

## SYLLABUS FOR EUH 3202: EARLY MODERN EUROPE, 1500-1700 (SPRING 2021)



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

**CLASS SCHEDULE:** T: 5:10PM–6:00PM/R: 5:10PM–7:05PM in 119 Keene-Flint Hall and on Zoom

Professor Anton Matytsin

Office: 230 Keene-Flint Hall

Office Hours: Tuesdays: 2:00–4:00PM; Thursdays: 2:00–3:00PM; or by appointment; via Zoom

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**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 explore the Renaissance, the Reformation, the pattern of European contacts with the rest of the world, the general crisis of the seventeenth century, the rise of absolutism and constitutional monarchy, and the Scientific Revolution. We will pay particular attention to topics such as: the mutations in the nature of political authority, the emergence of centralized nation states and global empires, new economic and social dynamics, the changing role of religion in everyday life, and the transformations in the forms and uses of knowledge.

### **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 and secondary sources. The lectures and secondary sources will offer students a 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 the texts they encounter were produced and how they were received both by contemporaneous audiences and by modern historians.

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

(4) The discussions will allow 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.

### **CONDUCT OF COURSES:**

Because of the COVID-19 pandemic and UF Regulations, this course will be conducted in a synchronous hybrid format with students attending both in person and online. Only those students who registered for the in-person section will be able to attend meetings in person, and they are required to adhere to UF's rules regarding masks and social distancing. Students registered for the online sections will attend class via Zoom. In order to facilitate discussion, we will all meet on Zoom for one of the three instruction hours (usually on Thursdays). Lectures will be recorded for those who are experiencing technical difficulties; however, all students are expected to attend all scheduled meetings and participate in discussions.

### **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
- Articles, chapters, and documents available electronically on Canvas marked as [C]

### **ASSIGNMENTS AND EVALUATION:**

Participation and Professionalism (15%)

Two Primary Source Analyses (20%)

Two Mid-Term Papers (40%)

Final Take-Home 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 (15%):**

**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 it 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/UGRD/academic-regulations/attendance-policies/#absencestext>

**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 topics covered.

**C) Discussion:** The success of the course depends in large part on the students’ active participation. 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. You will be regularly divided into groups and asked to prepare debate positions for our discussions.

You are expected to behave in a respectable and collegial manner. **I strongly encourage** those of you attending via Zoom **to enable the video** during our meetings, unless you ardently prefer not to or there are technological reasons for which you are not able to. Presence on video goes a long way in reducing the disconnect inherent in videoconferencing, while making the meetings more accessible and more engaging.

**D) Participation in Group Work and Discussion Boards:** You will be divided into several groups for the duration of the semester. Each group will take turns being responsible for keeping class noted and maintaining a timeline of major events during the course of the semester in a shared document.

**Two Primary Source Analyses (20% total/10% each):** As preparation for the longer papers, students will write two primary sources analysis papers. Students will pick a particular primary source they have read by that point in the semester and analyze a theme of their choice. The papers should be focused on discussing a specific question. You are welcome to engage with some of the discussion questions or write about topics you find of particular interest. The source analyses will be due **Friday, February 5<sup>th</sup>** and **Friday, March 26<sup>th</sup>**, respectively. The response papers should be between **750 and 1,000 words**, and they should be turned in via Canvas.

**Two Papers (40% total / 20% each):** The three essays will be roughly **1000-1500 words** in length. They will be based on your readings, and you are not expected or encouraged to do additional research. You will be provided with prompts and detailed instruction at least two weeks in advance of the deadline. You will have a choice of several questions, and you may also write on a topic of your choosing pending approval from the instructor. The papers will be due on **Friday, February 19<sup>th</sup>** and **Friday, April 9<sup>th</sup>**, respectively. Your essays will be turned in via Canvas.

**Final Take-Home Exam (25%):** The final examination will be due on **Wednesday, April 27<sup>th</sup> by 7:30PM**. You will be allowed to use your readings and notes, but you will have a limited time in which to complete the exam. It will consist of two parts. In the first part, you will be given several sets of four related terms. You will pick four of these sets and write four brief essays that define the terms while offering a narrative or an argument. 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:** You will be interacting with your classmates via discussion posts and in our live Zoom sessions. Please engage each other collegially and with respect. You are welcome and encouraged to disagree with your peers, but please do so graciously, by focusing on ideas and not by posing *ad hominem* arguments. As mentioned above, I strongly encourage those of you attending via Zoom to have the video turned on during class discussions.

**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 e-mail 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 e-mail 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 Tuesdays, 2:00–4:00PM, Thursdays 2:00PM-3:00PM, or by appointment. Office hours will be held via Zoom. 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. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” A useful 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 are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

**COLLEGE POLICY ON ZOOM PRESENCE:** University policy gives students the right to opt out of audio and video participation in classroom Zoom sessions that are being recorded. Also in non-recorded classroom Zoom sessions, it is best practice not to require students to have their camera and audio on, since they may face a number of challenges – technical or otherwise – that make this kind of participation difficult or undesirable. For this reason, instructors should consider allowing alternative forms of participation, such as chat and blog entries or, when necessary, audio-only presence. In the rare case where an instructor deems both audio and video participation to be necessary (as in foreign language classrooms), this must be approved by the unit chair/director and by the college, and this requirement must be explicitly disclosed in the course syllabus.

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Please note that **class periods dedicated to discussion will not be recorded. I strongly encourage** those of you attending via Zoom **to enable the video** during our discussions.

### **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](mailto: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](mailto: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/>

## **WEEK 1 (JANUARY 11–15): INTRODUCTION**

### Class 1 (Tuesday January 12): What Was Early Modern Europe?

- The first meeting will take place on Zoom for all students

### Class 2 (Thursday, January 14): Overview of Europe in 1450

- Euan Cameron, “Introduction,” in *Early Modern Europe*, ed. Euan Cameron, xvii–xxxii
- Anthony Pagden, “Prologue: Europe and the World Around,” in *Early Modern Europe*, 1–28
- Letter of the Knights of St. John on the Fall of Constantinople (1453) [C]

## **WEEK 2 (JANUARY 18–22): LIFE IN EARLY MODERN EUROPE**

### Class 3 (Tuesday, January 19): Individuals and Society

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

### Class 4 (Thursday, January 21): 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 (JANUARY 25–29): RENAISSANCE HUMANISM**

### Class 5 (Tuesday, January 26): 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, January 28): Renaissance Political Thought

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

## **WEEK 4 (FEBRUARY 1–5): EUROPE IN A WIDER WORLD**

### Class 7 (Tuesday, February 2): 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, February 4): 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]

**FIRST PRIMARY SOURCE ANALYSIS DUE FRIDAY, FEBRUARY 5 AT 4:00PM**

## **WEEK 5 (FEBRUARY 8–12): CHRISTENDOM IN CRISIS**

### Class 9 (Tuesday, February 9): The Northern Renaissance

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

### Class 10 (Thursday, February 11): The Power of the Printed Word

- Euan Cameron, “The Power of the Word: Renaissance and Reformation,” in *Early Modern Europe*, 63–81
- MacCulloch, *The Reformation*, 70–87, 97–105
- Ann Blair, “Reading Strategies for Coping with Information Overload,” 11–28 [C]
- Desiderius Erasmus in *Reformation Thought*, ed. Margaret King, 23–41

## **WEEK 6 (FEBRUARY 15–19): THE ORIGINS OF THE REFORMATION**

### Class 11 (Tuesday, February 16): 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*, 81–101
- John Wycliff and Jun Hus in *Reformation Thought*, 1–10

### Class 12 (Thursday, February 18): Martin Luther and 1517

- MacCulloch, *The Reformation*, 106–57
- Martin Luther in *Reformation Thought*, 42–62

**FIRST PAPER DUE FRIDAY, FEBRUARY 19 AT 4:00PM**

## **WEEK 7 (FEBRUARY 22–26): THE REFORMATION BEGINS**

### Class 13 (Tuesday, February 23): Consolidating the Reformation

- MacCulloch, *The Reformation*, 158–89
- Andreas von Karlstadt, Argula von Grumbach, Philip Melanchthon, and Martin Bucer in *Reformation Thought*, 63–83

Thursday, February 25: **NO CLASS** (Recharge Day)

## **WEEK 8 (MARCH 1–5): THE REFORMATION SPREADS**

### Class 14 (Tuesday, March 2): The Radical Reformers

- MacCulloch, *The Reformation*, 189–212, 237–69
- Ulrich Zwingli, Marie Dentière, John Calvin, Theodore Beza, Thomas Muntzer, Peter Riedemann, Michael Servetus, and Sebastian Castelio in *Reformation Thought*, 84–111, 114–23

### Class 15 (Thursday, March 4): 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*, 124–43
- The Act of Supremacy (1534) and The Act of the Six Articles (1539) [C]

## **WEEK 9 (MARCH 8–12): THE AFTERMATH OF THE REFORMATION**

### **Class 16 (Tuesday, March 9): The Catholic (Counter)Reformation**

- MacCulloch, *The Reformation*, 213–37, 270–306, 317–32
- Gasparo Contarini, Reginald Pole, Ignatius of Loyola, Theresa of Avila, and Francis Xavier in *Reformation Thought*, 144–60, 189–92

### **Class 17 (Thursday, March 11): 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 (MARCH 15–19): RELIGION AND WAR**

### **Class 18 (Tuesday, March 16): The Elizabethan Settlement**

- MacCulloch, *The Reformation*, 378–99
- Benjamin Kaplan, *Divided by Faith: Religious Conflict and the Practice of Toleration in Early Modern Europe*, 1–12 [C]

### **Class 19 (Thursday, March 18): 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 (MARCH 22–26): THE RISE OF THE EARLY MODERN STATE**

### **Class 20 (Tuesday, March 23): 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*, 137–70
- John H. Elliott, *Empires of the Atlantic World*, 88–114 [C]

### **Class 21 (Thursday, March 25): The Fiscal Military State and the Rise of Absolutism**

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

## **SECOND PRIMARY SOURCE ANALYSIS DUE FRIDAY, MARCH 26 AT 4:00PM**

## **WEEK 12 (MARCH 29–APRIL 2): EMPIRE AND RESISTANCE**

### **Class 22 (Tuesday, March 30): 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 23 (Thursday, April 1): The Thirty Years' War

- Robin Briggs, "Embattled Faiths: Religion and Natural Philosophy in the Seventeenth Century," in *Early Modern Europe*, 171–89
- Jeremy Black, "Warfare, Crisis, and Absolutism," in *Early Modern Europe*, 206–17
- MacCulloch, *The Reformation*, 485–501
- Geoffrey Parker, *Global Crisis*, xxi–xxix, 668–85 [C]

**WEEK 13 (APRIL 5–9): THE SCIENTIFIC REVOLUTION**

Class 24 (Tuesday, April 6): Dethroning the Presumptive Authority of the Past

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

Class 25 (Thursday, April 8): 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]

**SECOND PAPER DUE FRIDAY, APRIL 9 AT 4:00PM**

**WEEK 14 (APRIL 12–16): THE BRITISH CIVIL WARS**

Class 26 (Tuesday, April 13): The Origins of the Civil War

- MacCulloch, *The Reformation*, 502–20
- Tim Harris, "Revisiting the Causes of the English Civil War," 615–35 [C]
- *The Constitutional Documents of the Puritan Revolution*, ed. Samuel R. Gardiner, 66–70, 73–74 [C]

Class 27 (Thursday, April 15): The Civil War, the Restoration, and the Glorious Revolution

- MacCulloch, *The Reformation*, 520–533
- *Constitutional Documents of the Puritan Revolution*, 144–46, 202–205, 233–41, 371–80, 405–17 [C]
- The English Bill of Rights (1689) [C]
- John Locke, *The Second Treatise of Government* (1690) 31–42 [C]

**WEEK 15 (APRIL 19–21): THE RISE OF FRENCH ABSOLUTISM**

Class 28 (Tuesday, April 20): The Fronde and the Rise of Louis XIV

- Black, "Warfare, Crisis, and Absolutism," in *Early Modern Europe*, 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]
- Descriptions of Louis's Reign from Contemporaries [C]

**TAKE-HOME FINAL EXAM DUE ON WEDNESDAY, APRIL 27 BY 7:30PM**