EARLY MODERN EUROPE, 1450-1650

This course is designed to introduce upper-level undergraduate students to the main structures, events, and developments that shaped early modern European history from the end of the Hundred Years War to the first stirrings of the Enlightenment. Graduate students who would like to take a basic survey are welcome to register for this course under the separate course number I have established for that purpose.

As a matter of principle, no level of historical life and no region of Europe shall be excluded from consideration. I shall pay attention to society as well as politics, religion as well as science, state as well as church. Renaissance and Reformation, the expansion of Europe, agriculture, demography, humanism, and the scientific revolution will all fall within the scope of this course. My goal, however, is neither to cover everything nor to convey as much historical information as possible. It is rather to give you a means of orienting yourself in early modern European history and to relate it to earlier and later phases of the past. For that reason I will place particular emphasis on the transformation of medieval principles of thought and action (based on ecclesiastical or clerical supervision of a single universal hierarchy) into a modern order (based on a multiplicity of states enjoying equal degrees of sovereignty and inhabited by subjects increasingly conceiving of themselves as autonomous individuals). Above all, my goal is to convey to you what I believe to matter in thinking about the past in general and the early modern European past in particular.

My method will consist of a mixture of lecture and discussion. In the lectures I will expound on an elementary survey by Jonathan Zophy entitled A Short History of Renaissance and Reformation Europe: Dances over Fire and Water, an interpretive essay by Theodore Rabb entitled The Struggle for Stability in Early Modern Europe, and a small selection of primary sources taken from Italy, England, the Germanies, and France, in that order. The discussions will occur as soon as you begin to ask questions.

Requirements for undergraduate students

1. Compile an annotated bibliography of primary documents in English or in English translation on one of the topics listed at the end of this syllabus, or on another topic for which you have received my approval. The bibliography should be no shorter than five double-spaced pages and no longer than ten. For some subjects it will be easy to find primary documents, for others it will be harder. You will need to tailor your procedure to the subject. Write a brief introduction to describe how you proceeded and what you found. Include a brief description for each item in your bibliography. The point is not to make the bibliography complete, but to make it
useful for anyone who wants to learn about the subject on the basis of primary
documents. Use the following bibliographic tools to get you started on your
research:
The lists of further reading included in Jonathan W. Zophy, A Short History of
Renaissance and Reformation Europe: Dances over Fire and Water, 3rd ed.
(Upper Saddle River: Prentice Hall, 2003), the textbook for this course
Mary Beth Norton and Pamela Gerardi, eds., The American Historical
Oxford University Press, 1995)
The volumes in the series Sixteenth Century Bibliography, published by the Center
for Reformation Research in Saint Louis
Historical Abstracts: Bibliography of the World's Periodical Literature (Santa
Barbara: American Bibliographical Center-Clio Press, 1955-)
2. Complete one of the following four writing assignments. Whichever assignment you
choose, write no less than ten and no more than fifteen double-spaced pages,
including notes and bibliography:
a. Write a paper about the topic on which you compiled an annotated bibliography.
b. Choose a passage in Zophy's Short History of Renaissance and Reformation
Europe that strikes you as interesting or implausible; read up on the subject
in the literature Zophy recommends; and write a paper to show what is
misleading, superficial, or just plain wrong in Zophy's account.
c. Write a paper that focuses on a primary source from the period in question and
places it in its historical context with the help of appropriately chosen
secondary literature.
d. Write a review of an important book about the period in question and explain
what it contributes to our knowledge of the past.

50% of the grade will be based on the annotated bibliography, and 50% on the paper. The
assignments must be submitted in hard copy. Submissions via email are not acceptable.
The annotated bibliography is due no later than 5 pm on Monday, February 3. The papers
are due no later than 5 pm on Monday, March 3. The grade for late assignments will be
lowered by one point for each day they are late, beginning with the day on which they are
due until I hold them in my hands. That is, an A paper will get an A- if I receive it on the
day the paper is due, but later than 5 pm. If I receive it the following day, it will get a B+. If I receive the day after that, it will get a B, and so on.

Requirements for graduate students
Consult with me to identify an appropriate subject and write a paper of ten to twenty pages
about it. Possible approaches include primary research into a narrowly defined subject
matter; analyses of primary sources in the light of existing scholarship; and reviews of the
historiography. Papers are due no later than 5 pm on Monday, March 10.

Elementary rules of paper writing
The following rules are elementary, but I state them anyway so as to make sure that you are
aware of them. If you are drawing on someone else's ideas, identify the source in endnotes
or footnotes. If you repeat the words of another source, enclose them in quotation marks
and identify the source in endnotes or footnotes. The first time you refer to a source, the
note should include full bibliographical data. At a minimum that means the name of the
author, title of the book or article and journal, place of publication, date of publication, and
relevant page or section numbers. Subsequent references to the same source can be limited to the name of the author, short title, and page numbers. Do not cite or quote sources from the Web if there is a scholarly alternative in print. If you do take information from the Web, identify the location of the page, the owner of the page, the author of the information, and the time you accessed it. No matter which sources and which form of citation you use, append a bibliography to your paper listing the full bibliographical data for all of the sources on which you relied in writing your paper, arranged alphabetically by authors' last names and divided into separate sections for primary and secondary sources. Proofread your paper before handing it in. Make sure that the title page has your name on it, the pages are numbered, and you have not omitted any necessary quotation marks, citations, or bibliographical references. If you don't observe these rules, you run the risk of committing plagiarism. For further information see the booklet Sources available from the Dean of Students in the College's office, which describes proper methods of citation in detail. If you have any questions, ask me.

**Required readings**


**Schedule of readings**

First week

January 7, *Purpose and design of the course*


Second week

January 14, *Italian Renaissance and Humanism*: Zophy, *Short History*, chaps. 4-7

Third week


Fourth week

January 28, **Northern Europe**: Zophy, *Short History*, chaps. 8-9
January 30, **More I**: *Utopia*, book 1, pp. 3-41

Fifth week  **ANNOTATED BIBLIOGRAPHIES ARE DUE FEBRUARY 3 BY 5 PM**

February 4, **More II**: *Utopia*, book 2, pp. 42-111
February 6, **The Reformation**: Zophy, *Short History*, chaps. 10-12

Sixth week

February 11, **Luther**: "Preface to the Complete Edition of Luther's Latin Writings, 1545" and "Secular Authority: To What Extent it Should be Obeyed," in *Martin Luther*, ed. Dillenberger, 3-12, 363-402

Seventh week

February 18, **Calvinism and the Reformation in England**: Zophy, *Short History*, chaps. 13-15

Eighth week

February 27, **Sovereignty I**: Bodin, *On Sovereignty*, pp. 1-45

Ninth week  **PAPERS ARE DUE MARCH 3 BY 5 PM**

March 4, **Sovereignty II**: Bodin, *On Sovereignty*, pp. 46-126
March 6, **Crisis and Resolution I**: Rabb, *Struggle for Stability*, pp. 1-59

Tenth week  **GRADUATE ARE PAPERS DUE MARCH 10 BY 5 PM**

March 11, **Crisis and Resolution II**: Rabb, *Struggle for Stability*, pp. 60-151
March 13, **Reading period** - no class
Recommended reading: general histories


Recommended reading: Classics and special topics


**List of topics for the annotated bibliography of primary documents in English or English translation**

If you don't like any of these topics, you are free to choose another one. But make sure to get my approval before you start to work on the bibliography. For the purpose of this assignment, the chronological limits are 1300-1700. The geographical limits are Europe including the Ottoman Empire and the regions touched by the expansion of Europe by about 1700.

- women and gender
- the family
- sexuality
- village life
- urban life
- children and adolescents
- plagues and epidemics
- agriculture
- food and cooking
- famine
- guilds
- industry
- navigation
- banking
- cloth making
- mining
- rural feasts and celebrations
- noble and royal ritual
- tournaments
- changes in manners
- slavery in Europe
- the Mediterranean slave trade
- the Atlantic slave trade
- Muslims in Europe
- Jews in Europe
- the conquest of Mexico
- the conquest of Peru
- Europeans and the Far East
- Europeans and native Americans
- European missions abroad
- the new monarchies
- meetings of diets and estates
- bureaucracy and administration
- taxation
- early modern warfare
- early modern diplomacy
- crime and punishment
- the judicial system
- the legal system
- changes in the law
- the persecution of heresy
- the inquisition
- the debate over toleration
- early modern sculpture
- early modern architecture
- the scientific revolution
- early modern natural philosophy
- early modern medicine
- childbirth
- death
- astrology
- magic
- the Babylonian Captivity
- the Great Schism
- the Hundred Years War
- the Hussite revolt
- the War of the Roses
- the Modern Devotion
- the Medici
- Milan
- Naples
- Sevilla
- Venice
- Rome
- Paris
- Geneva
- London
- the Lutheran Reformation
- the Peasants War of 1524-26
- the radical Reformation
- the Kingdom of Münster
- Calvinism
- Arminianism
- the Catholic Reformation
- the Council of Trent
- the Jesuits
- Jansenism
- religious war
- the Huguenots in France
- the Saint Bartholomew's Day Massacre
- the Dutch Revolt
- the Armada
- the Elizabethan Settlement
- the English civil war
- the execution of Charles I
- the Peace of Augsburg
- the Thirty Years War
- the Peace of Westphalia