

HIST 3383: Early Modern Europe 1560 – 1715
Summer 11 Weeks 2018

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Office Hours: by appointment online

Section Information: HIST 3393 - 001

Time and Place of Class Meetings: Online

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 c. 1560 – 1715.
- B. demonstrate proficiency in applying the historical method to issues encompassing the major changes in European history from c. 1560 – 1715.
- C. communicate their understanding of and explanations for significant transformations, movements, and ideas in Early Modern Europe from c. 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>
- Additional readings will be made available online via our class Blackboard site as links within the "Course Schedule" page.

Descriptions of major assignments and examinations:

Weekly Discussion Forums

Participation in online forum discussion is a crucial element of this course.

Forum Discussion Questions — 300 points (30 x 10 points each)

For each Week, a discussion about the assigned readings will be posted to our online Blackboard Discussion Forum.

Your contribution to the Forum Discussions will be in two parts:

- **Posting** your own contribution (15 pts) and

- **Responding** to someone else's post (15 pts).

Students are required to respond to the discussion questions in a short paragraph — supported by evidence from the readings or PowerPoint lectures, and cited (in quick, parenthetical style — i.e., (Author, page #) or (*Title*, page #) — and then to engage meaningfully with someone else's post. (No points are earned for simply saying the equivalent of "nice post, I agree".)

Responses should be submitted to the class Blackboard Discussion Forum by the posted deadline — usually Sunday evenings, at 11:59pm.

These questions are designed to for you to work out what you think and to generate discussions together. Debate is highly encouraged!

Unit Quizzes – 130 points (13 x 10 points each)

Short, 10-question multiple-choice quizzes over the assigned readings and PowerPoint lectures for each unit will help you comprehend and retain the material we cover.

Primary Source Assignments – 180 (4 x 45 points each)

Primary Source Assignments will help you get an in-depth feel for the time period, through guided analysis of primary sources created in the Early Modern Period, and a short, written response piece (250 words minimum).

Exams – Midterm and Final (150 points each)

The Midterm and Final Exams will help you assess your comprehension and mastery of the course material. They are timed exams (120 min, or 2 hours long), and take the form of 10 short "identification" questions (1-2 sentences long) of important persons, concepts, or events; 3 short-answer questions (a paragraph long); and a choice of one long essay question worth 100 points (chosen from a list of options).

IF YOU ARE TAKING HIST 3383 FOR GRADUATE CREDIT:

GRADUATE ASSIGNMENT: A PowerPoint Lecture (65 points)

For graduate-level credit in HIST 3383, you must, by the **end of Week 6 (Sunday, July 15)**, create a PowerPoint lecture around a theme or issue of your choice and upload it to the Couse Discussion Forum to be shared with the rest of the class.

PowerPoint Lecture Requirements and Rubric

1. At least 5 slides long. (10 pts)
2. A title slide. (5 pts)
3. A clear theme or issue that relates to the readings of the class, with a clear argument. (15 pts)
4. The use of at least one primary source. (5 pts)
5. The use of at least one secondary source. (5 pts)
6. The use of at least one — properly cited — image from the Early Modern period. (5 pts)
7. At least one instance of music or video (a link to an outside source is OK). (5 pts)
8. A bibliography slide in Chicago Style at the end. (15 pts)

GRADUATE ASSIGNMENT: Three Reaction Papers (50 pts x 3 = 150 pts total)

For graduate-level credit in HIST 3383, you must also choose one suggested reading from three different themes in the list provided on our Blackboard Site and at the end of this syllabus and write a reaction paper for each of your three chosen themes. Which readings and which themes you choose are up to you.

You must approve your choices with the instructor before you begin writing.

Reaction Paper:

A reaction paper is at least 500 words long.

In it you must describe the thesis of the book or article and, as specifically and thoughtfully as you can, how it affected your understanding of the Early Modern Era.

Use direct quotes from the readings below (and any useful ones that you run across in the regular class readings) to support your arguments.

Chicago/Turabian footnote style is required, but a “works cited” page is not. For a refresher, see the “Quick Guide” to Turabian style at this link:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

The Due Dates for the Graduate Reaction Papers are:

Reaction Paper #1: Sunday, June 24

Reaction Paper #2: Sunday, July 29

Reaction Paper #3: Sunday, August 5

Graduate Reaction Paper Grading Rubric (50 points each)

1. Correct Format (10 pts)
2. Articulation of Main Argument (20 pts)
3. Thoughtful Connections Between Readings and Class Content (20 pts)

Grading

Student performance will be evaluated on the following:

	<i>Points</i>
Week 1, Unit 1 Introduction Forum	10
Discussion Forums for each Week	300 (10 x 30 points each)
Unit Quizzes	130 (13 x 10 points each)
Primary Source Assignments	180 (4 x 45 points each)
Midterm Exam	150
Final Exam	<u>150</u>
TOTAL:	920

Your final grade will be determined by dividing the number of points you received by the total possible points.

GRADUATE GRADING SCHEMA

Graduate Student performance will be evaluated on the following:

	<i>Points</i>
<i>Week 1, Unit 1 Introduction Forum</i>	<i>10</i>
<i>Discussion Forums for each Week</i>	<i>300 (10 x 30 points each)</i>
<i>Unit Quizzes</i>	<i>130 (13 x 10 points each)</i>
<i>Primary Source Assignments</i>	<i>180 (4 x 45 points each)</i>
<i>Midterm Exam</i>	<i>150</i>
<i>Final Exam</i>	<i>150</i>
<i>Graduate Power Point Lecture</i>	<i>65</i>
<i><u>Graduate Reaction Papers</u></i>	<i><u>150 (3 x 50 points each)</u></i>
TOTAL:	1,135

Your final grade will be determined by dividing the number of points you received by the total possible points.

LATE WORK POLICY

- LATE WORK WILL ONLY BE ACCEPTED FOR THE PRIMARY SOURCE ASSIGNMENTS. NO DISCUSSION FORUMS, QUIZZES OR EXAMS WILL BE ACCEPTED LATE WITHOUT AN EXCUSED ABSENSE.
- Accepted 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. Only an emergency, school, or family conflict will exempt you from the late penalty.

The final deadline to turn in any late work will be by 11:59pm on Monday, August 13.

Important Dates for this Semester, Summer 11 Weeks 2018

- First Day of Class: Monday, June 4.
- Midterm Exam: taken between 12:01am, Friday, July 6 and 11:59pm, Sunday, July 8.
- Last Day of Class: Thursday, August 9
- Late Work Deadline: 11:59pm, Monday, August 13.
- Final Exam: to be taken between 12:01am and 11:59:59pm, Monday, August 13.

Important GRADUATE CREDIT Due Dates for this Semester, Summer 11 Weeks 2018

- *Reaction Paper #1: Sunday, June 24*
- *PowerPoint Lecture: Sunday, July 15*
- *Reaction Paper #2: Sunday, July 29*
- *Reaction Paper #3: Sunday, August 5*

Expectations and Policies

The greatest expectations of this course are the expectation of a willingness to explore new concepts and ideas, to work hard, and to create an atmosphere of respect. Discussion and writing are very important in this class, and you will receive a great deal of support to help you express your ideas clearly in both ways.

In order to succeed in this course, you should:

- plan to log in and check the website announcements and forum discussions at least every other day during the week
- to read all of the assigned readings
- to take lots of notes from the readings and the online PowerPoint lectures
- to participate regularly and meaningfully in class Forum discussions
- to complete thoughtfully and submit all assignments on time.

In just eleven short weeks, this course covers material that is normally covered in a full semester. During a 16-week semester, you would expect to meet for class for three hours per week, and to have two hours' worth of work at home for every hour in class – for a total of nine hours' work per class per week. In this shortened semester, you must compress a full sixteen weeks into eleven, and so you must **plan to spend about 13 hours per week** working to master the material and the assignments in this online class.

Assignments:

All assignments must be turned in on the date on which they are due. See the section entitled "Grading" for further information about late work.

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will consider your attendance to be your attentive, prepared, and courteous participation in the features of our online class. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Grading: See above for detailed grading policies.

Make-up Exams: It is not generally possible to make up an exam. However, I will allow a makeup exam in exceptional circumstances. In such cases, please contact me directly via e-mail.

Technology: As a fully online class, the use of technology is a fundamental part of this course, and it is your responsibility to make sure that you have the required equipment for the successful completion of the course. **If you encounter problems with the online workings of this course, your first point of contact should be the 24/7 Blackboard Support**, available from the link at the top of every Blackboard page, and at <http://bbsupport.uta.edu/>

Expectations for Out-of-Class Study: In just five short weeks, this course covers material that is normally covered in a full semester. During a 16-week semester, you would expect to meet for class for three hours per week, and to have two hours' worth of work at home for every hour in class – for a total of nine hours' work per class per week. In this shortened semester, you must compress a full sixteen weeks into five, **and so you must plan to spend about 27 hours per week** working to master the material and the assignments in this online class in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

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://catalog.uta.edu/academicregulations/grades/#undergraduatetext>. For student complaints, see <http://www.uta.edu/deanofstudents/student-complaints/index.php>.

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://www.uta.edu/aao/fao/>).

Disability Accommodations: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS): www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity: Students enrolled all UT Arlington courses 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.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. 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. Additional information is available at <https://www.uta.edu/conduct/>.

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>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: For semester-long courses, 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.

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 <http://www.uta.edu/universitycollege/resources/index.php>.

University Tutorial & Supplemental Instruction (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one [tutoring sessions](#), [Start Strong Freshman](#) tutoring program, and [Supplemental Instruction](#). Office hours are Monday-Friday 8:00am-5:00pm. For more information visit www.uta.edu/utsi or call 817-272-2617.

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

Librarian to Contact: Andy Herzog, amherzog@uta.edu

Course Schedule

Overall Shape of the Course

Each week in the course, you will work your way through a number of Units, a weekly Discussion Forum, and either a Primary Source Assignment or an Exam.

Each Unit will generally consist of three "core" assignments:

- Reading the assigned texts (R)
- Viewing the corresponding PowerPoint lecture (PP)
- Taking a quiz over the assigned material (Q)

Also, each week you will also participate in an online Discussion Forum about the units covered during that week.

Spaced throughout the semester, you will also have a few additional assignments:

- Introducing yourself in the Discussion Forum & completing the Course Introduction Readings in Week 1
- Completing the Primary Source Assignment #1 (a 250-word writing assignment) in Week 2
- Completing Primary Source Assignment #2 in Week 4

Taking the MIDTERM between 12:01am Friday, July 6 and 11:59pm, Sunday, July 8 in Week 5

- Completing Primary Source Assignment #3 in Week 7
- Completing Primary Source Assignment #4 in Week 10

The FINAL EXAM will be available from 12:01am to 11:59pm on MONDAY, August 13.

NOTE: In the final week, our class officially "ends" on Thursday, August 9, in order to conform to the University's official calendar. However, to keep up the regular schedule of Sunday deadlines that we establish for our course, I will be accepting Week 11 assignments as "on time" through 11:59pm on Sunday, August 12.

The final deadline to turn in any late work will be by 11:59pm on Monday, August 13, the date of the final exam.

The chart on the following page is designed to help you see the arrangement of the course's assignments at a glance, so you will be able to budget your time wisely.

Course Overview Chart

- Reading the assigned texts (**R**)
- Viewing the corresponding PowerPoint lecture (**PP**)
- Taking a quiz over the assigned material (**Q**)
- Primary Source Assignment (**PSA**)

WEEK	CORE ASSIGNMENTS	ADDITIONAL ASSIGNMENTS
Week 1	Monday, June 4 – Sunday, June 10	
	Course Introduction Readings	
Unit 1	R, PP, Q	
	Introduction Discussion Forum	

	Week 1 Discussion Forum	
Week 2	Monday, June 11 – Sunday, June 17	
Unit 2	R, PP, Q	
Unit 3	R, PP, Q	PSA #1
	Week 2 Discussion Forum	
Week 3	Monday, June 18 – Sunday, June 24	
Unit 4	R, PP, Q	
Unit 5	R, PP, Q	
	Week 3 Discussion Forum	<i>Graduate Reaction Paper #1 (graduate credit only)</i>
Week 4	Monday, June 25 – Sunday, July 1	
Unit 6	R, PP, Q	PSA #2
Unit 7	R, PP, Q	
	Week 4 Discussion Forum	
Week 5	Monday, July 2 – Sunday, July 8	MIDTERM WEEK
Unit 8	R, PP, NO Q	
	Week 5 Discussion Forum	
MIDTERM	Practice Exam	MIDTERM EXAM
Week 6	Monday, July 9 – Sunday, July 15	
Unit 9	R, PP, Q	
Unit 10	R, PP, Q	<i>PowerPoint Lecture Due (graduate credit only)</i>
	Week 6 Discussion Forum	
Week 7	Monday, July 16 – Sunday, July 22	
Unit 11	R, PP, Q	PSA #3
	Week 7 Discussion Forum	
Week 8	Monday, July 23 – Sunday, July 29	
Unit 12	R, PP, D, Q	
	Week 8 Discussion Forum	<i>Graduate Reaction Paper #2 (graduate credit only)</i>
Week 9	Monday, July 30 – Sunday, August 5	
Unit 13	R, PP, D, Q	
	Week 9 Discussion Forum	<i>Graduate Reaction Paper #3 (graduate credit only)</i>
Week 10	Monday, August 6 – THURSDAY, August 9	
Unit 14	R, PP, D, Q	PSA #4
	Week 10 Discussion Forum	
Finals Week	Monday, August 13	FINAL EXAM

On the following page, you will find a detailed course schedule with individual learning module units and information about each week's assignments.

Detailed Course Schedule: HIST 3383 – 001, Summer 2nd Five Weeks, 2017

DATE	TOPICS and READINGS	ASSIGNMENTS	DEADLINE / DATE DUE
WEEK ONE Introduction Forum Unit 1 Unit 1 Quiz Week 1 Discussion Forum	Monday June 4 - Sunday, June 10		11:59pm, Sunday, June 10
Week 1 Unit 1		Introductory Readings for the Course on Blackboard; CAMERON, <i>Editor's Introduction and Prologue</i>;	
<i>Introduction to the Course</i> and Unit 1: <i>What is Early Modern?</i>	<p><u>Introduction to the Course</u></p> <p>READ:</p> <ul style="list-style-type: none"> • <u>Getting Started</u> • <u>Course Syllabus</u> • "<u>How to Succeed in this Course</u>" (in <u>Course Materials</u>) • "<u>How to Read the Texts</u>" (in <u>Course Materials</u>) • Euan Cameron (Ed.) <i>Early Modern Europe: an Oxford History</i> (hereafter listed as CAMERON): <u>Editor's Introduction</u>, pp. xvii-xxxi. <p><u>UNIT 1</u></p> <p><i>What is Early Modern?</i></p> <p>READ:</p> <ul style="list-style-type: none"> • CAMERON: <u>Prologue: "Europe and the World Around"</u>, pp. 1-28 • <u>PowerPoint Lecture: Unit 1</u> <p>(TIP: PowerPoint Lectures look best if viewed in "Slide Show Mode".)</p> <p>Assignments:</p> <p><i>Discussion Forum Assignment:</i></p> <ul style="list-style-type: none"> • 1) <u>Introduce</u> yourself in the Class Discussions Forum under "Introductions". • 2) <u>Contribute</u> to Part 1 of the Week 1 Discussion Forum, which covers Units 1-3, by choosing ONE question to answer. (Note: you will want to read through all three units for this week before choosing a discussion question to answer.) • 3) For Part 2 of the Week 1 Discussion Forum Assignment, <u>Respond</u> in a <i>substantive</i> way to a post by someone 	<p><u>Introduction Forum</u></p> <p>-and-</p> <p><u>Week 1 Discussion Forum</u> (Covers Units 1)</p>	<p>DUE:</p> <p>11:59pm, Sunday, June 10</p>

	else -- something more than "great post" or "I agree" or "I disagree".		
	<u>Unit 1 QUIZ</u>	1. <u>Unit 1 Quiz</u>	
DATE	TOPICS and READINGS	ASSIGNMENTS	DATE DUE
WEEK TWO Units 2 & 3 Quizzes for Units 2-3 Week 2 Discussion Forum Primary Source Assignment #1	Monday, June 11 - Sunday, June 17		11:59pm, Sunday, June 17
Week 2 Unit 2		CAMERON, Ch. 1; ROPER; GLÜCKEL OF HAMELN	11:59pm, Sunday, June 17
Unit 2: <i>Everyday Life and the Structure of Society, Part I</i>	<u>UNIT 2:</u> <i>Everyday Life and the Structure of Society, Part I</i> READ: <ul style="list-style-type: none"> • CAMERON, Pt. I, Chap. 1: "The Condition of Life for the Masses," pp. 31-62 • Lyndal Roper, "'Going to Church and Street': Weddings in Reformation Augsburg," <i>Past & Present</i>, No. 106 (Feb., 1985), pp. 62-101. • Glückel of Hameln (1645-1724), <i>The Memoirs of Glückel of Hameln</i> at: http://chnm.gmu.edu/wwh/p/90.html <p>o <u>PowerPoint Lecture: Unit 2</u></p> <p><i>Discussion Forum Assignment Reminder:</i></p> <p><u>Contribute</u> to Part 1 of the Week 1 Discussion Forum, which covers Units 1-3, by choosing ONE question to answer. <i>(Note: you will want to read through all three units for this week before choosing a discussion question to answer.)</i></p> <p>For Part 2 of the Week 1 Discussion Forum Assignment, <u>Respond</u> in a <i>substantive</i> way to a post by someone else -- something more than "great post" or "I agree" or "I disagree".</p>	<u>Week 2 Discussion Forum</u> (Covers Units 2-3)	DUE: 11:59pm, Sunday, June 17
	<u>Unit 2 QUIZ</u>	1. <u>Unit 2 Quiz</u>	

DATE	TOPICS and READINGS	ASSIGNMENTS	
Week 2 Unit 3		CAMERON, Ch. 2; MACHIAVELLI;	DATE DUE
Unit 3: <i>Renaissance and the Emergence of Humanism, Part I</i>	<p><u>UNIT 3:</u> <i>Renaissance and the Emergence of Humanism, Part I</i></p> <p>READ:</p> <ul style="list-style-type: none"> CAMERON, Pt. I, Chap. 2: "The Power of the Word: Renaissance and Reformation", pp. 63-81. Chs. 14-19 (XIV-XIX) of Nicolo Machiavelli: <i>The Prince</i> (1513) at http://www.fordham.edu/halsall/basis/machiavelli-prince.asp <u>PowerPoint Lecture: Unit 3</u> <p><i>Discussion Forum Assignment Reminder:</i></p> <p><u>Contribute</u> to Part 1 of the Week 1 Discussion Forum, which covers Units 1-3, by choosing ONE question to answer. (<i>Note: you will want to read through all three units for this week before choosing a discussion question to answer.</i>)</p> <p>For Part 2 of the Week 1 Discussion Forum Assignment, <u>Respond</u> in a substantive way to a post by someone else -- something more than "great post" or "I agree" or "I disagree".</p>		11:59pm, Sunday, June 17
	<u>UNIT 3 QUIZ</u>	1. <u>Unit 3 Quiz</u>	DUE: 11:59pm, Sunday, June 17
	<p><u>PRIMARY SOURCE ASSIGNMENT #1</u></p> <p>READ:</p> <ul style="list-style-type: none"> <u>General Instructions on Primary Source Assignments</u> <u>Instructions for Primary Source Assignment #1</u> 	1. <u>Primary Source Assignment #1</u>	DUE: 11:59pm, Sunday, June 17
DATE	TOPICS and READINGS	ASSIGNMENTS	
WEEK THREE Units 4 – 5 Quizzes for Units 4-5 Week 3 Discussion Forum	Monday, June 18 – Sunday, June 24		DATE DUE
Week 3 Unit 4		MORE; KELLY-GADOL; PRIMARY SOURCE PACKET	11:59pm Sunday, June 24

Unit 4: <i>Renaissance and the Emergence of Humanism, Part II</i>	<u>UNIT 4:</u> <i>Renaissance and the Emergence of Humanism, Part II</i> READ: <ul style="list-style-type: none"> • Thomas More, <i>Utopia</i> (1516), excerpts (law, government, description of the island) • Joan Kelly-Gadol, "Did Women Have a Renaissance?" (1977) • "Women and the Renaissance" primary source packet • <u>PowerPoint Lecture: Unit 4</u> 	<u>Week 3</u> <u>Discussion Forum</u> (Covers Units 4 – 5)	
	<u>UNIT 4 QUIZ</u>	Unit 4 Quiz	DUE: 11:59pm Sunday, June 24
DATE	TOPICS and READINGS	ASSIGNMENTS	
Week 3 Unit 5		WOLF; MONTAIGNE; review CAMERON, Prologue	DATE DUE
Unit 5: <i>Exploration, "Discovery," and Economic Expansion</i>	<u>UNIT 5:</u> <i>Exploration, "Discovery," and Economic Expansion</i> READ: <ul style="list-style-type: none"> • Eric Wolf, <i>Europe and the People Without History</i> (excerpt) • Michel de Montaigne: <i>On Cannibals</i> (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 • <u>PowerPoint Lecture: Unit 5</u> 		11:59pm Sunday, June 24
	<u>UNIT 5 QUIZ</u>	1. Unit 5 Quiz	DUE: 11:59pm Sunday, June 24
	<i>Graduate Reaction Paper #1 DUE</i> <i>(graduate credit only)</i>		11:59pm Sunday, June 24
DATE	TOPICS and READINGS	ASSIGNMENTS	
WEEK FOUR Units 6 – 7 Quizzes for Units 6-7 Week 4 Discussion Forum Primary Source Assignment #2	Monday, June 25 – Sunday, July 1		DATE DUE DUE: 11:59pm, Sunday, July 1

Week 4 Unit 6		CAMERON, Ch. 2; KEMPE; LUTHER	DATE DUE
Unit 6: <i>The European Reformati Part I</i>	<u>UNIT 6:</u> <i>The European Reformati Part I</i> READ: <ul style="list-style-type: none"> CAMERON, Pt. I, Chap. 2: "The Power of the Word: Renaissance and Reformation", pp. 81-101. Excerpt from <i>The Book of Margery Kempe</i> Martin Luther: Letter to the Archbishop of Mainz, 1517 at the Internet Medieval Sourcebook: http://www.fordham.edu/halsall/source/lutherltr-indulgences.asp <u>PowerPoint Lecture: Unit 6</u> 	Week 4 <u>Discussion Forum</u> (Covers Units 6 – 7)	11:59pm Sunday, July 1
	<u>UNIT 6 QUIZ</u>	1. Unit 6 Quiz	DUE: 11:59pm Sunday, July 1
	<u>PRIMARY SOURCE ASSIGNMENT #2:</u> READ: <ul style="list-style-type: none"> Instructions for Primary Source Assignment #2 	Primary Source Assignment #2	DUE: 11:59pm Sunday, July 1
Week 4 Unit 7		COUNTER- REFORMATION PRIMARY SOURCE PACKET	
Unit 7: <i>European Reformati Part II</i>	<u>UNIT 7</u> <i>European Reformati Part II</i> READ: <ul style="list-style-type: none"> The Counter-Reformation (primary source packet) <u>PowerPoint Lecture: Unit 7</u> 	Week 4 Discussion Forum (Covers Units 6 – 7)	DUE: 11:59pm Sunday, July 1
	<u>UNIT 7 QUIZ</u>	1. Unit 7 Quiz	DUE: 11:59pm Sunday, July 1
DATE	TOPICS and READINGS	ASSIGNMENTS	
WEEK FIVE Unit 8 (NO Unit 8 QUIZ- Unit 8 questions will be on Midterm Exam) and	Monday, July 2 - Sunday, July 8 Midterm Exam Study Guide (Available 1 week before the exam)	Midterm Practice Exam A Practice Exam is available for you to see what the Midterm will be like and so you can budget your time within the timed exam. The Midterm Exam will be available between 12:01am on Friday, July 6 –	DATE DUE

MIDTERM EXAM		11:59pm, Sunday, July 8.	
DATE	TOPICS and READINGS	ASSIGNMENTS	
Week 5 Unit 8		CAMERON, Ch. 3; SPEECH BY ELIZABETH I	DATE DUE
Unit 8: <i>Emergence of the Modern State and Modern Warfare</i>	<u>UNIT 8</u> <i>Emergence of the Modern State and Modern Warfare</i> READ: <ul style="list-style-type: none"> • CAMERON, Ch. 3, "War, Religion, and the State" • Elizabeth I, "Speech to the Troops at Tilbury"(1588) at Luminarium.org: http://www.luminarium.org/renlit/tilbury.htm • <u>PowerPoint Lecture: Unit 8</u> 	Week 5 Discussion Forum (Covers Unit 8)	
	No Quiz for Unit 8.	No Quiz for Unit 8 – those questions will be on the Midterm Exam, instead	
	UPCOMING: MIDTERM EXAM <ul style="list-style-type: none"> • Midterm Exam Study Guide (available 1 week before the exam) • You will have 120 minutes to take the exam. 	Midterm Practice Exam A Practice Exam is available for you to see what the Midterm will be like and so you can budget your time within the timed exam.	DUE: 11:59pm Sunday, July 8
DATE	TOPICS and READINGS	ASSIGNMENTS	
Week 5 MIDTERM EXAM	Practice Midterm Exam	MIDTERM EXAM The Midterm Exam will be available: 12:01am Friday, July 6 – 11:59pm, Sunday, July 8	DATE DUE
Midterm Exam Study Guide (Available 1 week before the exam)	A Practice Exam is available for you to see what the Midterm will be like and so you can budget your time within the timed exam. Practice Exam	MIDTERM EXAM	MIDTERM DUE: Sunday, July 8 11:59pm
DATE	TOPICS and READINGS	ASSIGNMENTS	

WEEK SIX Units 9-10 Quizzes for Units 9-10 Week 6 Discussion Forum	Monday, July 9 - Sunday, July 15		DATE DUE Sunday, July 15 11:59pm
Week 6 Unit 9		WIESNER; PRIMARY SOURCE DOCUMENTS RELATING TO WITCHCRAFT	DUE: Sunday, July 15 11:59pm
Unit 9: <i>Social Control and the State: the Witch Craze</i>	<u>UNIT 9:</u> <i>Social Control and the State: the Witch Craze</i> READ: <ul style="list-style-type: none"> Mary Wiesner, <i>Women and Gender in Early Modern Europe</i>, Ch. 7 3 Short Extracts from Documents relating to Witchcraft from the Internet Medieval Sourcebook: http://www.fordham.edu/halsall/source/witches1.asp "The Torture and Execution of Doctor Fian" [extract and transcription from the 1591 "Newes from Scotland", the earliest tract on Scottish witchcraft] at http://www.wnorton.com/college/english/nael/16century/topic_1/doctfian.htm <u>PowerPoint Lecture: Unit 9</u> 	Week 6 Discussion Forum (Covers Units 9 – 10)	
	<u>UNIT 9 QUIZ</u>	1. Unit 9 Quiz	DUE: 11:59pm Sunday, July 15
DATE	TOPICS and READINGS	ASSIGNMENTS	
Week 6 Unit 10		CAMERON, Ch. 4; VERMEER PAINTING	DATE DUE
Unit 10: <i>The New Economy and Colonial Enterprises</i>	<u>UNIT 10:</u> <i>The New Economy and Colonial Enterprises</i> READ: <ul style="list-style-type: none"> CAMERON, Ch. 4, "Colonies, Enterprises, and Wealth," pp. 138-170 STUDY Johannes Vermeer's painting, <i>Officer and the Laughing Girl</i> (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 <u>PowerPoint Lecture: Unit 10</u> 		11:59pm Sunday, July 15

	<u>UNIT 10 QUIZ</u>	1. Unit 10 Quiz	DUE: 11:59pm Sunday, July 15
	<i>PowerPoint Lecture Due (graduate credit only)</i>	11:59pm Sunday, July 15	
DATE	TOPICS and READINGS	ASSIGNMENTS	
WEEK SEVEN Unit 11 Quiz for Unit 11 Week 7 Discussion Forum Primary Source Assignment #3	Monday, July 16 - Sunday, July 22		DATE DUE 11:59pm Sunday, July 22
Week 7 Unit 11		CAMERON, Ch. 5; NEWTON & Primary Source Assignment #3	DATE DUE
Unit 11: <i>Rise of Modern Science and the Conflict Between Religion and Natural Philosophy</i>	<u>UNIT 11:</u> <i>Rise of Modern Science and the Conflict Between Religion and Natural Philosophy</i> READ: <ul style="list-style-type: none"> 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 <u>PowerPoint Lecture: Unit 11</u> 	Week 7 Discussion Forum (Covers Unit 11)	11:59pm Sunday, July 22
	<u>UNIT 11 QUIZ</u>	1. Unit 11 Quiz	
	<u>PRIMARY SOURCE ASSIGNMENT #3</u>	Primary Source	DUE:

	READ: <ul style="list-style-type: none"> Instructions for Primary Source Assignment #3 	Assignment #3	11:59pm Sunday, July 22
DATE	TOPICS and READINGS	ASSIGNMENTS	
WEEK EIGHT Unit 12 Quiz for Unit 12 Week 8 Discussion Forum	Monday, July 23 - Sunday, July 29		DATE DUE
Week 8 Unit 12		CAMERON, Ch. 6; MAGDEBURG	11:59pm Sunday, July 29
Unit 12: <i>The Thirty Years' War</i>	UNIT 12: <i>The Thirty Years' War</i> READ: <ul style="list-style-type: none"> CAMERON, Ch. 6, "Warfare, Crisis, and Absolutism," pp. <u>206-219</u> [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 <u>PowerPoint Lecture: Unit 12</u> 	Week 8 Discussion Forum (Covers Unit 12)	
	<u>UNIT 12 QUIZ</u>	1. Unit 12 Quiz	11:59pm Sunday, July 29
	<i>Graduate Reaction Paper #2 DUE (graduate credit only)</i>		11:59pm Sunday, July 29
DATE	TOPICS and READINGS	ASSIGNMENTS	
WEEK NINE Unit 13 Quiz for Unit 13 Week 9 Discussion Forum	Monday, July 30 - Sunday, August 5		DATE DUE
Week 9 Unit 13		CAMERON, Ch. 6; DOMAT	11:59pm Sunday August 5
			DATE DUE

Unit 13: <i>Absolutism and the New State</i>	UNIT 13: <i>Absolutism and the New State</i> READ: <ul style="list-style-type: none"> CAMERON, Ch. 6, "Warfare, Crisis, and Absolutism," pp. <u>219-230</u> ["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 PowerPoint Lecture: Unit 13 	Week 9 Discussion Forum (Covers Unit 13)	11:59pm Sunday August 5
	UNIT 13 QUIZ	1. Unit 13 Quiz	11:59pm Sunday August 5
	Graduate Reaction Paper #3 DUE (graduate credit only)		11:59pm Sunday August 5
WEEK TEN Unit 14 Quiz for Unit 14 Week 10 Discussion Forum Primary Source Assignment #4	Monday, August 6 - THURSDAY, August 9 (However, work for Week 10 will be accepted as "on time" through Sunday, August 12, at 11:59pm.)		DATE DUE
DATE	TOPICS and READINGS	ASSIGNMENTS	
Week 10 Unit 14		PRIMARY SOURCE READING LINKS & Primary Source Assignment #4 FINAL EXAM STUDY GUIDE (Available 1 week before the exam)	DATE DUE
Unit 14: <i>Everyday Life and the Structure of Society, Part II</i>	UNIT 14: <i>Everyday Life and the Structure of Society, Part II</i> READ: <ul style="list-style-type: none"> The First English Coffee-Houses, c. 1670-1675, at the Internet History Sourcebook: http://www.fordham.edu/Halsall/mod/1670coffee.asp 		11:59 pm, THURSDAY, August 9 (However, work for Week 10 will be

	<ul style="list-style-type: none"> 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 PowerPoint Lecture: Unit 14 		accepted as "on time" through Sunday, August 12, at 11:59pm.)
	<u>UNIT 14 QUIZ</u>	1. Unit 14 Quiz	DUE: 11:59pm THURSDAY, August 9
	<u>PRIMARY SOURCE ASSIGNMENT #4</u> READ: <ul style="list-style-type: none"> Jack Goldstone, "The Problem of the Early Modern World" Instructions for Primary Source Assignment #4 	Primary Source Assignment #4	(However, work for Week 10 will be accepted as "on time" through Sunday, August 12, at 11:59pm.)
DATE	TOPICS and READINGS	ASSIGNMENTS	
FINALS WEEK Final Exam	Monday, August 13 THE FINAL EXAM WILL BE AVAILABLE ONLINE between 12:01am and 11:59 pm, Monday, August 13 LATE WORK DEADLINE (LATE WORK WILL ONLY BE ACCEPTED FOR THE PRIMARY SOURCE ASSIGNMENTS. No other work will be accepted late without an agreed-upon exception. See syllabus policy for details.)	FINAL EXAM	
	FINAL EXAM STUDY GUIDE The Final Exam Study Guide will be made available one week prior to the exam.	Final Exam (You have 120 minutes to take this exam) THE FINAL EXAM WILL BE AVAILABLE ONLINE between 12:01am and 11:59pm, Monday, August 13	DUE: 11:59pm Monday, August 13

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

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

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Research or General Library Help

Academic Plaza Consultation Services library.uta.edu/academic-plaza

Ask Us ask.uta.edu/

Library Tutorials library.uta.edu/how-to

Subject and Course Research Guides libguides.uta.edu

Librarians by Subject library.uta.edu/subject-librarians

Research Coaches <http://libguides.uta.edu/researchcoach>

Resources

A to Z List of Library Databases libguides.uta.edu/az.php

Course Reserves pulse.uta.edu/vwebv/enterCourseReserve.do

FabLab fablab.uta.edu/

Scholarly Communications (info about digital humanities, data management, data visualization, copyright, open educational resources, open access publishing, and more) <http://library.uta.edu/scholcomm>

Special Collections library.uta.edu/special-collections

Study Room Reservations openroom.uta.edu/

Teaching & Learning Services for Faculty

Copyright Consultation library-sc@listserv.uta.edu

Course Research Guide Development, Andy Herzog amherzog@uta.edu or your subject librarian

Data Visualization Instruction, Peace Ossom-Williamson peace@uta.edu

Digital Humanities Instruction, Rafia Mirza rafia@uta.edu

Graduate Student Research Skills Instruction, Andy Herzog amherzog@uta.edu or your subject librarian

Project or Problem-Based Instruction, Gretchen Trkay gtrkay@uta.edu

Undergraduate Research Skills Instruction, Gretchen Trkay gtrkay@uta.edu or your subject librarian.

OTHER RESOURCES

Environmental Health & Safety (<http://www.uta.edu/ehsafety>)



GRADUATE CREDIT Readings and Themes

Students taking the course for graduate credit will choose one suggested reading from three different themes in the list below and write a reaction paper for each of your three chosen themes. Which readings and which themes you choose are up to you.

You must approve your choices with the instructor before you begin writing.

The Grand Narratives

What are the basic contours of early modern history? Can we get a complete overview of the era? How should we periodize these centuries?

Johan Huizinga, *The Waning of the Middle Ages* (New York: Doubleday, 1954), chapters 1–3, 11–14, 16–17.

AND

William Bouwsma, “The Waning of the Middle Ages Revisited,” in idem, *A Usable Past: Essays in European Cultural History* (Berkeley, CA: University of California Press, 1990), 325–335.

OR

Thomas A. Brady, Heiko A. Oberman, and James D. Tracy, “Introduction: Renaissance and Reformation, Late Middle Ages and Early Modern Era,” in idem, eds., *Handbook of European History, 1400–1600: Late Middle Ages, Renaissance, and Reformation*, 2 vols. (Grand Rapids, MI: W.B. Eerdmans, 1996), I: xiii–xxiv.

AND

Randolph Starn, “Review Article: The Early Modern Muddle,” *Journal of Early Modern History* 6:3 (2002): 296–307.

Humanism and Learning

What is “humanism”—a philosophy, an epistemology, both, or neither? What makes this a “rebirth”? Why now? What is its relationship to medieval thought? What are its sources?

Wallace K. Ferguson, “The Interpretation of Italian Humanism: The Contribution of Hans Baron,” *Journal of the History of Ideas* 19:1 (January 1958): 14–25; Hans Baron, “Moot Problems of Renaissance Interpretation: An Answer to Wallace K. Ferguson,” *Journal of the History of Ideas* 19:1 (1958): 26–34; Hans Baron, “Leonardo Bruni: ‘Professional Rhetorician’ or ‘Civic Humanist’?” *Past and Present* 36 (April 1967): 21–37; James Hankins, “The ‘Baron Thesis’ after Forty Years and Some Recent Studies of Leonardo Bruni,” *Journal of the History of Ideas* 56:2 (April 1995): 309–338.

OR

Anthony Grafton and Lisa Jardine, "Women Humanists: Education for What?" in *From Humanism to the Humanities: Education and the Liberal Arts in Fifteenth- and Sixteenth-Century Europe* (Cambridge, MA: Harvard University Press, 1986), 29–57.

Religious Protest and Reform

When did the Reformation begin? What were its causes? Where can we see its effects? Was it predominantly a theological, cultural, or social movement? Is it fair to speak of "The Reformation"?

Steven Ozment, "The Mental World of Martin Luther" and "Society and Politics in the German Reformation," in idem, *The Age of Reform, 1250–1550: An Intellectual and Religious History of Late Medieval and Reformation Europe* (New Haven, CT: Yale University Press, 1980), 223–289.

OR

Bernd Moeller, "Imperial Cities and the Reformation," in idem, *Imperial Cities and the Reformation: Three Essays*, ed. and trans. H.C. Erik Midelfort and Mark U. Edwards, Jr. (Philadelphia, PA: Fortress Press, 1972), 41–115.

OR

Robert W. Scribner, "Incombustible Luther: The Image of the Reformer in Early Modern Germany," *Past and Present* 110 (1986): 38–68; Gerald Strauss, "Success and Failure in the German Reformation," in *Past and Present* 67 (May 1975): 30–63.

Trent and its Impact

Was the Catholic reform movement a Counter-Reformation, or an organic movement on its own terms? What were its origins and its consequences, social as well as theological? What methodology or methodologies are most useful for understanding early modern religion?

Giuseppe Alberigo, "The Council of Trent," in John O'Malley, ed., *Catholicism in Early Modern History: A Guide to Research* (St. Louis, MO: Center for Reformation Research, 1988), 211–226.

OR

John O'Malley, "Introduction" and "Conclusion," in idem, *Trent and All That: Renaming Catholicism in the Early Modern Era* (Cambridge, MA: Harvard University Press, 2000), 1–15, 119–143.

OR

Peter Burke, "How to become a Counter-Reformation Saint," in idem, *The Historical Anthropology of Early Modern Italy: Essays on Perception and Communication* (Cambridge, 1987), chapter 5.

Sociability and the Urban Landscape

How did people interact in early modern Europe? What rights and obligations did the individual have vis-à-vis his/her society? How was community defined and perpetuated? Which social bonds were most meaningful? What did it mean to live in a Renaissance city?

Natalie Zemon Davis, "The Reasons of Misrule: Youth Groups and Charivaris in Sixteenth-Century France," *Past and Present* 50 (February 1971): 41–75.

OR

Robert C. Davis, "The Geography of Gender in the Renaissance," in Judith C. Brown and Robert C. Davis, eds., *Gender and Society in Renaissance Italy* (New York: Longman, 1998), 19–38.

OR

Natalie Zemon Davis, "Boundaries and the Sense of Self in Sixteenth-Century France," in Thomas C. Heller, et al., eds., *Reconstructing Individualism: Autonomy, Individuality, and the Self in Western Thought* (Stanford, CA: Stanford University Press, 1986), 53–63, 332–336.

OR

Ronald Weissman, "The Importance of Being Ambiguous: Social Relations, Individualism, and Identity in Renaissance Florence," in Susan Zimmerman and R. Weissmann, eds., *Urban Life in the Renaissance* (Newark, DE: University of Delaware Press, 1989), 269–280.

Sexuality and the Family

How were men and women different or similar: mentally, physically, culturally? How did the family mediate between self and society? What are the advantages and limitations of demographic history? What other approaches can we use to investigate private life?

Michael Stolberg, "A Woman Down to Her Bones: The Anatomy of Sexual Difference in the Sixteenth and Early Seventeenth Centuries," *Isis* 94:2 (2003): 274–299; Thomas W. Laqueur, "Sex in the Flesh," *ibid.*, 300–306; Londa Schiebinger, "Skelettstreit," *ibid.*, 307–313.

OR

Gianna Pomata, "Menstruating Men: Similarity and Difference of the Sexes in Early Modern Medicine," in Valeria Finucci and Kevin Brownlee, eds., *Generation and Degeneration: Tropes of Reproduction in Literature and History from Antiquity to Early Modern Europe* (Durham, NC: Duke University Press, 2001): 109–152.

OR

Richard C. Trexler, "Father and Son," in *idem*, *Public Life in Renaissance Florence* (New York: Academic Press, 1980), 159–186.

Economies, Gifts, and Material Culture

What approach do economic historians take to the past? What does "economy" mean in the early modern context? What does the gift economy imply? Is there capitalism in early modern Europe? How do material objects enrich our understanding of this culture?

Philip T. Hoffman, Gilles Postel-Vinay, & Jean-Laurent Rosenthal, "Information and Economic History: How the Credit Market in Old Regime Paris Forces Us to Rethink the Transition to Capitalism," *The American Historical Review* 104:1 (February 1999): 69–94.

OR

Sharon Kettering, "Gift-giving and patronage in Early Modern France," *French History* 2 (1988): 131–151.

OR

Jane Fair Bestor, "Marriage Transaction in Renaissance Italy and Mauss's 'Essay on the Gift'," *Past & Present* 164 (August 1999): 6–46.

OR

Valentin Groebner, "Black Money and the Language of Things: Observations on the Economy of the Labouring Poor in Late Fifteenth-Century Nuremberg," *Tel Aviver Jahrbuch für deutsche Geschichte* 22 (1993): 275–291.

OR

Patricia Allerston, "Clothing and early modern Venetian society," *Continuity and Change* 15:3 (2000): 367–390.

OR

Tara E. Nummedal, "Practical Alchemy and Commercial Exchange in the Holy Roman Empire," in Pamela H. Smith and Paula Findlen, eds., *Merchants and Marvels: Commerce, Science and Art in Early Modern Europe* (New York: Routledge, 2002), 201–222.

Travel and the Edges of the World

How and why did "discovery" happen? What was the effect on Europeans of discovering new places and people? On what grounds were transcultural interactions negotiated? Where did the familiar end and the unknown begin? What was exchanged between Europe and the wider world?

Andrew C. Hess, "The Ottoman Conquest of Egypt (1517) and the Beginning of the Sixteenth-Century World War," *International Journal of Middle East Studies* 4:1 (1973): 55–76.

OR

Amanda Wunder, "Western Travelers, Eastern Antiquities, and the Image of the Turk in Early Modern Europe," *Journal of Early Modern History* 7:1/2 (2003): 89–119.

OR

Anthony F. D'Elia, "Genealogy and the Limits of Panegyric: Turks and Huns in Fifteenth-Century Epithalamia," *Sixteenth Century Journal* 34:4 (Winter 2003): 973–991.

OR

John H. Elliott, "The Process of Assimilation," in idem, *The Old World and the New, 1492–1650* (Cambridge: Cambridge University Press, 1970), 28–53.

OR

Deanna MacDonald, "Collecting a New World: The Ethnographic Collections of Margaret of Austria," *Sixteenth Century Journal* 33:3 (Fall 2002): 649–664.

OR

Walter D. Mignolo, "The Darker Side of the Renaissance: Colonization and the Discontinuity of the Classical Tradition," *Renaissance Quarterly* 45:4 (Winter 1992): 808–828.

Reconsidering the State

Is there a state in early modern Europe? How wide is its reach, and how does it interact with its subjects? Is our current definition of a state—an entity that collects taxes, wages war, regulates the flow of information, and conducts diplomacy—applicable to this period?

Gordon Griffiths, "The State: Absolute or Limited?" in Robert M. Kingdon, ed., *Transition and Revolution: Problems and Issues of European Renaissance and Reformation History* (Minneapolis, MN: Burgess Publishing Company, 1974), 13–32.

OR

Garrett Mattingly, "The Machinery of Renaissance Diplomacy," "The Duties of a Renaissance Ambassador," and "The European Powers," in idem, *Renaissance Diplomacy* (New York: Dover Publications, 1988), 87–114.

OR

Clifford J. Rogers, ed., *The Military Revolution Debate: Readings on the Military Transformation of Early Modern Europe* (Boulder, CO: Westview Press, 1995).

OR

Valentin Groebner, "Describing the Person, Reading the Face in Renaissance Europe: Identity Papers, Vested Figures, and the Limits of Identification, 1400–1600," in Jane Caplan and John Torpey, eds., *Documenting Individual Identity: The Development of State Practices in the Modern World* (Princeton, NJ: Princeton University Press, 2001), 15–27.

Court Culture and the Flourishing Arts

What function did the court play, and who was it for? Is the court as a cultural institution stagnant or progressive? Did court society contribute to the stability of political life? What were the attractions of court life, and who participated? Does art flourish more at court than elsewhere?

John Adamson, *The princely courts of Europe: ritual, politics and culture under the Ancien Regime, 1500–1750* (London: Weidenfeld and Nicolson, 1999).

OR

Mario Biagioli, "Galileo the Emblem Maker," *Isis* 81:2 (June 1990): 230–258.

OR

Orest Ranum, "Courtesy, Absolutism, and the Rise of the French State, 1630–1660," *Journal of Modern History* 52 (1980): 426–451.

OR

Peter Burke, "Introducing Louis XIV," "Persuasion," "Sunrise," "The Crisis of Representations," and "The Reception of Louis XIV," in idem, *The Fabrication of Louis XIV* (New Haven, CT: Yale University Press, 1994), 1–48, 125–134, 151–177.

OR

Monika Schmitter, "'Virtuous Riches': The Bricolage of *Cittadini* Identities in Early-Sixteenth-Century Venice," *Renaissance Quarterly* 57:3 (Fall 2004): 908–969.

Thinking the Unthinkable?

What is unthinkable and why? Why study what is, by definition, peripheral to this story? How do we investigate these issues and problems? Was it possible to be an atheist? Is witchcraft a religious or social issue? Who was involved? What threatened early modern states and society, and why? What forecasts the end of "early modern Europe"?

John Edwards, "Religious faith and doubt in late medieval Spain: Soria circa 1450–1500," *Past and Present* 120 (August 1988): 3–25; C. John Sommerville, "Debate: Religious faith, doubt, and atheism," *Past and Present* 128 (August 1990), 152–155; John Edwards, "Reply," *ibid.*, 155–161.

OR

Lyndal Roper, "'Evil Imaginings and Fantasies': Child-Witches and the End of the Witch Craze," *Past & Present* 167 (2000): 107–139; Lyndal Roper, "Witchcraft and Fantasy," *History Workshop Journal* 45 (1998): 265–271.

OR

Brendan Dooley, "*Veritas Filia Temporis*: Experience and Belief in Early Modern Culture," *Journal of the History of Ideas* 60:3 (July 1999): 487–504.

OR

Richard H. Popkin, *The History of Scepticism: From Savonarola to Bayle* (New York: Oxford University Press, 2003).

OR

Quentin Skinner, *The Foundations of Modern Political Thought*, 2 vols. (Cambridge: Cambridge University Press, 1978), II: chapters 7 & 9.