EARLY MODERN EUROPE
(Primary Distribution Course)

The modern world began to be born in Europe between the fifteenth and the eighteenth centuries—replete with all the contradictions that have marked modernity ever since. This course explores the manifestations of that paradoxical civilization. The lectures, discussions, readings, viewings, and essays will introduce you to the rich variety of sources, approaches, modes of analysis, and interpretations that historians employ.

The requirements for the course include:
1) Regular, on-time attendance in class.
2) Informed participation in the weekly discussions.
3) Analysis of a primary document (length: 250-500 words; i.e., 1-2 typed pages), due at the beginning of class on Friday, 25 January. A fuller explanation of the assignment will be distributed separately.
4) Analysis of representations of power, due at the beginning of class on Friday, 22 February. Details on a separate sheet.
5) An hour examination on Friday, 8 March.
6) An evaluation of the links between women and witchcraft. This paper, of about 1500 words (5-6 typed pages), is due at the beginning of class on Friday, 5 April. A separate sheet will give full details.
7) An essay of 4-5 pages (1000-1500 words) on the Enlightenment, due at the beginning of class on Friday, 26 April. Once again, a separate sheet will provide the details.
8) A final examination, which will be scheduled by the Registrar.

All students should purchase the following paperback books:
- David Cressy, Agnes Bowker’s Cat
- Peter Dear, Revolutionizing the Sciences
- Jean de Léry, History of a Voyage to the Land of Brazil
- Marcus Rediker, Between the Devil and the Deep Blue Sea:

Strongly recommended:

Students wishing a very brief narrative account are advised to consult the following textbook, three copies of which are on General Reserve: John Merriman, A History of Modern Europe (two copies contain only the first 13 chapters and are called volume I). The appropriate sections are listed in the assignments below as JM.

This course, like any other, is premised on mutual respect and honesty. Thus I expect that the work you submit is your own. Plagiarism will be severely penalized: any work containing plagiarized material will be granted the grade of no credit and may subject you to prosecution before the CJC. In order to clarify the issue of academic honesty, I will distribute copies of the History Department’s guidelines. When in doubt, check with me.
SCHEDULE OF READINGS AND DISCUSSIONS


23 L: Europe at the End of the Middle Ages
Reading: JM, pp. 3-38

25 Discussion: Doing History
Reading: primary documents (handout)
Analysis of primary document due (see #3, above)

II. 28 Jan. L: The Origins of the Renaissance in Italy
JM, pp. 47-60

30 L: The Culture of the Italian Renaissance
JM, pp. 60-86

1 Feb. D: Renaissance Beliefs and Behavior
Reading and viewing: all on Blackboard
Petrarch, “Ascent of Mont Ventoux”
Salutati, “Letter to Giuliano Zonarini”
Brucker, Society of Renaissance Florence, docs. 18 and 26
Documents on Isabella di Gonzaga’s patronage of Perugino’s “Battle Between Love and Chastity” (Louvre), together with the painting

III. 4 Feb. L: The Coming of the Reformations
JM, pp. 87-99

6 L: Patterns of Reformation
JM, pp. 99-137

8 D: Reforming Christian Doctrine and Practice
Reading: all but Cranach on Blackboard
Erasmus, from The Praise of Folly
Martin Luther, from The Freedom of a Christian
“The Schleitheim Confession of Faith”
Ignatius Loyola, from The Spiritual Exercises
Council of Trent documents
Lucas Cranach the Younger, “Two Kinds of Preaching” (handout)

IV. 11 Feb. L: Religion and Civil Strife I: Empire and War in Central Europe
JM, pp. 159-77

13 L: Religion and Civil Strife II: States and Revolts in Western Europe
JM, pp. 138-59

15 D: Religious Mentalities: Manifestations and Effects
Reading: Cressy, Agnes Bowker’s Cat, Introduction, chaps. 8-15
V. 18 Feb. L: France and Spain: Absolutism, Stability, and Rebellion
   JM, pp. 181-97, 222-31, 274-99

20 L: The United Provinces and England: Revolt, Republic, and Restoration
   JM, pp. 197-222, 232-73

22 D: Representations of Power
   Viewing: all on Blackboard
   Antonio Moro, portrait of Philip II, 1557
   Marcus Gheeraerts the Elder, portrait of Elizabeth I, c. 1585
   Hyacinthe Rigaud, portrait of Louis XIV, c. 1700
   Essay due (see above, #4)

VI. 25 Feb. L: The First European Empires
   Reading: Léry, History of a Voyage, pp. xv-lxii
   JM, pp. 38-46

27 L: The First Global Empires
   Reading: Léry, History of a Voyage, pp. 3-6, 20-32, 51-77, 220-24
   JM, pp. 316-23, 451-62

1 Mar. D: “Europeans” and “Others”
   Reading: Léry, History of a Voyage, pp. 95-207

VII. 4 Mar. L: Nobility over Monarchy: Poland, Sweden, and the Ottoman Empire
   JM, pp. 310-11, 487-91

6 L: Monarchy over Nobility: Austria, Prussia, and Russia
   JM, pp. 299-310, 311-16, 432-36

8 HOUR TEST

SPRING VACATION

   JM, pp. 354-66

20 L: Atlantic Transformations
   JM, pp. 384-97

22 D: Life and Labor: Reality and Representation
   Viewing: Daniel Vigne, “The Return of Martin Guerre”

IX. 25 Mar. L: Classical and Renaissance Science
   Reading: Dear, Revolutionizing the Sciences, pp. 1-48
   JM, pp. 327-30

27 L: The “Scientific Revolution”
   Reading: Dear, Revolutionizing the Sciences, pp. 49-100
   JM, pp. 331-53

29 D: What Could Early Modern Science Explain?
   Reading: Dear, Revolutionizing the Sciences, pp. 101-170
X. 1 Apr.  L: “Elite” Culture and “Popular” Culture
3   L: Mentalities, Moods, and Misbehavior
    JM, pp. 393-98
5   D: Witchcraft and Popular Beliefs
    Reading: essays on Blackboard (see separate assignment sheet)
    
    Essay due (see # 6, above)

XI. 8 Apr.  L: Social Structures and Social Strains
          JM, pp. 354-66, 384-93
10  L: Families Made and Unmade
12  D: Gender Identity and Social Performance
    Reading: Cressy, Agnes Bowker’s Cat, chaps. 1-7, Conclusion

XII. 15 Apr.  L: Economic Transformations in the 18th Century
          JM, 366-84
17  L: Imperial Competition and World Wars
    JM, pp. 442-72, 484-87
19  D: The Lived Atlantic World
    Reading: Rediker, Between the Devil and the Deep Blue Sea

XIII. 22 Apr.  L: What was the Enlightenment?
          JM, pp. 399-427
24  L: How Has the Enlightenment Been Understood?
    JM, pp. 436-41
26  D: A Salon
    Reading: works on General Reserve (see separate assignment sheet)
    
    Essay due (see #7, above)

XIV. 29 Apr.  L: What was Enlightened about Enlightened Absolutism?
          JM, pp. 427-36

1 May  L: Atlantic Revolutions
          JM, 472-84, 491, 495-547
3   D: What was Revolutionary About Atlantic Revolutions?
    Reading: all on Blackboard
    from Abbé Sieyès, What Is the Third Estate? (January 1789)
    “Declaration of the Rights of Man and of the Citizen” (August 1789)
    Petition from Leaders of Jewish Communities (January 1790)
    from Robespierre, “Report on Political Morality” (February 1794)
    from Olympe de Gouges, The Rights of Women (1791)
    Convention Outlaws Clubs and Popular Societies of Women (1793)
    Benj. Frossard, “Attack on the Slave Trade” (December 1792)
    Toussaint L’Ouverture, “Field Labor Regulations” (October 1800)

Date TBA   FINAL EXAMINATION