

Spring 2018
T/Th10–11 in Sever 202

History 1155
Early Modern Europe (1450-1789)

course homepage: <https://canvas.harvard.edu/courses/30537>

This survey course explores European history from the end of the Middle Ages to the eighteenth century. Topics include the Renaissance in Southern and Northern Europe, the Reformation and the wars of religion, the rise of absolutism, the Enlightenment, and the causes of the French Revolution. The course will introduce students to key figures (such as Machiavelli, Luther, Montaigne, Bacon, and Voltaire) as well as to topics in cultural and everyday history.

Course goals:

- To learn about some of the remarkable developments in the political, social, economic, cultural, religious, and intellectual history of early modern Europe
- To appreciate the complex interactions of different themes and of continuity and change more generally through studying primary sources
- To develop your skills in critical reading and argumentation (reading primary sources and discussing them in section), and your skills in textual analysis (source reviews) and synthetic essays (essay questions on exams)
- To make some choices of your own within the course, among reading assignments and historical films for written analysis.

Instructors

Prof. Ann Blair

Dept of History, CGIS South #437 (1730 Cambridge St)

email: amblair@fas; phone 5-0752

Office hours: Mon 2-4pm. Please sign up for a slot in office hours (course homepage) whenever possible to avoid congestion.

(I also hold office hours on Wednesday mornings 10:30-noon for DUS business in Robinson 100, so if Mon 2-4 doesn't work for you, feel free to sign up for those instead. Find the link for them on my dept webpage and please note the different location!)

TFs:

Nate Aschenbrenner, aschenbrenner@fas

office hours: TBA Sign up from the course homepage.

Daria Kovaleva, dkovaleva@g.harvard.edu

office hours: TBA Sign up from the course homepage

Requirements:

-regular attendance and participation in section (20%)

-midterm (March 6) (20%)

-3 short papers (35%; 3-4 pages/900-1200 words; 10% for each of the primary source analyses and 15% for the movie analysis)

- two primary source analyses discussing the assigned primary source for a given week, due AT THE BEGINNING OF SECTION that week. One source review is due in Week 3 or Week 4; a second source review is due in a week of your choosing among Weeks 8-12 (students will sign up in section 1 to distribute their source reviews across the various weeks)
- one historical film analysis on a movie of your choice, viewed on your own time. We will provide a list of suggested films but you may choose another historical film with instructor approval. To be discussed in the final section and DUE on WED MAY 2—last day of reading period

-final exam (25%); preceded by an optional review session on Wed May 2 time TBA [graduate students taking the course will be asked to write a more substantial movie review ca. 8pp/2500 words including some research into the topic depicted in the movie.]

Course policies:

Honor Code: Members of the Harvard College community commit themselves to producing academic work of integrity—that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions. Cheating on exams or written analyses, plagiarizing or misrepresenting the ideas or language of someone else as one's own, or any other instance of academic dishonesty violates the standards of our community, as well as the standards of the wider world of learning and affairs.

Collaboration policy: Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen primary sources or film with your peers, particularly if you are working on the same materials as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the material. You must also adhere to standard history citation practices and properly cite any books, articles, websites, lectures, etc. that have helped you with your work; see "Writing with Sources: A Guide for Harvard Students" (available on-line if you've lost your copy). Please note that plagiarism is a serious offense; this course will enforce College policy on academic honesty. (In the interest of proper attribution, note that this paragraph is derived from one of Harvard's suggested collaboration policies.)

Disability policy: Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term, **Fri Feb 2**. Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential, although Faculty are invited to contact AEO to discuss appropriate implementation.

Discussion sections: This course places a high priority on the discussion of assigned primary sources in section (marked with a * in the syllabus); sections are therefore an

integral part of the course and do not duplicate the lectures. **Students in the course must be enrolled in a section and attendance at section is mandatory.** Students will not be excused from section without a valid reason, viz. a medical or family emergency. If you have to be absent, please contact your TF as soon as possible; you may be asked to write a 1–2 page paper on that week’s reading, to help you master the material. Any student with more than three unexcused absences from section will be failed from the course.

Deadlines: Barring medical or family emergencies, requests for extensions for the primary source reviews will not be granted, since completion of the assignment BEFORE the section will be beneficial to the section discussion. Late papers will be graded down by one third of a letter grade a day, viz. an A paper that is one day late becomes an A– paper, etc. Failure to complete any of the major course requirements (midterm, final exam) will result in a failing grade for the course.

Available at the COOP and on reserve in Lamont:

Anthony Grafton and David Bell, *The West: A New History*, vol. 2 (Norton, 2018). ISBN: 978-0-393-66450-8. Vol. 2 starts with the Renaissance and goes to the present, but we’ll only use the sections down to the French revolution. (chs. 10–15). **PLEASE NOTE: THE ONLY PLACE TO BUY THIS BOOK IS THE HARVARD COOP.** Here’s why: We’ll be using a special preview edition (it will be officially released July 2018 for \$113 on Amazon); our preview edition will cost \$55, (\$50 for COOP members given their discount). The downside: none of the online supplements mentioned in the book are available yet.

All the other readings are available from the course website, but many are also available for purchase if you’d like to own them and for check out from the libraries.

Syllabus

Week 1 (Jan 22): getting started

T lecture 1: introduction

Th lecture 2: Europe ca 1500

No section this week

Week 2 (Jan 29): structures of every day life

Monday evening, 7-9pm, Sever 202: Movie screening of *The Return of Martin Guerre*. We will discuss this film in section this week; if you cannot attend this screening, please view the movie on your own before section (DVD is on reserve in Lamont)

T lecture 3: rural life

Section 1—discussing Fedden/Gouberville and the movie

Th lecture 4: urban life

Reading:

*Katharine Fedden, ed. and tr., *Manor life in old France: from the Journal of the sire de Gouberville for the years 1549-1562*, 1–35, 106–15.

Grafton and Bell, 332 (+ skim 330–335 for general background)

Week 3 (Feb 5): humanism and printing

T lecture 5: Renaissance humanism

Section 2: discussing Petrarch and Machiavelli ; primary source review due before section (your choice of this week or next week)

Th lecture 6: printing

Special outing Friday 9–12pm: visit to Houghton Library in groups of 15 (90 minutes each)—for those who absolutely cannot attend segments from HarvardX course “The Book” will be assigned

Reading:

*Petrarch, *Letters on Familiar Matters*, IV, 1 (Mont Ventoux), XII, 2 (education of a prince), XIII, 7 (mania for writing), XVI, 4 (wavering faith), XXI, 8 (heroic women), XXIII, 21 (to Caesar), XXIV, 3-4 (to Cicero), 7 (to Quintilian), 8 (to Virgil), 13 (to his “Socrates”—his friend Ludwig van Kempen). *Seniles* 18.1 (Letter to posterity), tr. James Harvey Robinson (1914).

*Machiavelli, *Discourses*, excerpts; *Letter to Francesco Vettori, 10 December 1513*. Grafton and Bell, 324–30, 337–39 (top of page), 349–51

Week 4 (Feb 12): religious Reformations

T lecture 7: Protestantisms

Section 3: discussing Luther, Calvin and Sadoletto; primary source review due before section (if you did not submit one in Week 3)

Th lecture 8: Catholic movements

Reading:

*Luther, [*Address to the Christian nobility of the German nation, 1520*](#)

*John Calvin and Jacopo Sadoletto, *A Reformation Debate*, ed. John Olin Grafton and Bell, pp. 370–90 and 394–96

Week 5 (Feb 19): cultural consequences of disruption

T lecture 9: the witchcraze

Section 4: discussing the witchcraze

Th lecture 10: wars of religion and political thought

Reading:

*Jean Bodin, *On the Demon-mania of witches* (1586), tr. Randy Scott (1995), excerpts

*Michel de Montaigne, Book III, ch. 11 (“Of the lame”)

*[Short sources on witchcraft](#): *Malleus maleficarum*; Witch trials at Trier, Bonn, Bamberg and Würzburg
Grafton and Bell, pp. 398–406

Week 6 (Feb 26): civil war in England

T lecture 11: English civil war I

Section 5: discussing the causes of the English civil war

Th lecture 12 : English civil war II + some midterm review

Reading:

*Grand Remonstrance of the English Parliament and the response of Charles I; Nathaniel Crouch, *Death of Charles I*; + one other text of your choice from [this list](#)
Grafton and Bell, 390, 440–46

Week 7 (March 5): midterm interlude

T : in-class midterm
Section 6: visit to map room
Th: visit to Art Museum

Reading:

Grafton and Bell, 359, 361–67, 433–34, 441–42, 466–70, 494, art on 529–30.

Spring break (March 12–16)

Week 8 (March 19): political configurations

T lecture 13: absolutism in France (Louis XIII and XIV)
Section 7: discussing the letters of Charlotte von der Pfalz (some source reviews due)
Th lecture 14: Free Imperial Cities and the Holy Roman Empire [guest lecturer: Dr Anja-Silvia Goeing]

Reading:

Short translated text relating to Dr. Goeing's lecture TBD

* [*The Correspondence of Madame Princess Palatine*](#), ed and tr. Katharine Prescott Wormeley (1899), pp. 1-16 (introduction), pp. 39-81 (correspondence).

Grafton and Bell, 419–21, 430–36 (top of page)

Week 9 (March 26) : scientific revolution

T lecture 15: the New Science
Section 8: discussing Bacon and Descartes (some source reviews due)
Th lecture 16: discovering new places

Reading:

*Francis Bacon, [*Novum organum*](#) excerpts (preface, dedication, distribution of the works)

*Descartes, [*Discourse on Method*](#), parts. 1–4

Grafton and Bell, 345–49, 351–56, 411–19, 438

Week 10 (April 2): Expanding Horizons

T lecture 17: the Ottoman Empire [guest lecturer: Daria Kovaleva]
Section 9: discussing Cabeza de Vaca, Evliya Çelebi, and Lady Mary Wortley Montagu (some source reviews due)
Th lecture 18: global trade

Reading:

*Cabeza de Vaca, excerpts

*Evliya Çelebi, *An Ottoman Traveller*, excerpts

*Lady Mary Wortley Montagu, *Complete Letters*, ed. Robert Halsband, vol 1: 1708-1720, excerpts

Giancarlo Casale, *Ottoman Age of Exploration*, (Oxford, 2010), 3–12, 196–203

Grafton and Bell, 446, 459–63; + on Ottomans: 335, 485 (siege of Vienna), 495 (coffeehouses)

Week 11 (April 9): Ancients and moderns

T lecture 19: Imperial programs [guest lecturer: Nate Aschenbrenner]

Section 10: discussing Spinoza and Montesquieu (some source reviews due)

Th lecture 20: Early Enlightenment

Reading:

*Benedict de Spinoza, [*Theological-Political Treatise*](#), preface, chs. 19 and 20, pp. 2-8, 150-62

*Charles-Louis de Secondat, Baron de Montesquieu, [*Considerations on the Causes of the Greatness of the Romans and their Decline*](#), 445–61, 470–81

James Muldoon, *Empire and Order: The Concept of Empire, 800–1800* (New York, 1999), 114–38

Grafton and Bell, 495–502

Week 12 (April 16): Toward the French Revolution

T lecture 21: 18th century Enlightenment

Section 11: discussing the *Rights of Man* and Edmund Burke (some source reviews due)

Th lecture 22 : The French Revolution

Reading:

*Voltaire, [*Letters on England*](#), 5 (Church of England), 7 (Socinians), 10 (trade), 13 (Locke), 14 (Descartes and Newton)

*D'Alembert and Diderot, [*Encyclopédie*](#), excerpts + some student choice

**Declarations of the Rights of Man* (1789), excerpts

Week 13 (April 23): wrapping up

T lecture 23—last lecture

Final section: discuss historical movies and the movie review

Reading:

Robert A. Rosenstone, “History in Images/History in Words: Reflections on the Possibility of Really Putting History onto Film,” *The American Historical Review*, 93, no. 5 (December, 1988), 1173-85; David Herlihy, “Am I a Camera? Other Reflections on Films and History,” *The American Historical Review*, 93, no. 5 (December, 1988), 1186-92.

Movie review due Wed May 2 at noon

Review session Wed May 2 ca. 5pm (Sever 202)

Final exam: Friday May 11, 9am (location TBD)