

EARLY MODERN EUROPE: BORDERS & ORDERS

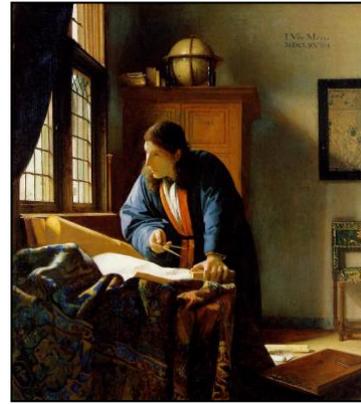
Graduate Colloquium | HIS 6934-8 (3902)

Thursdays 9:30am-12:30pm | BEL 404

Professor Laurie Wood

Office: Bellamy 447 | Email: lmwood@fsu.edu¹

Office hours: Wed., noon-2pm & by appointment



In 1500, most Europeans lived their entire lives within a small area no more than a few miles beyond their homes, most often as farmers. By 1800, many Europeans had quick access to the entire continent and beyond with advances in transportation and communications technology. Some had even moved to new parts of European empires in Asia, Africa, and the Americas. How did medieval Europe become modern? How did emerging political entities consolidate their power as nation-states? How did religious conflicts affect the creation of social and political identities? What role did European imperialism play in changing global economic, political, and cultural relationships? How did women participate in these processes despite legal and social restrictions and how did they overcome those restrictions? How did new scientific knowledge change peoples' assumptions about nature, society, and religion?²

This graduate historiography seminar offers an introduction to the main themes and methods in early modern European historiography through readings in both classic works and recent scholarship to cover as much as we can of a field that has existed for half a millennium (we'll spotlight the last fifty years). Each week we will focus on a single facet of the early modern European world through readings and discussion of different approaches, with ample room for students to pursue readings relevant to their research interests.

This term, we'll focus on "*borders and orders*," or how early modern Europeans constructed and reconfigured their world. Legal and political borders transformed rapidly during this era: along confessional lines, incorporating non-European subjects under empires, etc. Encountering new peoples and places, Europeans faced epistemological quandaries and capitalized (perhaps?) upon economic opportunities as they emerged—and often failed spectacularly at both kinds of challenges. Articulating and interrogating these patterns can also lend helpful language and analytical tools for understanding current European crises, such as migration (e.g. from North Africa across the Mediterranean), political unity/disunity (e.g. Brexit), and economic transformation (again, Brexit, migration, relative EU member economic status, etc.).

¹ Here are some pointers to help all of us manage our email. Make sure you are checking the mail at your Blackboard address. I'm a good email correspondent and you are welcome to email me, but note that I ask you to allow at least 24 hours for me to respond. Please don't email me with procedural and logistical questions unless you have first asked your fellow students and consulted Blackboard. You will get better quality feedback and substantive discussion by coming to office hours. All emails should include the appropriate form of greeting and be signed with your name. I will not reply to any emails that do not include these appropriate courtesies. In this course *and in life*, address the person you're writing politely, be clear, delete automatic signatures that aren't appropriate, and read your mail over before you send it!

² Image: Johannes Vermeer, *The Geographer*, 1669.

You will have an opportunity to pursue any such topics or one raised in our meetings further in your **research prospectus**. It is designed to allow you to connect your readings in Early Modern European history with a research project, like your dissertation, and to think about how you might organize the next steps of your project. This exercise also requires you to practice the skills you need write research proposals for grants. We will end the course with presentations of these projects to discuss opportunities and new directions in early modern European history as suggested by your prospectuses.

Course Objectives

At the conclusion of this course, students will be able to:

- (1) identify and explain, orally and in writing, the key features of the early modern Europe (social, economic, political, cultural, intellectual);
- (2) describe and assess, orally and in writing, major historiographical debates and trends in early modern European history;
- (3) develop and articulate possibilities for new research in Early Modern European history by writing a research prospectus, which can form an early draft of a grant proposal.

The primary challenge of a historiography class is figuring out not the topic of each reading but the *conversation* in which the authors are engaged. As you read and write, think about the following questions:

- What are some of the *claims* (arguments, interpretations) historians make?
- What are the *sources* that prompt these debates (e.g. a cataclysmic event, an inexplicable pattern, a trove of papers, etc.)?
- How do historians mobilize these sources to make and undergird their claims? I.e. what *methods* and/or techniques do they employ (e.g. quantitative, qualitative, close-reading, against the grain, multi-archival, etc.)?
- What is *at stake* in these debates (e.g. political commitments, epistemological paradigms)?
- *Who* is involved in these debates and how do their voices figure into the wider conversation?

Course Requirements

*****It is up to you to acquire copies of the reading in advance. Plan ahead, collaborate with each other, note electronic resources where available, etc. to be sure you are prepared.*****

Required Books and Readings: See course schedule below.

- **Important: I have not ordered books from the bookstore. You must acquire them via Amazon, etc. yourself.** Use ILL where necessary, but *plan in advance*. Library copies on reserve at Strozier as available. Articles available via library databases unless otherwise noted.

Reference (*not required, but recommended*):

- Wiesner, Merry E. *Early Modern Europe, 1450-1789*. Cambridge University Press, 2006. *Synthetic overview of the period, helpful if this is unfamiliar territory for you.*
- Scott, H. M., ed. *The Oxford Handbook of Early Modern European History, 1350-1750*. 2 vols. Oxford University Press, 2015. *Newer and more comprehensive overview. On reserve at Strozier.*
- [Cambridge UP Series, New Approaches to European History](#) (lots and lots of titles). *Excellent expert overviews of topics like violence, Reformation, nobility, gender & sexuality, etc.*

Grading

- 30% Participation (including leading discussion one week)
- 30% Reading Reviews
- 40% Research Prospectus

Participation (30%): **I assume that you have done all of the reading, which is marked on the syllabus, and that you are prepared to discuss it.** I expect respectful, informed, and intelligent participation in those discussions. Discussion of the assigned readings (see below) will be an important element of this class: you will learn more effectively when you take an active part in the analysis of the material to be covered. Consequently, you must expect to read every reading assignment very carefully and thoughtfully. You should come to each class ready to ask questions and contribute observations.

** We will have a grantwriting workshop as a primer for applying for internal and external funding (e.g. based upon your prospectus). This is mandatory and will count toward your participation grade (up to 3 points per below).*

Participation will be assessed on a point scale: one (1) point per class attended, two (2) points per class discussion participation (including peer-review activities), ten (10) points for leading class discussion one time. Your percentage of points attained out of the total possible will become the basis of your participation grade (30% of your total grade as noted above). Absence from class without an approved excuse will inevitably have a serious impact on your grade because you cannot participate if you are not present. Please note that if you are absent, then you can't earn these points. Each of you may have one (1) unexcused absence with no penalty.

Reading Reviews (30%): For each meeting with readings during the semester, write a two-page double-spaced **synthesis** of the week's reading (no more than 500 words) that gives a quick overview of the content, the authors' arguments, and a few suggestions of questions and/or discussion topics. If you were going to write a review for a publication like *The New York Review of Books* or *The American Historical Review*, what would you say? You can earn up to five (5) points per review and you must do all twelve (12) reviews. All reviews must be turned in as a hard copy in class on the date of the reading's discussion. No late reviews will be accepted.

Research Prospectus (40%): Historians have yet to answer all of the questions that can be asked of early modern European history. Your task is to articulate some of these outstanding questions and propose a plan for answering them. What sources have yet to be exploited? What methods have yet to be employed? You must detail a) your question b) your argument for the best answer (your hypothesis) c) potential sources for answering it d) your research strategy (method) and, finally, e) why this research should be undertaken (i.e. the significance). Each of these five criteria will be assessed in equal proportions (18% each), with 10% of the grade reserved for writing mechanics and style (spelling, grammar, clarity, etc.). Use the reading from this semester and at least five (5) other secondary sources to build your analysis. You may cite as many primary sources as you think are relevant, but you do not need to have read them. *The final paper should be 2,000-2,500 words (not including footnotes and bibliography).* It should be typed in a standard font, double-spaced, with 1-inch margins on all sides. **It must be emailed to me as a Word document or PDF (lmwood@fsu.edu) by 5pm—as timestamped on your email attaching it—on the day of the scheduled final exam, Wednesday December 12th.**

Grade Scale

A = 100-93

B+ = 89-87

B- = 82-80

A- = 92-90

B = 86-83

C = 79 and under

University Attendance Policy: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. *See items #5 and #6 below. Make-up examinations and extensions will not be given to accommodate your travel plans or non-emergency family events, etc. Please plan accordingly.*

Classroom Policies

- 1) **NO cell phones or texting in the classroom (see #3 below).**
- 2) Laptops are permitted on the condition that they do not create a distraction for yourself or others. I reserve the right to bar laptops from the classroom if off-topic uses become a distraction. To save yourself the temptation, simply turn off your WiFi when you arrive as you won't need the internet during class.
- 3) I will dock your participation grade *five (5) points per infraction* if I see you texting, chatting online, browsing Facebook, or otherwise misusing cell phones, tablets, and/or laptops in class.
- 4) I check attendance at the beginning of class. Please do not disrupt class by talking, wandering in late, or leaving early. If for some reason you have to leave class early, do so quietly and let me know beforehand.
- 5) Each of you may have one (1) unexcused absence with no penalty.

Academic Honor Policy: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

You are also expected to know the definition of plagiarism. You must do your own work and make sure that your work is not being plagiarized by others. I will report any plagiarism to the Vice President for Faculty Development and Advancement's office. Failure to abide by the honor code could result in a "0" for the assignment, an "F" for this course and/or possible dismissal or suspension from the University.

Course Schedule³

30-Aug | 1] Introductions, Annaliste Origins, & an Early Modern Muddle?

- *NO, there is not a reading review due for today.*
- J. H. Hexter, "Fernand Braudel and the Monde Braudellien..." *The Journal of Modern History* 44, no. 4 (December 1, 1972): 480–539.
- Randolph Starn, "Review Article: The Early Modern Muddle," *Journal of Early Modern History* 6:3 (2002): 296–307.
- Browse the *Interactive Maps & Timeline* on the companion website for Wiesner, Merry E. *Early Modern Europe, 1450-1789*. Cambridge; New York: Cambridge University Press, 2006. <http://www.cambridge.org/features/wiesnerhanks/default.html>

6-Sep | 2] The Early Modern Economy I: Commodities, Households, Consumption

- Riello, Giorgio. *Cotton: The Fabric That Made the Modern World*. Cambridge: Cambridge University Press, 2013. *E-book*.
- * Jan De Vries, "Between purchasing power and the world of goods: understanding the household economy in early modern Europe," in Brewer, John, and Roy Porter, eds. *Consumption and the World of Goods*. London ; New York: Routledge, 1993.
- Hardwick, Julie. "Gender, Credit and Rethinking (Economic) History." *History Workshop Journal* 81, no. 1 (April 1, 2016): 253–60. <https://hwj-oxfordjournals-org.proxy.lib.fsu.edu/content/81/1/253.full>

13-Sep | 3] Early Modern Economy II: Cultures of Finance (Capital, Credit)

- Lindemann, Mary. *The Merchant Republics: Amsterdam, Antwerp, and Hamburg, 1648-1790*. Cambridge: Cambridge University Press, 2014. *E-book*.
- Shepard, Alexandra. "Crediting Women in the Early Modern English Economy." *History Workshop Journal* 79, no. 1 (April 1, 2015): 1–24. <https://doi.org/10.1093/hwj/dbv002>.

20-Sep | 4] Neighborhood, Community, Diaspora

- Trivellato, Francesca. *The Familiarity of Strangers: The Sephardic Diaspora, Livorno, and Cross-Cultural Trade in the Early Modern Period*. New Haven: Yale University Press, 2009.
- * Ch. "The primacy of neighbourhood and the local community" in Garrioch, David. *Neighbourhood and Community in Paris, 1740-1790*. Cambridge Studies in Early Modern History. Cambridge; New York: Cambridge University Press, 1986.

27-Sep | 5] **Grantwriting Workshop**, 11:30am-1pm, room tba

- Registration *required*
- Meetings with Professor from 9-11am per sign-up sheet

4-Oct | 6] Gender, Sexuality, and the Family

- Strasser, Ulrike. *State of Virginity: Gender, Religion, and Politics in an Early Modern Catholic State*. Ann Arbor: University of Michigan Press, 2004.

³ * = Will be made available on Canvas. **Syllabus Change Policy:** *Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.*

- * Wiesner-Hanks, Merry E. "Gender." In *Writing Early Modern History*, edited by Garthine Walker, 95-108. London: Hodder Arnold, 2005. (worth looking at the whole volume).
- *Optional*: You may also want to check out this (later) piece to help think about men as gendered and related questions: John Tosh, "What Should Historians Do With Masculinity? Reflections on Nineteenth-Century Britain," *History Workshop Journal* 38 (1994): 179–201.

11-Oct | 7] Religious Reformation: Effacing, rewriting relationships with Divine & Human

- Koslofsky, Craig. *The Reformation of the Dead: Death and Ritual in Early Modern Germany, 1450-1700*. St. Martin's Press, 2000.
- * *Excerpt from* Duffy, Eamon. *The Stripping of the Altars: Traditional Religion in England, c.1400-c.1580*. 2nd ed. New Haven: Yale University Press, 2005.

18-Oct | 8] Politics and State-Building

- Pincus, Steven C. A. *1688: The First Modern Revolution*. Yale, 2009.
- * Excerpt from Pocock, J. G. A. *The Machiavellian Moment: Florentine Political Thought and the Atlantic Republican Tradition*. 2nd pbk. ed. Princeton, 2003.

25-Oct | 9] Bounding Politics

- Benton, Lauren A. *A Search for Sovereignty: Law and Geography in European Empires, 1400-1900*. Cambridge, UK: Cambridge University Press, 2010.
- * Introduction, Wood, Laurie M. *Archipelago of Justice: Law in France's Early Modern Empire*. New Haven: Yale University Press, *forthcoming*.
- Introduction, Ch. 1 & 4 in Morieux, Renaud. *The Channel: England, France and the Construction of a Maritime Border in the Eighteenth Century*. Cambridge: Cambridge University Press, 2016. [E-book](#).

1-Nov | 10] Revising Epistemologies

- Harkness, Deborah E. *The Jewel House: Elizabethan London and the Scientific Revolution*. New Haven: Yale University Press, 2008.
- McClellan, James E., and François Regourd. "The Colonial Machine: French Science and Colonization in the Ancien Regime." *Osiris*, 2nd Series, 15 (January 1, 2000): 31–50.
- Charles, Loïc, and Paul Cheney. "The Colonial Machine Dismantled: Knowledge and Empire in the French Atlantic." *Past & Present* 219, no. 1 (May 2013): 127–63.

8-Nov | 11] NO CLASS – LMW at Conference

- *Work on Papers*

15-Nov | 12] Europe and the World: The "Age of Expansion" and Beyond

- Bevilacqua, Alexander. *The Republic of Arabic Letters Islam and the European Enlightenment*. Cambridge, MA: Belknap Press of Harvard University Press, 2018.
- Rothman, E. Natalie. "Interpreting Dragomans: Boundaries and Crossings in the Early Modern Mediterranean." *Comparative Studies in Society and History* 51, no. 04 (2009): 771–800.

22-Nov | 13] THANKSGIVING - NO CLASS

29-Nov | 14] Microhistory as an Enduring Method

- Microhistory of your choice from below:

Ginzburg, Carlo. *The Night Battles: Witchcraft & Agrarian Cults in the Sixteenth & Seventeenth Centuries*. Translated by John A. Tedeschi and Anne Tedeschi. New York: Penguin Books, 1985. (first published in Italy in 1966).

Ginzburg, Carlo. *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*. Translated by John A. Tedeschi and Anne Tedeschi. Baltimore, 1980 (first published in Italy in 1976).

Thomas, Keith. *Religion and the Decline of Magic: Studies in Popular Beliefs in Sixteenth and Seventeenth Century England*. Penguin Books, 1978.

Muir, Edward. *Civic Ritual in Renaissance Venice*. Princeton, 1981.

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

Spufford, Margaret. *The Great Reclotthing of Rural England: Petty Chapmen and Their Wares in the Seventeenth Century*. London: Hambledon Press, 1984.

Spence, Jonathan D. *The Memory Palace of Matteo Ricci*. New York: Penguin Books, 1985.

Seaver, Paul S. *Wallington's World: A Puritan Artisan in Seventeenth-Century London*. Stanford, 1985.

Kagan, Richard L. *Lucrecia's Dreams: Politics and Prophecy in Sixteenth-Century Spain*. Berkeley, 1990.

Cook, Alexandra Parma, and Noble David Cook. *Good Faith and Truthful Ignorance: A Case of Transatlantic Bigamy*. Durham, 1991.

Watt, Tessa. *Cheap Print and Popular Piety, 1550-1640*. Cambridge, 1994.

Davis, Robert C. *The War of the Fists: Popular Culture & Public Violence in Late Renaissance Venice*. Oxford, 1994.

Ozment, Steven E. *The Bürgermeister's Daughter: Scandal in a Sixteenth-Century German Town*. St. Martin's Press, 1996.

Muir, Edward. *Mad Blood Stirring: Vendetta in Renaissance Italy*. Baltimore, 1998.

Jones, Ann Rosalind, & Peter Stallybrass. *Renaissance Clothing and the Materials of Memory*. Cambridge, 2000.

Duffy, Eamon. *The Voices of Morebath: Reformation and Rebellion in an English Village*. New Haven, 2001.

Thlusty, B. Ann. *Bacchus and Civic Order: The Culture of Drink in Early Modern Germany*. Charlottesville, 2001.

Roper, Lyndal. *Witch Craze: Terror and Fantasy in Baroque Germany*. Yale University Press, 2004.

Davis, Natalie Zemon. *Trickster Travels: A Sixteenth-Century Muslim between Worlds*. Hill and Wang, 2006.

Norton, Marcy. *Sacred Gifts, Profane Pleasures: A History of Tobacco and Chocolate in the Atlantic World*. Ithaca, 2008.

& many others...check with me first if you have one in mind

—You may also want to browse this online bibliography of microhistories and related articles:

<http://microhistory.eu/bibliography.html>

6-Dec | 15] Roundtable Discussion of Prospectuses

- Last class meeting

Final Draft of *Prospectus* must be emailed to me as a Word document or PDF (lmwood@fsu.edu) by 5pm—as timestamped on your email attaching it—on the day of the scheduled final exam, Wednesday December 12th.

Additional University Policies:

Americans with Disabilities Act: Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: *Student Disability Resource Center, 874 Traditions*

Way, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167. (850) 644-9566 (voice); (850) 644-8504 (TDD), sdrc@admin.fsu.edu. <http://www.disabilitycenter.fsu.edu/>

Title IX: As a recipient of Federal financial assistance for education activities, FSU is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities are free from discrimination on the basis of sex. Sexual discrimination includes sexual misconduct (sexual violence, stalking, intimate partner violence, gender based animosity and gender based stereotyping). If you have questions about Title IX or wish to file a Title IX complaint, please visit the FSU Title IX website: www.titleix.fsu.edu or call Jennifer Broomfield, Title IX Director 850-644-6271. **Please note that as Responsible Employees, all faculty are required to report any incidents of sexual misconduct to the Title IX Office.** *The Victim Advocate Program at FSU has a confidential advocate on call twenty-four hours a day to respond to FSU students, faculty, and staff who are victimized, or any other person who is victimized on our campus, or by an FSU student. Daytime Phone: 850.644.7161, 850.644.2277, or 850.645.0086. Nights, Weekends & Holidays 850.644.1234 (FSUPD) Ask to speak to the on-call advocate.*

Free Tutoring from FSU: On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at <http://ace/fsu/edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.