports and presentations) and to do individual tasks, prepare scientific researches, articles or paper for scientific journals and conferences.

### **Themes for individual work:**

1. Charlemagne and the birth of Europe: Birth of a world myth.
2. The rise of the Medici family. A new power in Italy.
3. The age of Lorenzo: Florence as the new capital of the world.
4. Urban Planning and Renaissance Engineering.
5. Private Residences of Renaissance.
6. Renaissance Palazzo: Domestic Space and Display.
7. Dante Alighieri and the birth of Modern Italian Language.
8. Portraiture and the Rise of Renaissance Man and Woman.
9. Women Artists of Renaissance.
10. The impact of the Renaissance on Northern Europe.
11. Sixteenth-Century Altarpieces North and South of the Alps.
12. Renaissance Festivities: Carnival and World Turned Upside Down.
13. Science and alchemical experimentation.
14. Revolutionary development of Renaissance printing and the printing press.
15. Masters of Baroque Art.
16. Niccolò Machiavelli e Francesco Guicciardini.
17. Commodities and Money: Mediterranean Commercial Revolution
18. Consider women in patriarchal family systems.
19. Artistic Patronage and Conspicuous Consumption.
20. A Revolution in Cuisines.

### **Grading.**

<b>№</b>	<b>Type of activity</b>	<b>Total grades (up to)</b>	<b>Number of classes</b>	<b>Grades for 1 item (up to)</b>
1	Classroom presence and work at lectures	30	13	3
2	Practical	60	12	5
3	Individual work	10	-	10
4	Credit	25	-	25
<b>Total for the course</b>		<b>125</b>	<b>26</b>	<b>100</b>

#### **Rating scale: national and ECTS**

<b>Total grade for all types of activity</b>	<b>Grade ECTS</b>	<b>National rate</b>
		<b>Credit</b>
<b>90-100</b>	<b>A</b>	credit
<b>83-89</b>	<b>B</b>	
<b>75-82</b>	<b>C</b>	
<b>68-74</b>	<b>D</b>	
<b>60-67</b>	<b>E</b>	
<b>35-59</b>	<b>FX</b>	not accepted with possibility to re-take the credit grade
<b>0-34</b>	<b>F</b>	not accepted with obligatory re-taking the discipline

#### **Attendance and behavior policy.**

Students may miss up to 2 classes with no penalty to their grade. Students who miss 3 class will have their grade lowered by one letter grade for each additional absence. For example, if you have an “A” in this class and you are absent 3 times you will receive a “B” in the course. If you are absent more than 4 times you will receive an “F” on your transcript.

- Tardiness: After 10 minutes into class time, students are considered absent.
- Students who leave 10 minutes before class time ends will be considered absent.
- Excused absences require a doctor’s note or a written note from the Director.
- Arriving in class unprepared to work is considered an unexcused absence.
- The use of cellular phones is prohibited during class time except of cases when Professor gives special tascs.
- Students are expected to participate in class, act responsibly, and behave properly. Classrooms are to be left in order and clean. Students must take care of equipment and materials and promptly report any damage and/or loss.

No eating in class, exception is for drinking water.

#### **Academic Integrity Policy.**

Compliance to academic integrity by students involves:

Independent performance of educational tasks, tasks of current and final control of learning outcomes (for persons with special educational needs this requirement is applied taking into account their individual needs and capabilities);

Addressing to sources of information when using ideas, developments, statements, information

Compliance with copyright and related legislation;

Providing reliable information about the results of their own (scientific, creative) activity, used research methods and sources of information.

## Reading

### Primary sources:

1. Christopher Columbus: Extracts from Journal. *Medieval Sourcebook*. URL: <https://sourcebooks.fordham.edu/source/columbus1.asp>
2. Erasmus, Collected Works. Controversies: De Libero Arbitrio / Hyperaspistes I, Peter Macardle, Clarence H. Miller, trans., Charles Trinkhaus, ed., University of Toronto Press, 1999. URL: [Internet archive](#).
3. Francesco Petrarch, Letters of Old Age (Rerum senilium libri), translated by Aldo S. Bernardo, Saul Levin & Reta A. Bernardo. New York: Italica Press, 2005.
4. Francesco Petrarch, Letters on Familiar Matters (Rerum familiarium libri), translated by Aldo S. Bernardo New York: Italica Press, 2005. URL: <http://www.swarthmore.edu/SocSci/bdorseyl/41docs/02-las.html>
5. Giorgio Vasari. The Lives of the Painters, Sculptures and Architects. Translated by Gaston du C. de Vere; with an introduction and notes by David Ekserdjian. New York: Alfred A. Knopf, 1996.
6. Lorenzo Valla. "Dialogue on Free Will", C. Trinkhaus (trans.), in The Renaissance Philosophy of Man, E. Cassirer et al. (eds.), Chicago: University of Chicago Press, 1948.
7. Wine, beer, ale, and tobacco, contending for superiority. A Dialogue. London: Printed by J.B. for John Grove, 1658., EEBO, 2010.

### Reading:

1. Anne Gerritsen, Giorgio Riello, "Material culture in the first global age," in The Global Lives of Things, 2016.
2. Baroque: Style in the Age of Magnificence, 1620-1800, V& A Museum, 2009.
3. Crosby Alfred. The Columbian Exchange: Biological and Cultural Consequences of 1492. Westport, 2003. Connecticut: Praeger. P. 184.
4. Emmer Pieter. The Myth of Early Globalization: The Atlantic Economy, 1500–1800. *European Review* 11, no. 1. Feb. 2003. P. 46
5. Gauvin Bailey, Baroque and Rococo. London: Phaidon Press, 2012.
6. Glenn F. Benge. Hieronymus Bosch. *Religion and the Arts*. 21. 2017. Pp. 545–554.
7. Goldberg. Gender and Matrimonial Litigation in the Church Courts of the Later Middle Ages: The Evidence of York. *Gender & History*. 19. 2007. P. 43-59.
8. Gombrich E.H. [The Story of Art](#), Phaidon, 13th edn. 1982.
9. Humanity and divinity in Renaissance and Reformation. Cambridge, 1993.
10. John Boswell. Christianity, Social Tolerance, and Homosexuality. Pp. 372-4, 381-89.
11. Lambert Gregg. Return of the Baroque in Modern Culture. Continuum, 2004.
12. Merry Wiesner. The Female Life Cycle in Women and Gender in Early Modern Europe, 2nd ed. Pp. 51-101.
13. Nathan Nunn, Nancy Qian. The Columbian Exchange: A History of Disease, Food, and Ideas. *Journal of Economic Perspectives*. Volume 24, Number 2. Spring 2010. Pp. 163–188. URL:

[https://scholar.harvard.edu/files/nunn/files/nunn\\_qian\\_jep\\_2010.pdf](https://scholar.harvard.edu/files/nunn/files/nunn_qian_jep_2010.pdf)

14. Nauert Charles Garfield. *Humanism and the Culture of Renaissance Europe (New Approaches to European History)*. Cambridge University Press, 2006.

15. Wallace Peter G. *European History in Perspective: The Long European Reformation*. New York, 2004.

## ABOUT THE LECTURER

### **Keda Marina Kostiantynivna**

Associate Professor of the Department of World History and International Relations of the National University “Chernihiv Colehium”.



### **Work experience in the international projects within the Discipline theme:**

2019 – to the present – chairholder of the Erasmus+ Jean Monnet Chair “Cultural Dimension of Europe”

№ 611810-EPP-1-2019-1-UA-EPPJMO-CHAIR <https://nuchkerasmus.wixsite.com/culde/our-team>

2018–2019 – manager of EU EaPTC cultural museum project № 83265672 “From small/local museum forms to broad cross-border cultural cooperation” within Eastern Partnership Territorial Cooperation Programme Belarus-Ukraine <http://dnieprparom.net/>

2016-2017 – manager and key staff member of the project of the International Fund «Renaissance»- «Roman studies in Chernihiv National Pedagogical University»

<https://www.facebook.com/ChernihivRomaniStudies/?fref=ts>

2015-2018 – Module Leader of the Erasmus+ Jean Monnet Module «The Concept of Europe: from idea to realization» <https://www.facebook.com/groups/concept.of.europe/?fref=ts>

### **Основні публікації з тематики дисципліни<sup>1</sup> (в хронологічному порядку):**

1. Кєда М.К. Проблеми медієвістики в творчій спадщині М. Петрова (1826–1887). *Вісник Східноукраїнського національного університету*. 2001. № 4 (38). С. 8–88.
2. Кєда М.К. Історія Реформації XVI ст. у висвітленні М. Петрова. *Вісник Чернігівського державного педагогічного університету*. Випуск 15. Серія: історичні науки. № 1. Чернігів, 2002. С. 47–51.
3. Кєда М.К. Актуальні проблеми історії нового часу у спадщині Михайла Петрова. *Актуальні проблеми вітчизняної та світової історії: Матеріали Других всеукраїнських драгоманівських читань молодих істориків*. Київ, 14 березня 2008 р. К.: Вид-во НПУ ім. М.П.Драгоманова, 2009. С. 222–228.
4. Кєда М.К. Вивчення історії Нового часу в українських університетах XIX ст. *Вісник Чернігівського державного педагогічного університету імені Т.Г.Шевченка*. Випуск 73. Серія: Історичні науки. № 6. (2009). С.154–159.
5. Кєда М.К. Творчі завдання з історії Середніх віків для студентів педагогічних вузів. *Матеріали науково-практичної конференції «Перші Фльорівські читання»*. Чернігів, 2010. С. 114–118.
6. Кєда М.К. Ранньомодерна історія Європи в студіях Михайла Петрова. *Вісник Чернігівського державного педагогічного університету імені Т.Г.Шевченка*. Випуск 87. Серія: Історичні науки. № 8. (2011). С. 151–157.
7. Кєда М.К. Практикум з історії Середніх віків країн Європи та Америки : Навч.-метод. посіб. для студентів пед. вишів. Чернігів : Вид. Лозовий В. М., 2011. 264 с.

<sup>1</sup> Other publications of the Lecturer: Кєда М.К. Історія країн Європи та Америки доби Середньовіччя та раннього Нового часу. Пакет інформаційних матеріалів. – Чернігів, 2020 – 60 с.  
[https://drive.google.com/file/d/1kCBz\\_OSP4jcl4CTyhWmDgovP\\_-IS\\_Df3/view?usp=sharing](https://drive.google.com/file/d/1kCBz_OSP4jcl4CTyhWmDgovP_-IS_Df3/view?usp=sharing)

8. Дятлов В. А., Кеда М. К. Итальянская тема в творческом наследии В.К. Пискорского. Пискорський В. К. Флорентійський збірник / Упорядники: Кеда М.К., Новікова О. О., Пічугіна І. С. Київ-Москва-Чернігів: ИВИ РАН, 2013. С. 19–35.
9. Кеда М. К. Западноевропейское средневековье на страницах журнала «Вера и Жизнь». *Вісник Чернігівського національного ун-ту*. Випуск 123. Серія: історичні науки. № 10. 2014. С. 152-156.
10. Кеда М.К. Ідеї об'єднаної Європи за доби середньовіччя та епохи Відродження. *Європейський Союз: від ідеї до імплементації*. / Упорядники: М.К. Кеда та ін. Навч.-метод. посібник. – Чернігів : Десна-Поліграф, 2017. С. 43–97.
11. Кеда М.К. Євроінтеграційні змагання у XV ст. *Вісник ЧНПУ*. Вип. 145. 2017. № 12. С. 23–29.
12. Кеда М.К. Середньовічні сценарії об'єднання Європи: Respublica Christianorum vs Imperium Romanum. *Концепт «Європа» : Навчальний посібник* / Ващенко А.В., Гаврилов В.М., Дятлов В.О., Казимір В.А., Кеда М.К., Соломенна Т.В. Чернігів: Десна-Поліграф, 2018. С. 23–59.