

Instructor: Caroline Marris
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Office Hours: *TBD*

SURVEY: EARLY MODERN EUROPE, 1500-1789
LECTURE DAYS, TIMES, & ROOM

Course Description

This course will introduce students to the major themes and events of Early Modern European history, stretching from roughly 1500 and the establishment of the ‘Renaissance’ to the advent of ‘modern’ Europe with the start of the French Revolution. At most of its major junctures, the course will question the foundations of what is usually considered to be ‘textbook’ European history which so often lionizes the region as the world leader in culture, economic might, and morals. Early modern Europe was not only a deeply unstable and fractured place; it was also a collection of violent, disease-ridden, oppressive nation-states struggling to find their identities on the world stage and willing to destroy indigenous populations around the world to support their economies. It was full of religious dissent, frightened of witches, wracked by physical, mental, and technological revolutions, and only just beginning to puzzle out the beginnings of modern science. While emphasizing the productive and destructive chaos of European peoples, the course also aims to encourage students in learning essential techniques of historical research and writing, and expose them to some of the intricate, controversial, and inspiring written works by contemporaries and later historians alike.

Assessment Criteria

- 25% five one-page response papers** on discussion-section texts (5% each).
- 20% midterm exam (in-class)**, exact format TBA.
- 25% final exam**, exact format TBA.
- 20% a 5-page paper** on the upheavals of the 17th century, graded by your TA.
- 10% participation in discussion sections**, measured by your TA.

All out-of-class writing assignments should be double-spaced in 12pt Times New Roman, have 1" margins, and use Chicago Style footnotes where necessary/appropriate.

Class Policies

- **Attendance in lecture is recommended, and attendance in discussion sections is mandatory.** If you miss a discussion class because of illness, please obtain a doctor’s note if you are able. Classes missed with a doctor's note or due to a documented personal emergency or religious observance will be considered excused absences, and your participation credit can be made up according to the personal policies of your TA. After two unexcused absences from discussion sections, your academic advisor will be informed and your grade will most likely suffer.

- **Communication makes the wheels go ‘round.** If you are ill, have an emergency, or cannot for any other reason attend class, please email your TA ASAP – even just a line or two – so we are aware of your situation and we can work out a plan going forward. The same goes for any questions you may have about class or assignments.
- You may use laptops in lecture to take notes or consult PDF readings. If, however, we see that you are looking at or using any non-class related websites and applications during class time, we will ask you to put your computer away. Phone use will not be permitted during discussions at any time.
- Our classrooms will be free of discrimination or hostility based on race, gender, religion, orientation, disability status, political outlook, age, class, or dress. University policies on these issues, as well as reporting mechanisms, can be found at <https://eoaa.columbia.edu/>.

University Policies

Columbia's Statement of Academic Integrity

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity.

Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Students failing to meet these responsibilities should anticipate being asked to leave Columbia.

Disability Student Rights and Responsibilities

In order to ensure their rights to reasonable accommodations, it is the responsibility of students to report any learning-related disabilities, to do so in a timely fashion, and to do so through the Office of Disability Services. Students who have documented conditions and are determined by DS to need individualized services will be provided a DS-certified ‘Accommodation Letter’. It is students’ responsibility to provide this letter to all their instructors and in so doing request the stated accommodations.

Resources

- Columbia Links on avoiding plagiarism:
 - <http://www.college.columbia.edu/academics/dishonesty-plagiarism>
 - <http://library.columbia.edu/subject-guides/social-sciences/plagiarism.html>
- Chicago Citation Guide: http://www.chicagomanualofstyle.org/tools_citationguide.html
- Columbia Libraries: <http://library.columbia.edu/>
- Undergraduate Writing Center: <http://www.college.columbia.edu/core/uwp/writing-center>

Required Texts

Euan Cameron, ed. *Early Modern Europe: An Oxford History*. Oxford University Press, 1999.

Niccolo Machiavelli, *The Prince*. Hackett, 1995.

Carlo Ginzburg, *The Night Battles*. John Hopkins University Press, 2013.

Natalie Zemon Davis, *The Return of Martin Guerre*. Harvard University Press, 1983.

Rene Descartes, *Discourse on Method*. Richer Resources Publications, 2014.

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*Readings marked with a * will be discussed in TA-led sections and are therefore mandatory.*

Week 1:

What Was 'Europe?'

Late Middle Beginnings

*Read: Johan Huizinga, excerpts of *The Autumn of the Middle Ages*

Read: Euan Cameron, "Editor's Introduction" (Oxford textbook)

Week 2:

Early Revolutions: Print and Gunpowder

The First Age of Globalization

Read: Elizabeth Eisenstein, excerpts of *The Printing Revolution in Early Modern Europe*

*Read: Bartolome de las Casas, "Brief Account of the Destruction of the Indies"

Watch: *Civilisations* Episode 5, 'First Contact,' hosted by David Olusoga

Week 3:

'Renaissance' Men

Look For The Women

*Read: Niccolo Machiavelli, *The Prince*

Read: Euan Cameron, "The Power of the Word" (Oxford textbook)

Read: Susan Groag Bell, ed., *Women from the Greeks to the French Revolution*, Part 5,

"Humanism and the Renaissance Education of Women," pp. 181-95 and pp. 200-11.

Week 4:

Nation-States

Disenchantment

*Read: Jean Bodin, excerpts of *Six Books of Government*

*Read: Carlo Ginzburg, *The Night Battles*

Week 5:

**Protestant & Catholic Reformations
Radical Religion**

Read: Robin Briggs, "Embattled Faiths" (Oxford textbook)

*Read: Martin Luther, "The Freedom of a Christian"

*Read: Jean Calvin, excerpts of "Institutes of the Christian Religion"

*Read: The "Schleitheim Confession"

Week 6:

**Wars of Religion
Lost Revolutions**

Read: Steven Gunn, "War, Religion, and the State" (Oxford textbook)

*Read: Jacques-August de Thou, account of the St. Bartholomew's Day Massacre

*Read: founding documents of the Dutch Republic

Week 7:

**'Common' Life
Gender and Sexuality**

Read: Alison Rowland, "The Conditions of Life for the Masses" (Oxford textbook)

*Read: Natalie Zemon Davis, *The Return of Martin Guerre*

*Read: Sor Juana Ines de la Cruz, "Reply to Sor Filotea"

Week 8:

**Judaism and Islam
Changing Hierarchies**

Read: Gershom Gerhard Scholem, excerpts of *Sabbatai Sevi: The Mystical Messiah*

Read: Peter Berger, "On the Obsolescence of the Concept of Honour"

In discussion sections: mid-term review.

Week 9:

**MIDTERM EXAM – IN CLASS
The Seventeenth-Century Crisis**

Week 10:

**Political Upheaval: 17th-Century England
Absolutism, Or Lack Thereof**

Read: Jeremy Black, "Warfare, Crisis, and Absolutism" (Oxford textbook)

*Read: Overton and Walwyn, "Remonstrance of Many Thousand Citizens"

*Read: Thomas Hobbes, excerpts of *Leviathan*.

Read: Keith Thomas, "Women in the Civil War Sects," *Past and Present*, no. 13 (April 1958), pp. 42-62.

Week 11:

**The New Learning
Material Culture**

*Read: Rene Descartes, *Discourse on Method*

Read: Steven Shapin, *The Scientific Revolution*, Chaps. 2 and 3

Read: William Sewell, "The Empire of Fashion and the Rise of Capitalism in Eighteenth-Century France," *Past and Present*, No. 206 (2010): 81-120.

Week 12:

**Atlantic Worlds – Exploitation and Profit
Thanksgiving Week – NO CLASS**

Read: James C. Riley, "A Widening Market in Consumer Goods" (Oxford textbook)

*Read: excerpts of Rediker and Linebaugh, *The Many-Headed Hydra*

*Read: excerpts of Olaudah Equiano, *Interesting Narrative of the Life of Olaudah Equiano*

Week 13:

**Imperial Economies, Imperial Wars
'Enlightenment'**

Read: Norman Hampson, "The Enlightenment" (Oxford textbook)

*Read: Adam Smith, excerpts of *The Wealth of Nations*

Read: Isser Woloch and Gregory S. Brown, *Eighteenth-Century Europe*, Chap. 6, "The Enlightenment" and Chap. 7, "Living the Enlightenment: The Public Sphere," pp. 180-255.

*Read: Immanuel Kant, "What is Enlightenment?"

Week 14:

**The Spark That Lights The Fire
Conclusion and Review**

Read: Isser Woloch and Gregory S. Brown, *Eighteenth-Century Europe*, Chap. 3, “The Social Order,” pp. 73-112; Chap. 5, “Poverty and the Public Order,” pp. 151-80; Chap. 9, “Toward an Age of Democratic Revolution,” pp. 288-325.

*Read: Abbe Sieyes, “What is the Third Estate?”

FINAL EXAM DATE – TBD

DO NOT COPY