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

The requirements for the course include:
1) Regular, on-time attendance in class.
2) Regular, informed participation in the weekly discussions.
3) An analysis of a primary document (length: 1000 words; i.e., 3-4 typed pages), due at the beginning of class on Friday, 6 February. A fuller explanation of the assignment will be distributed separately.
4) An essay of about 1500 words (5-6 typed pages), based on Jean de Léry, History of a Voyage to the Land of Brazil. First draft due at the beginning of class on Friday, 20 February; revised draft due at the beginning of class on Monday, 1 March. Details on a separate sheet.
5) An hour examination on Friday, 5 March.
6) An essay of 5-6 pages (1500 words) on Natalie Zemon Davis, Women on the Margins. First draft due at the beginning of class on Friday, 16 April; revised draft due at the beginning of class on Monday, 26 April. Once again, a separate sheet will provide the details.
7) A final examination, which will be scheduled by the Registrar.

All students should purchase the following paperback books:
- Natalie Zemon Davis, Women on the Margins
- Carlo Ginzburg, The Cheese and the Worms
- Jean de Léry, History of a Voyage to the Land of Brazil
- Geoffrey Parker, Philip II (fourth edition)
- Marcus Rediker, Between the Devil and the Deep Blue Sea
- Stephen Shapin, The Scientific Revolution

Recommended:
Students wishing a very brief narrative account are advised to consult the following textbook, two copies of which are on General Reserve: John Merriman, *A History of Modern Europe*, volume 1. The appropriate pages are listed in the assignments below as JM.

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

The history department has implemented the following draconian policy on attendance: Students are required to attend all classes for the successful completion of the course. Unexcused absences will result in a lower grade.

**SCHEDULE OF READINGS AND DISCUSSIONS**


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

23 Discussion: Doing History
   Reading: primary documents (handout)

II. 26 Jan. L: The Origins of the Renaissance in Italy
   JM, pp. 47-60

28 L: Renaissance Structures and Cultures
   JM, pp. 60-86

30 D: Humanist Views of Life and Society
   Reading:
   Petrarch, “Selected Letters”
   http://www.fordham.edu/halsall/source/petrarch1.html
   Salutati, “Letter to Giuliano Zonarini”(Blackboard)
   Petrus Paulus Vergerius, “The New Education”
   http://www.fordham.edu/halsall/source/vergerius.html
   Cassandra Fedele, “Oration in Praise of Letters,” and Laura Cereta,
   “Defense of the Liberal Instruction of Women,” in *Her Immaculate Hand, Selected Works By and About the Women Humanists of Quattrocento Italy*, pp. 74-77 and 81-84 (Blackboard)
   Giovanni Pico della Mirandola, “Oration on the Dignity of Man”
   http://cscs.umich.edu/~crshalizi/Mirandola/

III. 2 Feb. L: The Coming of the Reformation
Reading:
Erasmus, from The Praise of Folly (Blackboard)
JM, pp. 87-99

4 L: Patterns of Reformation
Reading:
Martin Luther, from The Freedom of a Christian (Blackboard)
Martin Luther, “Sermon on threefold Righteousness”
http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/3for msrt.html
“The Schleitheim Confession of Faith” (Blackboard)
John Calvin, “Of Justification by Faith,” only sections 1, 2, 4, 13-16, 18, 21, and 23
http://www.smartlink.net/~douglas/calvin/bk3ch11.html#one.htm
JM, pp. 99-137

6 D: Reforming Christian Doctrine and Practice
Reading:
Ignatius Loyola, from The Spiritual Exercises (Blackboard)
Council of Trent documents (Blackboard)
Teresa of Avila, The Way of Perfection, Chapter 21
Lucas Cranach the Younger, “Two Kinds of Preaching” (handout)
Analysis of primary document due (see #3, above)

IV. 9 Feb. L: Religion and Civil Strife I: Empire and War in Central Europe
JM, pp. 159-177

11 L: Religion and Civil Strife II: States and Revolts in Western Europe
Reading: Parker, Philip II, chaps. Four, Six, Seven
JM, pp. 138-159

13 D: Power and Its Limits in an Era of Religious Polarization
Reading: Parker, Philip II, remaining chapters

V. 16 Feb. L: The First European Empires
Reading: Léry, History of a Voyage, pp. xv-lxii, 225-231
JM, pp. 38-46

18 L: The First Global Empires
Reading: Léry, History of a Voyage, pp. 3-111, 232-243
JM, pp. 316-323, 451-462

20 D: Intercultural Encounters: “Europeans” and “Others”
Reading: Léry, History of a Voyage, pp. 112-224, 243-256
Draft Essay due (see above, #4)
JM, pp. 181-197, 222-231, 274-299

25 L: The United Provinces and England: Revolt, Republic, and Restoration
JM, pp. 197-222, 232-273

27 D: Representations of Power
Viewing:
Titian, Charles V, 1533
Titian, Emperor Charles V Seated, 1548
http://www.abcgallery.com/T/titian/titian54.html
workshop of François Clouet, Henri II [as model for earlier Henri II],
mid-16th century
http://www.insecula.com/oeuvre/photo_ME0000057468.html
attributed to the Flemish School, portrait of Princess Elizabeth, c.1546-47
http://www.tudor-portraits.com/Elizabeth5.jpg
attributed Nicholas Hilliard, Phoenix Portrait [Elizabeth I], 1572
http://www.tudor-portraits.com/Elizabeth20.jpg
Quentin Metsys the Younger, Siena Portrait [Elizabeth I], c.1580
http://www.tudor-portraits.com/Elizabeth11.jpg
Marcus Gheeraerts, Elizabeth I, 1585 http://www.tudor-portraits.com/Elizabeth27.jpg
Titian. Portrait of Philip II in Armor. c.1550-51
http://www.abcgallery.com/T/titian/titian63.html
Titian. Portrait of Philip II. c.1554
http://www.abcgallery.com/T/titian/titian64.html
Antonio Moro, Philip II, 1557 (Blackboard)
Sofonisba Anguissola, Portrait of Philip II, 1573
http://www.mystudios.com/women/abcde/sofonisba_philip.html
after Franz II Pourbus, Henri IV, early 17th century
http://www.musee-chateau-pau.fr/pages/page_id18002_u1l2.htm
Hyacinthe Rigaud, portrait of Louis XIV, c. 1700
Diego Velazquez, Philip IV, c. 1624-27
Diego Velazquez, Philip IV of Spain in Brown and Silver, 1631-32
http://www.nationalgallery.org.uk/cgi-bin/WebObjects.dll/CollectionPublisher.woa/wa/largeImage?workNumber=NG1129&collectionSection=work
Diego Velazquez, Equestrian Portrait of Philip IV, 1635-36
school of Peter Paul Rubens, Philip IV on horseback, before 1651
http://www.arca.net/uffizi/img/792.jpg

VII. 1 Mar.  L: Nobility over Monarchy: Poland, Sweden, and the Ottoman Empire
Revised Essay due (see above, #4)

3 L: Monarchy over Nobility: Austria, Prussia, and Russia
   JM, pp. 299-310, 311-316, 432-436

5 HOUR TEST

SPRING VACATION

VIII. 15 Mar. L: “Elite” Culture and “Popular” Culture
       Reading: Ginzburg, The Cheese and the Worms, Translators’ Note, both
               Prefaces, and Sections 1-14, including endnotes (pp. viii-xxvi, 1-32,
               129-149)

17 L: Mentalities, Moods, and Misbehavior
    Reading: Ginzburg, The Cheese and the Worms, Sections 15-42, including
             endnotes (pp. 32-86, 149-164)
    JM, pp. 393-398

19 D: Religious Mentalities and Attempts to Impose Orthodoxy
    Reading: Ginzburg, The Cheese and the Worms, Sections 43-62, including
             endnotes (pp. 86-128, 164-172)

IX. 22 Mar. L: Classical and Renaissance Science
       JM, pp. 327-330

24 L: The “Scientific Revolution”
    Reading: Shapin, The Scientific Revolution chap. II
    JM, pp. 331-353

26 D: What Could Early Modern Science Explain?
    Reading: Shapin, Scientific Revolution, chap. III

X. 29 Mar. L: Social Structures and Social Strains
       JM, pp. 354-366, 384-393

31 L: Families Made and Unmade

2 Apr. D: Identity Masked and Unmasked
       Reading: Jean de Coras, “A Memorable Decision” (Blackboard)
       Viewing: Daniel Vigne, “The Return of Martin Guerre”

XI. 5 Apr. L: Economies: From “Long 16th Century” to “17th-Century Crisis”
       Reading: start Rediker, Between the Devil and the Deep Blue Sea
7 L: Atlantic Transformations  
Reading: continue Rediker, Between the Devil and the Deep Blue Sea  
JM, pp. 384-397

9 D: Atlantic Labor  
Reading: finish Rediker, Between the Devil and the Deep Blue Sea

XII. 12 Apr. L: Economic Transformations in the 18th Century  
Reading: Davis, Women on the Margins, pp. 1-62, 219-259  
JM, pp. 366-384

14 L: Imperial Competition and World Wars  
Reading: Davis, Women on the Margins, pp. 63-139, 259-295  
JM, pp. 442-72, 484-87

16 D: Women and Gender Identity in an Age of Globalization  
Reading: Davis, Women on the Margins, pp. 140-216, 295-339  
Draft Essay due (see #6, above)

XIII. 19 Apr. L: What was the Enlightenment?  
Reading: start Friday’s reading (see separate sheet)  
JM, pp. 399-427

21 L: How Has the Enlightenment Been Understood?  
Reading: continue Friday’s reading (see separate sheet)  
JM, pp. 436-441

23 D: A Salon  
Reading: finish assignment (see separate sheet)

XIV. 26 Apr. L: What was Enlightened about Enlightened Absolutism?  
Reading: start Friday’s reading  
JM, pp. 427-436  
Revised Essay due (see #6, above)

28 L: Atlantic Revolutions  
Reading: continue Friday’s reading  
JM, 472-484, 491, 495-547

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

Date TBA  FINAL EXAMINATION
Hello and welcome to Crash Course European history, I'm John Green, and as you may know medieval Europe has a terrible reputation. We often hear that it was disease and famine-ridden (which it was). The Early Modern age witnessed the ascent of Western Europe to global political, economic, and technological dominance. This ascent was gradual; only toward the end of the Early Modern age did Western power clearly surpass that of rival civilizations. Europe's chief rivals were found in the Middle East (Ottoman Empire), South Asia (Mughal Empire), and East Asia (Ming/Qing China). The Early Modern age can be divided into two periods: the Reformation (ca. 1500-1650; see Reformation) and the Enlightenment (ca.