

HIST 3383: Early Modern Europe 1560 – 1715
Fall 2013

Instructor: Dr. Kathryn Beebe

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Office Hours: Tuesday – Thursday, 2-3:30pm and by appointment

Section Information: HIST 3383: Section 001

Time and Place of Class Meetings: University Hall 07; Tues & Thurs 11:00am – 12:20pm

Description of Course Content: The major social, economic, cultural, and political developments that occurred in the major European countries from the end of the Counter-Reformation to the early eighteenth century. (3 credit hours)

Student Learning Outcomes:

Students will be able to:

- A. describe the most significant political, social, economic, cultural, and intellectual developments in Europe from 1560 – 1715.
- B. demonstrate proficiency in applying the historical method to issues encompassing the major changes in European history from 1560 – 1715.
- C. communicate their understanding of and explanations for significant transformations, movements, and ideas in Early Modern Europe from 1560 – 1715 through both oral and written means.

Required Textbooks and Other Course Materials:

- Euan Cameron (ed.), *Early Modern Europe: An Oxford History* (Oxford University Press, 2001)
- A significant portion of the primary source readings for this class is available for free online at Fordham University's Internet Sourcebooks for Medieval and Modern History: <http://www.fordham.edu/Halsall/index.asp> However, you are welcome to find – and bring to class – published copies of sources, as well.

Additional readings will be made available in class and/or placed on reserve online.

Descriptions of major assignments and examinations:

Participation and Discussion – 35%

Participation (20%) and discussion are crucial elements of the course, and you are expected to come to class prepared to talk about the assigned readings. Readings on the syllabus are listed on the day for which they are due. Please bring the assigned readings to class with you each day, along with your answers to the pre-class online discussion questions.

Pre-Class Online Discussion Questions (15%): for each class meeting, a discussion about that day's assigned readings will be posted to our class' online Blackboard Discussion Forum. Students are required to respond to the discussion questions posted to the class Blackboard Discussion Forum **NO LATER THAN 11:59PM ON THE DAY BEFORE THE DISCUSSION**. These quick "prep" questions are designed to get us thinking about the sources before we get to class, and they're also a place for you to work out what you think. Responses should be at least 50 words in length for each question answered, but more is suggested. Debate is highly encouraged!

Whether online or in class, however, quality participation also means interacting with your peers in a critical yet positive manner – knowing how to disagree courteously is a valuable skill, as is learning how to acknowledge the validity of someone else's point. (I encourage everyone to refer to evidence in the source material as often as possible during our discussions.)

Biographical Sketches (4 over the course of the semester) – 25%

This project is intended to introduce you to the life of an individual who lived during early modern period (sixteenth through eighteenth century) in European history and to the task of drawing upon both primary and secondary sources to determine what experiences or events shaped that individual's ideas or perspective. Biographical sketches are short essays that are two- to three pages in length. Additional assignment information will be handed out in class.

Primary Source Research Paper – 40%

This longer research paper, due at the end of the course, is designed to allow you to explore a topic, a material object, or an individual of your choice from the early modern era in greater depth, and to focus your research on one or two primary sources that allow you to say something about your chosen subject. The Primary Source paper will be 10-15 pages in length, and additional information about specific requirements will be made available in class.

Important Due Dates:

- Biographical Sketch #1: Thursday, Sept. 12, 11:59pm
- Biographical Sketch #2: Thursday, Sept. 26, 11:59pm
- Biographical Sketch #3: Thursday, Oct. 17, 11:59pm
- Primary Source Research Paper Rough Draft: Thursday, Oct. 24, 11:59pm
- Biographical Sketch #4: Thursday, Nov. 7, 11:59pm
- Primary Source Research Paper Final Draft: TUESDAY, Nov. 26, 11:59pm

Assignments:

All assignments must be turned in on the date on which they are due. See below, under “Grading”, for further information on late work.

Attendance: Your participation grade (detailed above) depends on your attentive, prepared, and courteous attendance in each class. While I do not base grades on attendance alone, the more you come to class, the more chances you have to participate in discussions, take notes, and prepare for exams. If you miss class, your classmates should be able to help with notes, but you cannot make up a class activity or your participation point that you lost for that day. However, if an absence is associated with a university-sanctioned activity, I will provide an opportunity for an assignment make-up only if you coordinate with me in advance of the event. I do not give excused absences for other events. The only exceptions I make to this are for medical emergencies which require hospital care (not just a visit to the campus health center) or for a death in your family.

Grading:

Final grades will be calculated as follows:

Participation and Discussion	35%
Biographical sketches (4)	25%
Primary Source Research Paper	40%
Total:	100%

- **LATE WORK** will be subject to a penalty of 25% off the original grade. If emergency circumstances require you to submit late work, you must speak to me before the assignment is due when at all possible to avoid the penalty.
- **NO LATE WORK WILL BE ACCEPTED IN THE LAST WEEK OF CLASSES. The final deadline to turn in any late work will be by 11:59pm on Friday, November 29.**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Failure to adhere to the UT Arlington Honor Code will result in a zero for any assignment turned in that is not personally created by you or appropriately referenced, and violations may result in a zero for the entire course.

Furthermore, as per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Make-up Exams: It is not generally possible to make up an exam. If you can provide documented evidence demonstrating your inability to take an exam because of a hospital stay or a death in your family, I will allow a makeup exam -- only in those circumstances.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. See http://wwwb.uta.edu/catalog/content/general/academic_regulations.aspx#19.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wwwb.uta.edu/aao/fao/>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at wwwb.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Technology in Class: Technology is an important part of this course, including the class Blackboard site. If you have limited access to the internet, please come to see me, and we will be able to make alternative arrangements.

Please be courteous with your technology. Out of respect for your classmates and the working of the class, I do not allow texting, emailing, the use of cell phones, the use of recording devices without permission, or the accessing of non-course websites in class.

Please turn all communication devices off or place on silent before class begins. If you do need to make a call or text because of a family emergency, please leave class to do so. **Failure to use technology courteously in class will result in the loss of your participation points for that day, and may be subject to further disciplinary action.**

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as

scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located down the hall to the left. Take a left when exiting the classroom, then another right at the end of the hall, and exit the glass doors to the outside. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Librarian to Contact: Ms. Joeli Gomez, Library Assistant II, UTA Library: (joeli@uta.edu)

Course Schedule.

Week One: Introduction

Thursday, Aug. 22 Introduction: Seeing Brueghel and the Early Modern World

Week Two: What is Early Modern?

Tuesday, Aug. 27 "Early Modern"?
READ:

- Euan Cameron (Ed.) *Early Modern Europe: an Oxford History* (hereafter listed as CAMERON): Editor's Introduction, pp. xvii-xxxi
- Jack Goldstone, "The Problem of the Early Modern World": download PDF from the course Blackboard website

Thursday, Aug. 29 Artifacts of the Early Modern – a New (and Old) World View
CLASS MEETS IN THE SPECIAL COLLECTIONS, UTA LIBRARY, 6th FLOOR

READ:

- CAMERON: Prologue: "Europe and the World Around", pp.1-28
- Sir John Mandeville on "Prester John", from *Mandeville's Travels* (c. 1360) at the Internet Medieval Sourcebook:
<http://www.fordham.edu/halsall/source/mandeville.asp>
- British Library Online Gallery: "Beebe Gallery for Early Modern Europe":
<http://www.bl.uk/onlinegallery/showgallery.html?id=11925>

Week Three: Everyday Life and the Structure of Society I

Tuesday, Sept. 3 Everyday Life in the Early Modern Era
READ:

- CAMERON, Pt. I, Chap. 1: "The Condition of Life for the Masses," pp. 31-62
- The Twelve Articles of the Swabian Peasants [PDF available for download at course Blackboard website]

Thursday, Sept. 5 Everyday Life – Marriage, Family, and Social Status

READ:

- Lyndal Roper, "'Going to Church and Street': Weddings in Reformation Augsburg," *Past & Present*, No. 106 (Feb., 1985), pp. 62-101.
- Glückel of Hameln (1645-1724), *The Memoirs of Glückel of Hameln* at: <http://chnm.gmu.edu/wwh/p/90.html>

Week Four: Renaissance and the Emergence of Humanism I

Tuesday, Sept. 10 The Power of the Word

READ:

- Cameron, Pt. I, Chap. 2: "The Power of the Word: Renaissance and Reformation", pp. 63-81.
- Desiderius Erasmus: *The Praise of Folly (Moriae Encomium)* (1509) at the Modern History Sourcebook: <http://www.fordham.edu/halsall/mod/1509erasmus-folly.asp>

Thursday, Sept. 12 The Renaissance and the State

READ:

- Chs. 14-19 of Nicolo Machiavelli: *The Prince* (1513) at the Medieval History Sourcebook: <http://www.fordham.edu/halsall/basis/machiavelli-prince.asp>

Biographical sketch #1 Due, uploaded to Blackboard by 11:59pm

Week Five: Renaissance and the Emergence of Humanism II

Tuesday, Sept. 17 Humanism and Moore's *Utopia*

READ:

- Thomas More, *Utopia* (1516) at the Internet Sourcebook: <http://www.fordham.edu/halsall/mod/thomasmore-utopia.asp>

Thursday, Sept. 18 Gender, Humanism, and the Renaissance

READ:

- Joan Kelly-Gadol, "Did Women Have a Renaissance" (1977): available for download on course website
- "Women and the Renaissance" primary source packet: available for download on course website

Week Six: Exploration, "Discovery," and Economic Expansion

Tuesday, Sept. 24 "Discovery" – and Wonder

READ:

- Eric Wolf, *Europe and the People Without History* (excerpt): [available as PDF download from course website]
- Michel de Montaigne: *On Cannibals* (1580) at:
http://public.wsu.edu/~brians/world_civ/worldcivreader/world_civ_reader_2/montaigne.html
- REVIEW: Cameron, "Prologue: Europe and the World Around," pp. 1-28

Thursday, Sept. 26 Primary Source Roundtable: Exploration and Economic Expansion

READ:

- Choose for yourself ONE additional primary source reading from the list of hyperlinks to primary sources posted on the class Blackboard page under "Week 6 Readings". See "Instructions for Choosing a Reading" on our class Blackboard page for more details on how to claim a reading for yourself and what to do with it!

Biographical sketch #2 Due, uploaded to Blackboard by 11:59pm

Week Seven: The European Reformations I

Tuesday, Oct. 1 "Traditional" Religion and its Detractors

READ:

- Cameron, Pt. I, Chap. 2: "The Power of the Word: Renaissance and Reformation", pp. 81-101.
- Excerpt from *The Book of Margery Kempe* [PDF available on course Blackboard website]
- Martin Luther: Letter to the Archbishop of Mainz, 1517 at the Internet Medieval Sourcebook: <http://www.fordham.edu/halsall/source/lutherltr-indulgences.asp>

Thursday, Oct. 3 Primary Source Roundtable: Varieties of Reformation

READ:

- Choose for yourself ONE additional primary source reading from the list of hyperlinks to primary sources posted on the class Blackboard page under "Week 7 Readings".

PRIMARY SOURCE PAPER TOPIC CHOICES DUE INTO BLACKBOARD 11:59pm.

Week Eight: European Reformations II & Refashioning History: "The Return of Martin Guerre"

Tuesday, Oct. 8 Primary Source Roundtable: The Counter-Reformation

READ:

- Choose for yourself ONE additional primary source reading from the list of hyperlinks to primary sources posted on the class Blackboard page under "Week 9 Readings".
- FOR THURSDAY, read: Robert Finlay's contribution to the *AHR Forum: The Return of Martin Guerre*, *The American Historical Review*, Vol. 93, No. 3, Jun., 1988, pp. 553-571 [available as a PDF on class Blackboard site]

Thursday, Oct. 10 Refashioning History: *The Return of Martin Guerre*
 READ:

- Natalie Zemon Davis' contribution to the *AHR Forum: The Return of Martin Guerre*, *The American Historical Review*, Vol. 93, No. 3, Jun., 1988, pp. 572-603 [available as a PDF on class Blackboard site]

Week Nine: Emergence of the Modern State and Modern Warfare

Tuesday, Oct. 15 The New "State"
 READ:

- CAMERON, Ch. 3, "War, Religion, and the State", pp. 102-124
- Choose for yourself ONE additional primary source reading from the list of hyperlinks to primary sources posted on the class Blackboard page under "Week 9 Readings".
- Prepare to discuss *The Return of Martin Guerre*, and the articles about it, as well.

Thursday, Oct. 17 "God's Wind": Religion, the State, and the Spanish Armada
 READ:

- CAMERON: Chap. 3, "War, Religion, and the State", pp. 124-133 ("The Impact of Religious Change" to the end)
- Elizabeth I, "Speech to the Troops at Tilbury" (1588) at Luminarium.org: <http://www.luminarium.org/renlit/tilbury.htm>

Biographical sketch #3 Due, uploaded to Blackboard by 11:59pm

Week Ten: Social Control and the State: the Witch Craze

Tuesday, Oct. 22 Gendered Violence and Witchcraft
 READ:

- Mary Wiesner, *Women and Gender in Early Modern Europe*, ch. 7, [PDF available online on class Blackboard website]
- Extracts from 15C Documents relating to Witchcraft from the Internet Medieval Sourcebook:
<http://www.fordham.edu/halsall/source/witches1.asp>
 - Innocent VIII: BULL *Summis desiderantes*, Dec. 5th, 1484

- Johannes Nider, *The Ant Hill*, circa 1437
- Extracts from *The Hammer of Witches* [*Malleus maleficarum*], 1486

Thursday, Oct. 24 Witchcraft: a Scottish Case Study

READ:

- Julian Goodare, "Women and the Witch-Hunt in Scotland," *Social History*, Vol. 23, No. 3 (Oct., 1998), pp. 288-308 [PDF available from class Blackboard page]
- "Newes from Scotland" (1591) [PDF available from class Blackboard page] – for aid in reading this source, see the page about it at the University of Glasgow's Special Collections: <http://special.lib.gla.ac.uk/exhibns/month/aug2000.html>
- "The Torture and Execution of Doctor Fian" [extract and transcription from the "Newes from Scotland"] at http://www.wwnorton.com/college/english/nael/16century/topic_1/doctfian.htm

RESEARCH PAPER *Rough Draft* DUE INTO BLACKBOARD at 11:59pm.

Week Eleven: *The New Economy and Colonial Enterprises*

Tuesday, Oct. 28 Vermeer's Hat and Colonial Economies

READ:

- CAMERON, Ch. 4, "Colonies, Enterprises, and Wealth," pp. 138-170
- STUDY Johannes Vermeer's painting, *Officer and the Laughing Girl* (c. 1666-1660) and EXPLORE the "hotspots" and embedded in the image and the "special topics" below it at: http://www.essentialvermeer.com/catalogue/officer_and_laughing_girl.html

Thursday, Oct. 31 Primary Source Roundtable: Colonialism and the New Economy

READ:

- Choose for yourself ONE additional primary source reading from the list of hyperlinks to primary sources posted on the class Blackboard page under "Week 9 Readings".

Week Twelve: *Rise of Modern Science and the Conflict Between Religion and Natural Philosophy*

Tuesday, Nov. 5 Embattled Faiths: Religion and Natural Philosophy

READ:

- CAMERON, Ch. 5, "Embattled Faiths," pp. 171-205
- 19-year-old Isaac Newton's "List of Sins Committed Before Whitsunday 1662" at Brainpickings.com: <http://www.brainpickings.org/index.php/2012/01/04/isaac-newton-list-of-sins/>; Original transcription at The Newton Project: <http://www.newtonproject.sussex.ac.uk/view/texts/normalized/ALCH00069>

Thursday, Nov. 7 Primary Source Roundtable: Natural Science & Religion

READ:

- Choose for yourself ONE additional primary source reading from the list of hyperlinks to primary sources posted on the class Blackboard page under "Week 12 Readings".

Biographical sketch #4 Due, uploaded to Blackboard by 11:59pm

Week Thirteen: *Artifacts of the Early Modern and the Thirty Years' War*

Tuesday, Nov. 12 Artifacts of the Early Modern – Science & Religion

CLASS MEETS IN THE SPECIAL COLLECTIONS, UTA LIBRARY, 6th FLOOR

READ:

- REVIEW CAMERON: Prologue: "Europe and the World Around", pp.1-28

Thursday, Nov. 14 The Thirty Years' War

READ:

- CAMERON, Ch. 6, "Warfare, Crisis, and Absolutism," pp. 206-219 [up to section on "Absolutism"]
- An account of the destruction of the city of Magdeburg (1631) at the Hanover Historical Texts Project: <http://history.hanover.edu/texts/magde.html>

Week Fourteen: *Absolutism and the New State*

Tuesday, Nov. 19 Absolutism and Louis XIV

READ:

- CAMERON, Ch. 6, "Warfare, Crisis, and Absolutism," pp. 219-230 ["Absolutism" to the end]
- Jean Domat (1625-1696): "On Social Order and Absolute Monarchy" at the Internet History Sourcebook:
<http://www.fordham.edu/Halsall/mod/1687domat.asp>

Thursday, Nov. 21 Absolutism and the English Civil War

READ:

- John Pym (1583?-1643), "On Grievances in the Reign of Charles I" (1640) at bartleby.com: <http://www.bartleby.com/268/3/8.html> [Just skim this to get the general idea of what Pym's main argument is.]
- (1640) VIEW: The "Mercurius Politicus" mini-blog carnival on the execution of Charles I: <http://mercuriuspoliticus.wordpress.com/2009/01/30/the-execution-of-charles-i-a-mini-blog-carnival/>
- READ: Samuel Pepys' Diary: About: <http://www.pepysdiary.com/about/>; his diary entry for for **Saturday, 13 October 1660**

<http://www.pepysdiary.com/diary/1660/10/> and his entry for **Tuesday, 23 April, 1661**: <http://www.pepysdiary.com/diary/1661/04/23/>

- REVIEW: CAMERON, Ch. 6, "Warfare, Crisis, and Absolutism," pp. 218-219

Week Fifteen: *Everyday Life and the Structure of Society II*

Tuesday, Nov. 26 Everyday life in Seventeenth- and early Eighteenth-Century England

READ:

- The First English Coffee-Houses, c. 1670-1675, at the Internet History Sourcebook: <http://www.fordham.edu/Halsall/mod/1670coffee.asp>
- Samuel Pepys' Diary: entries for **November 21& 22, 1666**, <http://www.pepysdiary.com/diary/1666/11/#fnr1-1666-11-22>; and his entries for **March 25 & 26, 1662**, at: <http://www.pepysdiary.com/diary/1662/03/>
- VIEW: links to Wenceslaus Hollar's full-length portraits of "Winter", "Autumn", "Spring" and "Summer" at the British Museum [links available on the course website]

RESEARCH PAPER *Final Draft* DUE INTO BLACKBOARD at 11:59pm.

Thursday, Nov. 28 **NO CLASS – THANKSGIVING BREAK**

LATE WORK DEADLINE: No Late Work Accepted After 11:59pm on Friday, November 29.

Week Sixteen: *The Idea of the Early Modern*

Tuesday, Dec. 3 Review: What is Early Modern?

Final Exam: No Final Exam for this Class. Assessment is by written work throughout the semester, only, as outlined in the section on "grading" above.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Kathryn Beebe

Useful Webpages for the UT Arlington Library

Library Home Page..... <http://www.uta.edu/library>
Library Catalog <http://discover.uta.edu/>
Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
Connecting from Off- Campus <http://libguides.uta.edu/offcampus>
Ask A Librarian <http://ask.uta.edu>