

## SYLLABUS FOR EUH 3202: EARLY MODERN EUROPE, 1500-1700 (FALL 2023)



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

**CLASS SCHEDULE:** Tuesday: 10:40AM–11:30AM and Thursday: 10:40AM–12:35PM in 101 Keene-Flint Hall

Professor Anton Matytsin | [matytsina@ufl.edu](mailto:matytsina@ufl.edu)

Office: 230 Keene-Flint Hall

Office Hours: Tuesday: 1:00–2:00PM and Thursday: 1:00–3:00PM, or by appointment

**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.

### **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
- Niccolò 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%)

Primary Source Analysis (10%)

Two Papers (30% total / 15% each)

Mid-Term Exam (20%)

Final Take-Home Exam (25%)

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

### **Grading Scale:**

A = 100–93 (4.0)    B = 86–83 (3.0)    C = 74–71 (2.0)    D = 62–60 (1.0)

A- = 92–90 (3.67)    B- = 82–79 (2.67)    C- = 70–67 (1.67)    D- = 59–56 (0.67)

B+ = 89–87 (3.33)    C+ = 78–75 (2.33)    D+ = 66–63 (1.33)    F = below 55 (0)

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

Please note that **grades** and percentages **displayed** on **Canvas** are merely **approximations** and do not accurately reflect your final grade. The grade book is there to provide you with grades for your individual assignments. Your **final grade for the course** is **calculated** by taking the **percentage value** of each assignment (in decimals) and **multiplying** it by the **grade point value** you received on that assignment. They are then added together. A sample grade might look as follows:  $4 \times 0.15 + 3.67 \times 0.1 + 3.33 \times 0.2 + 4 \times 0.1 + 3.67 \times 0.2 + 4 \times 0.25 = 3.767$  (or an A-).

### **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.

**Primary Source Analysis (10%):** As preparation for the longer papers, students will write a primary sources analysis paper. 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 analysis will be due **Friday, September 15<sup>th</sup>**. It should be between **750 and 1,000 words**, and they should be turned in via Canvas.

**Two Papers (30% total / 15% each):** The essays will be roughly **1000-1500 words** in length. They will be based on your readings, and you are neither expected nor 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, October 6<sup>th</sup>** and **Friday, November 17<sup>th</sup>**, respectively. Your essays will be turned in via Canvas.

**Mid-Term Exam (20%):** The mid-term examination will take place **in class** on **Tuesday, October 24<sup>th</sup>**. You will be given several sets of four related terms. You will pick three of these sets and write three brief essays that define the terms while offering a narrative or an argument.

**Final Take-Home Exam (25%):** The final paper will be due on **Friday, December 8<sup>th</sup>**. It will consist of two parts. The first part will pose a specific question that connects one of our earliest readings in the course to our last topic. 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. Your essays will be turned in via Canvas.

#### **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:** Please use **electronic devices** only for the purposes of **taking notes** or **consulting** the **readings**. The improper use of electronic devices can be distracting to both you and your classmates, disrupting the learning experience. The instructor reserves the right to **prohibit** the USE of electronic devices in cases where students use them **inappropriately**.

**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 1–2PM** and **Thursdays 1–3PM** in Keene-Flint 230; 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](http://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=adaa44500caf460a84f238e6b9a558f9>.

Unless otherwise instructed, you are **not permitted to use Chat GPT** or any other AI software to generate your essays or other assignments. The use of such software will be considered **equivalent** to **plagiarism**. Please consult UF guidelines regarding the use of such technologies:

Any assignment demonstrating evidence of **plagiarism** or otherwise **violating** the Academic Honor Code will automatically receive a **failing grade** and be **reported** to the Dean of Students.

#### **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.

**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 (AUGUST 23–25): INTRODUCTION**

### Class 1 (Thursday, August 24): What Was Early Modern Europe?

- 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 (AUGUST 28–SEPTEMBER 1): LIFE IN EARLY MODERN EUROPE**

### Class 2 (Tuesday, August 29): Individuals and Society

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

### Class 3 (Thursday, August 31): 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 4–8): RENAISSANCE HUMANISM**

### Class 4 (Tuesday, September 5): 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]

### Class 5 (Thursday, September 7): Renaissance Political Thought

- John M. Najemy, “Governments and Governance,” in *Italy in the Age of the Renaissance*, 184–207 [C]
- Niccolò Machiavelli, *The Prince* (1513)

## **WEEK 4 (SEPTEMBER 11–15): EUROPE IN A WIDER WORLD**

### Class 6 (Tuesday, September 12): The Reconquista and the Inquisition in Spain

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

### Class 7 (Thursday, September 14): 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]

**PRIMARY SOURCE ANALYSIS DUE FRIDAY, SEPTEMBER 15<sup>TH</sup> AT 11:59PM**

## **WEEK 5 (SEPTEMBER 18–22): CHRISTENDOM IN CRISIS**

### Class 8 (Tuesday, September 19): The Northern Renaissance

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

Class 9 (Thursday, September 21): 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 (SEPTEMBER 25–29): THE ORIGINS OF THE REFORMATION**

Class 10 (Tuesday, September 26): 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 11 (Thursday, September 28): Martin Luther and 1517

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

**WEEK 7 (OCTOBER 2–6): THE REFORMATIONS SPREAD**

Class 12 (Tuesday, October 3): Consolidating the Reformation

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

Class 13 (Thursday, October 5): 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 Castellio in *Reformation Thought*, 84–111, 114–23

**FIRST PAPER DUE FRIDAY, OCTOBER 6<sup>TH</sup> AT 11:59PM**

**WEEK 8 (OCTOBER 9–13): THE REFORMATIONS CONTESTED**

Class 14 (Tuesday, October 10): 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]

Class 15 (Thursday, October 12): 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

## **WEEK 9 (OCTOBER 16–20): LEGACIES OF THE REFORMATIONS**

### **Class 16 (Tuesday, October 17): 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 17 (Thursday, October 19): 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 23–27): RELIGION AND WAR**

### **Class 18 (Tuesday, October 24): MID-TERM EXAM**

### **Class 19 (Thursday, October 26): 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 30–NOVEMBER 3): BUILDING THE EARLY MODERN STATE**

### **Class 20 (Tuesday, October 31): 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, November 2): 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

## **WEEK 12 (NOVEMBER 6–10): EMPIRE AND RESISTANCE**

### **Class 22 (Tuesday, November 7): 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, November 9): 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 (NOVEMBER 13–17): THE SCIENTIFIC REVOLUTION**

#### **Class 24 (Thursday, November 14): 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, November 16): 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, NOVEMBER 17<sup>TH</sup> AT 11:59PM**

### **WEEK 14 (NOVEMBER 20–24): THANKSGIVING BREAK**

NO CLASS on Tuesday, November 21<sup>st</sup>

### **WEEK 15 (NOVEMBER 27 – DECEMBER 1): THE WARS OF THE THREE KINGDOMS**

#### **Class 26 (Tuesday, November 28): The Origins of the Civil Wars**

- MacCulloch, *The Reformation*, 502–520
- Tim Harris, “Revisiting the Causes of the English Civil War,” *HLC*, 615–635 (C)
- *The Constitutional Documents of the Puritan Revolution*, ed. Samuel R. Gardiner, 66–70, 73–74 (C)

#### **Class 27 (Thursday, November 30): Regicide, 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 16 (DECEMBER 4–6): THE RISE OF FRENCH ABSOLUTISM**

#### **Class 28 (Tuesday, December 5): 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 FRIDAY, DECEMBER 8<sup>TH</sup> BY 11:59PM**