

SYLLABUS FOR EUH 3202: EARLY MODERN EUROPE, 1500-1700 (FALL 2019)



Hieronymus Bosch, *The Garden of Earthly Delights* (ca. 1510), Museo Nacional del Prado (Madrid)

CLASS SCHEDULE: T: 10:40AM–11:30AM/R: 10:40AM–12:35PM in 105 Keene-Flint Hall

Professor Anton Matytsin
Office: 230 Keene-Flint Hall
Office Hours: W: 2:00–4:00PM
E-mail: matytsina@ufl.edu

COURSE DESCRIPTION: This course will introduce students to the essential transformations that occurred in Europe between the late fifteenth and the early eighteenth centuries. Through lectures and weekly discussions, we will examine both the most dramatic changes and the most notable continuities in Europe's political dynamics, social relations, economic activities, intellectual life, religious thought, and culture. We will pay particular attention to the mutations in the nature of political authority and the emergence of increasingly centralized nation states, the economic and social dynamics, the role of religion in everyday life, and the forms and uses of knowledge. We will treat such topics as the Renaissance, the Reformation, the pattern of European contacts with the rest of the world, the rise of absolutism and constitutional monarchy, and the intellectual transformations during Scientific Revolution.

LEARNING GOALS:

(1) The main objective of the course is to provide students with an overview of the major developments in Early Modern Europe from a variety of perspectives. To this end, students will encounter a broad range of primary sources and secondary sources. The lectures and secondary sources will offer students contextual understanding and factual grounding. An extended exposure to primary sources will allow the students to have a first-hand experience of the period.

(2) Students will learn to read primary sources in a critical fashion, seeking to understand how and why these texts were produced and how they were received by contemporaneous audiences and by modern historians.

(3) The written assignments will enable the students to analyze these primary sources while improving their ability to express their ideas and arguments in a clear and convincing fashion.

(4) The discussions will let students to actively engage with the readings, their professor, and their peers. Students will be asked to argue a variety of perspectives and defend different points of view.

REQUIRED TEXTS:

- Euan Cameron, *Early Modern Europe: An Oxford History* (Oxford UP, 1999) ISBN: 9780198207603
- Barbara Diefendorf, *The Saint Bartholomew's Day Massacre: A Brief History with Documents*, (Bedford, 2009) ISBN: 9780312413606
- Margaret King, *Reformation Thought: An Anthology of Sources* (Hackett, 2016) ISBN: 9781624665172
- Diarmaid MacCulloch, *The Reformation: A History* (Penguin, 2005) ISBN: 9780143035381
- Niccolo Machiavelli, *The Prince* (Penguin Classics, 2003) ISBN: 9780140449150

ASSIGNMENTS AND EVALUATION:

Participation and Professionalism (20%)

Papers (35%)

Mid-Term Exam (20%)

Final Exam (25%)

Note: You must complete all assignments in order to pass the course.

Grading Scale:

A = 100–93 B = 86–83 C = 74–71 D = 62–60

A- = 92–90 B- = 82–79 C- = 70–67 D- = 59–56

B+ = 89–87 C+ = 78–75 D+ = 66–63 F = below 55

For more information see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Participation and Professionalism (20%):

A) Attendance: You are expected to attend all scheduled meetings, complete all the assigned readings, participate in discussion, and behave in a respectable and collegial manner. You will be permitted **two absences** over the course of the term; every unexcused absence thereafter will lower your participation grade by one third. It is also important to arrive to class on time. Punctuality is a show of respect for your instructor and classmates and is important not just in class but in a job and your eventual career. Guidelines for excused absences can be found here:

<https://catalog.ufl.edu/ugrad/1617/regulations/info/attendance.aspx#absences>.

B) Readings: Please come to each lecture class having completed the assigned readings for that day. “To complete the readings” means allowing yourself sufficient time both to read through the assigned materials and to think about them. Please bring all assigned readings to class on the day for which the reading has been assigned. It is your responsibility to contact me if you have difficulty locating the reading assignments. We will not always talk about all of the readings directly. However, these texts were selected to provide you with a foundation for the material and issues covered.

C) Discussion: Bear in mind that “active participation” means asking good questions as well as proposing good answers. You are strongly encouraged to bring questions about the readings to class—If one of you had questions or difficulties, others certainly did as well. Active participation is essential for the success of this course. Sometimes you will be regularly divided into groups and asked to prepare debate positions for our discussions.

Papers: The essays will be roughly **1500-2000 words** in length. They will be based on your readings. You will be provided with prompts well in advance of the deadline. The papers will be due on **September 26th** and **November 22nd**, respectively. Your essays will be turned in via the Canvas e-learning website and monitored with the Turnitin Anti-Plagiarism Service.

Mid-Term Exam: The mid-term examination will take place **in class** on **October 15th**. You will be given several sets of four related terms. Your task will be to pick three of these sets and write three brief essays that define the terms while offering a narrative or an argument.

Final Exam: The final examination will be held on **December 12th, 7:30–9:30AM**. The first part will resemble the Mid-Term. You will be given several sets of four related terms. Your task will be to pick four of these sets and write four brief essays that define the terms while offering a narrative or an argument. You will only be responsible for texts assigned after the Mid-Term, and you will have several options from which to choose. For the second part, you will write a longer essay that will address some of the larger themes of the entire course. You will have a choice of two questions.

COURSE POLICIES AND EXPECTATIONS:

Extensions and Late Penalties: The penalty for turning in late assignments is one letter grade (A to B, B to C, and C to D) for each day that the assignment is late. Assignments that are over three days late will not be accepted and will automatically receive an F. Extensions will only be granted in case of extenuating circumstances, such as documented medical emergencies. **Please note that you must complete all of the assignments in order to pass the course.**

Classroom Etiquette: Laptop **computers**, **tablet** devices, and **phones** of all ranges of intelligence are **not permitted** in the classroom. Please **refrain from using any electronic devices** during our meetings, as they can be distracting to both you and your fellow classmates. In cases where your readings are available on Canvas, please try print the readings out and bring them to class.

Diversity and Inclusiveness in the Classroom: An open, inclusive environment in the classroom is key to our collective success and is something that the university and I value enormously. I hold myself and each student responsible for fostering a productive learning environment that supports and encourages diversity and inclusiveness. Diversity can include, but is not limited to, race, ethnicity, gender, religion, age, disability, sexual orientation, nationality, and immigration status. Diversity also entails different perspectives, philosophies, and life experiences. I believe that by hearing and learning from a variety of sources and viewpoints, each of us will gain competence in communication, critical thinking, and cultural understanding, as well as an awareness of our implicit biases and how they shape our interactions with others and the world. This will make us better scholars, better citizens, and better people.

Contact: The University of Florida requires that you use your UF Gatorlink account for university related email communication. Please see <http://www.it.ufl.edu/policies/#email> to read more on this policy. It is important to check Canvas and your UF email accounts regularly. I will do my best to

respond to all course-related emails within 24 hours on weekdays and 48 hours on weekends and during breaks. Please note that if you contact me about an assignment at the last minute, I may not have time to respond. Like most UF faculty, I treat e-mail as a formal means of communication. Your e-mails should be written with a basic greeting (i.e. *Dear, Hello, Hi*, then my name), body, and salutation (i.e. *Thank you, Sincerely, Best*, then your name). Proper grammar is expected.

Office Hours: My office hours are **Wednesdays 2:00PM-4:00PM** or by appointment. You are highly encouraged to attend office hours at least once during the semester. I would like to get to know each of you individually.

STATEMENT REGARDING ACADEMIC HONESTY:

Students are expected to uphold the Academic Honor Code of the University of Florida. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and responsibility on the part of the University community. For a full explanation visit: www.registrar.ufl.edu/catalog/policies/students.html. An excellent website that discusses plagiarism, correct citing of references, and correct use of quotations is:

<http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f9>.

COURSE EVALUATIONS:

Students in this class will be participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors in order to enhance teaching effectiveness is linked seamlessly to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the web at: <https://ufl.bluera.com/ufl/>. Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu>. Thank you for serving as a partner in this important effort.

UNIVERSITY RESOURCES:

Disability Accommodations: Students requesting accommodation should first register with the Dean of Students Office so that you have documentation for all your courses. For more information about services available to University of Florida students: Dean of Students Office Disability Resource Center, 202 Peabody Hall or 0020 Reid Hall Phone: (352) 392-1261/(352) 392-8570 or at: <http://www.dso.ufl.edu/drc/>

UF Counseling and Academic Resources: On-campus services are available for students having personal problems or lacking clear career and academic goals. They include:

1. U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.
2. University Counseling Center, 301 Peabody Hall, (352) 392-1575,
3. Student Mental Health, Student Health Care Center, (352) 392-1171
4. Sexual Assault Recovery Services (SARS), Student Health Care Center, (352) 392-1161
5. Career Resource Center, Reitz Union, (352) 392-1601 <http://www.crc.ufl.edu/>
6. E-learning technical support: (352) 392-4357/ email: Learningsupport@ufl.edu
<https://lss.at.ufl.edu/help.shtml>.
7. Library Support, <http://cms.uflib.ufl.edu/ask>
8. Writing Studio, 302 Tigert Hall, (352) 846-1138 <http://writing.ufl.edu/writing-studio/>

Note: Readings Marked as (C) are available for download on Canvas

WEEK 1 (AUGUST 19–23): INTRODUCTION

Class 1 (Tuesday August 20): What Was Early Modern Europe?

Class 2 (Thursday, August 22): Overview of Europe in 1450

- Euan Cameron, “Introduction,” in *Early Modern Europe*, ed. Euan Cameron, xvii–xxxi
- Anthony Pagden, “Prologue: Europe and the World Around” in *Early Modern Europe*, ed. Cameron, 1–28
- Brian A. Catlos, “Ethno-Religious Minorities,” in *A Companion to Mediterranean History*, ed. Peregrine Horden and Sharon Kinoshita, 361–375 (C)
- Letter of the Knights of St. John on the Fall of Constantinople (1453) (C)

WEEK 2 (AUGUST 26–30): LIFE IN EARLY MODERN EUROPE

Class 3 (Tuesday, August 27): Individuals and Society

- Alison Rowlands, “The Condition of Life of the Masses,” in *Early Modern Europe*, ed. Cameron, 31–62

Class 4 (Thursday August 29): Renaissance Art and Literature

- Kenneth Bartlett, *A Short History of the Italian Renaissance*, 1–13, 285–311 (C)
- Leon Battista Alberti, *On Painting* (1436), 34–42, 60–67, 75–79, 87–96 (C)

WEEK 3 (SEPTEMBER 2–6): RENAISSANCE HUMANISM

Class 5 (Tuesday, September 3): Renaissance Humanism and the State

- Bartlett, *A Short History of the Italian Renaissance*, 69–91 (C)
- Lorenzo Valla, *On the Donation of Constantine* (c.1440), vii–xiv, 1–14, 27–41, 66–80 (C)
- Begin Niccolò Machiavelli, *The Prince* (1513)

Class 6 (Thursday, September 5): Renaissance Political Thought

- John M. Najemy, “Governments and Governance,” in *Italy in the Age of the Renaissance*, ed. Najemy, 184–207 (C)
- Finish Machiavelli, *The Prince* (1513)
- Quentin Skinner, “How Machiavellian Was Machiavelli?” ([video](#) – C) (optional)

WEEK 4 (SEPTEMBER 9–13): EUROPE IN A WIDER WORLD

Class 7 (Tuesday, September 10): The Reconquista and the Inquisition in Spain

- Lu Ann Homza, *The Spanish Inquisition*, ix–xxxvii, 9–16, 50–60, 80–102 (C)

Class 8 (Thursday, September 12): From the Reconquista to the Conquest of the Americas

- Diarmaid MacCulloch, *The Reformation: A History*, 53–70
- Charles Mann, *1493: Uncovering the New World Columbus Created*, 3–32 (C)
- Christopher Columbus, “Letter to the King and Queen of Spain” (1493) (C)
- Bartolomé de Las Casas, *A Short Account of the Destruction of the Indies* (1552), 9–25, 45–56, 127–30 (C)

WEEK 5 (SEPTEMBER 16–20): CHRISTENDOM IN CRISIS

Class 9 (Tuesday, September 17): The Northern Renaissance

- Bard Thompson, *Humanists and Reformers: History of the Renaissance and Reformation*, 333–68 (C)

Class 10 (Thursday, September 19): The Power of the Printed Word

- Euan Cameron, “The Power of the Word: Renaissance and Reformation,” in *Early Modern Europe*, ed. Cameron 63–81
- MacCulloch, *The Reformation*, 70–87, 97–105
- Desiderius Erasmus in *Reformation Thought*, ed. Margaret King, 23–41

WEEK 6 (SEPTEMBER 23–27): THE ORIGINS OF THE REFORMATION

Class 11 (Tuesday, September 24): The Earlier Reformations: The Lollards and the Hussites

- MacCulloch, *The Reformation*, xix–xxv, 3–52, 88–97
- Cameron, “The Power of the Word,” in *Early Modern Europe*, ed. Cameron, 81–101
- John Wycliff and Jun Hus in *Reformation Thought*, ed. King, 1–10

Class 12 (Thursday, September 26): Martin Luther and 1517

- MacCulloch, *The Reformation*, 106–157
- Martin Luther in *Reformation Thought*, ed. King, 42–62

FIRST PAPER DUE FRIDAY, SEPTEMBER 26 AT 4:00PM

WEEK 7 (SEPTEMBER 30–OCTOBER 4): THE REFORMATION BEGINS

Class 13 (Tuesday, October 1): Consolidating the Reformation

- MacCulloch, *The Reformation*, 158–89
- Andreas von Karlstadt, Argula von Grumbach, Philip Melancthon, and Martin Bucer in *Reformation Thought*, ed. King, 63–80

Class 14 (Thursday, October 3): The Radical Reformers

- MacCulloch, *The Reformation*, 189–212, 237–69
- Ulrich Zwingli, Marie Dentière, John Calvin, Theodore Beza, Thomas Muntzer, Peter Riedemann, and Michael Servetus in *Reformation Thought*, ed. King, 84–111

WEEK 8 (OCTOBER 7–11): THE REFORMATION SPREADS

Class 15 (Tuesday, October 8): The English Reformation

- Diarmaid MacCulloch, *All Things Made New: The Reformation and Its Legacy*, 94–135 (C)
- Simon Fish, Thomas Cranmer, Jane Grey, Edmund Campion, and Margaret Hoby in *Reformation Thought*, ed. King, 124–43
- The Act of Supremacy (1534) and The Act of the Six Articles (1539) (C)

Class 16 (Thursday, October 10): The Catholic (Counter)Reformation

- MacCulloch, *The Reformation*, 213–37, 270–306, 317–332
- Gasparo Contarini, Reginald Pole, Ignatius of Loyola, Theresa of Avila, and Francis Xavier in *Reformation Thought*, ed. King, 144–60, 189–92

WEEK 9 (OCTOBER 14–18): THE AFTERMATH OF THE REFORMATION

Class 17 (Tuesday, October 15): MID-TERM EXAM

Class 18 (Thursday, October 16): Witchcraft, Magic, and Christianization

- Stuart Clark, *Thinking with Demons*, 106–33, 472–88 (C)
- Heinrich Kramer and Jacob Sprenger, *Malleus Maleficarum* (1487), 180–211 (C)

WEEK 10 (OCTOBER 21–25): RELIGION AND WAR

Class 19 (Tuesday, October 22): The Elizabethan Settlement

- MacCulloch, *The Reformation*, 378–99
- MacCulloch, *All Things Made New*, 136–57 (C)
- Benjamin Kaplan, *Divided by Faith: Religious Conflict and the Practice of Toleration in Early Modern Europe*, 1–12 (C)

Class 20 (Thursday, October 24): The French Wars of Religion

- MacCulloch, *The Reformation*, 306–13, 332–40
- Barbara Diefendorf, *The Saint Bartholomew's Day Massacre: A Brief History with Documents*, 1–35, 49–53, 65–72, 82–98, 101–11, 114–21, 144–47
- Michel de Montaigne, *Essays* (1580), 200–204; 228–41 (C)

WEEK 11 (OCTOBER 28–NOVEMBER 1): THE RISE OF THE EARLY MODERN STATE

Class 21 (Tuesday, October 29): Overseas Empires and the Rise of Mercantile Capitalism

- R. A. Houston, “Colonies, Enterprises, and Wealth: The Economies of Europe and the Wider World in the Seventeenth Century,” in *Early Modern Europe*, ed. Cameron, 137–70
- John H. Elliott, *Empires of the Atlantic World*, 88–114 (C)

Class 22 (Thursday, October 31): The Fiscal Military State and the Rise of Absolutism

- Steven Gunn, “War, Religion, and the State,” in *Early Modern Europe*, ed. Cameron, 102–33
- Geoffrey Parker, “The ‘Military Revolution’ 1560–1660: A Myth?” 195–214 (C)
- Jeremy Black, *A Military Revolution? Military Change and European Society, 1500–1800*, ix–x, 67–82, 93–96 (C)
- James VI of Scotland and I of England, *The True Law of Monarchies* (1597) 1–4

WEEK 12 (NOVEMBER 4–8): EMPIRE AND RESISTANCE

Class 23 (Tuesday, November 5): The Dutch Revolt

- Graham Darby, “Introduction” and “Narrative of Events,” in *The Origins and Development of the Dutch Revolt*, ed. Graham Darby (2001), 1–28 (C)
- Selected documents in *Texts concerning the Revolt of the Netherlands*, ed. E. H. Kossman and A. F. Mellink (1974), 53–62, 84–88, 93–97, 106–109, 165–73, 216–28 (C)

Class 24 (Thursday, November 7): The Thirty Years War

- Robin Briggs, “Embattled Faiths: Religion and Natural Philosophy in the Seventeenth Century,” in *Early Modern Europe*, ed. Cameron, 171–89

- Jeremy Black, “Warfare, Crisis, and Absolutism,” in *Early Modern Europe*, ed. Cameron, 206–217
- MacCulloch, *The Reformation*, 485–501
- Geoffrey Parker, *Global Crisis: War, Climate Change, and Catastrophe in the Seventeenth Century*, xxi–xxix, 668–85 (C)

WEEK 13 (NOVEMBER 11–15): THE SCIENTIFIC REVOLUTION

Class 25 (Tuesday, November 12): Dethroning the Presumptive Authority of the Past

- Briggs, “Embattled Faiths,” in *Early Modern Europe*, ed. Cameron, 189–205
- Francis Bacon, *The New Organon* (1620), 86–106, 114–33 (C)
- René Descartes, *Discourse on Method* (1637), 1–17 (C)

Class 26 (Thursday, November 14): A Revolution in the Heavens: From Copernicus to Newton

- Peter Dear, *Revolutionizing the Sciences*, 1–9, 145–66 (C)
- Galileo Galilei, *Letter to the Grand Duchess Christina* (1615), 1–12 (C)
- “Galileo’s Trial” (1632–33), 272–94 (C)

WEEK 14 (NOVEMBER 18–22): THE ENGLISH CIVIL WARS

Class 27 (Tuesday, November 19): The Origins of the Civil War

- MacCulloch, *The Reformation*, 502–520
- Tim Harris, “Revisiting the Causes of the English Civil War,” *HLC*, 615–35 (C)
- *The Constitutional Documents of the Puritan Revolution*, ed. Samuel R. Gardiner, 66–70, 73–74 (C)

Class 28 (Thursday, November 21): The Civil War, the Restoration, and the Glorious Revolution

- MacCulloch, *The Reformation*, 520–533
- *The Constitutional Documents of the Puritan Revolution*, ed. Gardiner, 144–146, 202–205, 233–241, 371–380, 405–417 (C)
- The English Bill of Rights (1689) (C)
- John Locke, *The Second Treatise of Government* (1690) 31–42 (C)

SECOND PAPER DUE FRIDAY, NOVEMBER 22 AT 4:00PM

WEEK 15 (NOVEMBER 25–29): FRENCH ABSOLUTISM

Class 29 (Tuesday, November 26): The Fronde and the Rise of Louis XIV

- Black, “Warfare, Crisis, and Absolutism,” in *Early Modern Europe*, ed. Cameron, 217–30
- Peter Burke, *The Fabrication of Louis XIV*, 1–69 (C)
- Jean Domat, *The Ideal Absolute State* (1697) (C)
- Jacques Benigne Bossuet, *Politics Drawn from the Very Words of Scripture* (1679) (C)

WEEK 16 (DECEMBER 2–6): CONCLUSIONS

Class 30 (Tuesday, December 3): The War of the Spanish Succession and Perpetual Peace

- Charles Irénée Castel de Saint-Pierre, *A Project for Settling an Everlasting Peace in Europe* (1714), i–x, 1–23, 104–134 (C)

FINAL EXAM ON THURSDAY, DECEMBER 12 7:30–9:30AM