

**HIST 2390: EARLY MODERN EUROPE, 1450-1789**  
 Autumn term, 2017-Winter term 2018  
 The University of Manitoba

Erik Thomson  
 MWF: 9:30-10:30  
 Office hours: MW, 10:30-11:20, or by appointment.

Fletcher-Argue 452

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We will examine the history of Europe in the “early modern” period, a phrase that historians have come to use in the last few decades to designate the time from roughly the mid-fifteenth century until the end of the eighteenth century. Dramatic events and significant shifts marked the period. During the first term, we will examine some of these events and changes, such as the rise of the Ottomans, the development of printing and its implications, the European “discovery” of America and intensified interactions with Asia and Africa, the religious Reformations, the persecution of witches, and significant shifts in military techniques, political organization, economic development, and social and cultural life. During the winter, we will examine changes in attitudes towards the knowledge often known as the “scientific revolution,” the shaping of different varieties of states, the cultural and intellectual movement known as the “Enlightenment”, and the striking changes in economic, social and political organization often subsumed under a number of revolutions—Agricultural, French, Industrial—that altered the character of human existence. In order to understand and explain early modern history (and indeed, most history), one has to shift scales and the focus of historical analysis. Sometimes one has to think on a global level. At other times, it is useful to focus on a particular kingdom or other political body. At still others, one has to look at a particular region, town, or even household.

As we learn about this period, the course will simultaneously help foster the basic tools of the historian and, indeed, the citizen. We will work with the interpretation of primary sources—exploring a range of documents and other materials to learn about different aspects of the period—and expand our creativity by attempting to ask new questions of these sources. We will also develop the ability to draw upon historical scholarship with independence and confidence, from finding relevant and sound books, articles and other material, through analyzing and understanding historical arguments, and seeing how they relate to primary sources and other scholarship. The course provides opportunities to improve your expression, whether in class or on paper, allowing you to develop your ability to produce complex and well-reasoned interpretations of sources and scholarship, in clear and correct prose.

**COURSE BOOKS:**

Available for purchase in the Bookstore

*Required*

*The Trial of Tempel Anneke: Records of a Witchcraft Trial in Brunswick, Germany, 1663.* Edited by Peter Morton, and translated by Barbara Dahms. Toronto: University of Toronto Press, 2005. ISBN:

9781551117065. There is also a second edition, which is improved, dated this year, 2017, with the ISBN: 9781442634879. Take your choice.

Mark Greengrass, *Christendom Destroyed: Europe, 1517-1648*. (London: Penguin Books/Allen Lane, 2014), ISBN: 978-0-713-99086-7.

Tim Blanning, *The Pursuit of Glory: The Five Revolutions that Made Modern Europe, 1648-1815*. (London: Penguin, 2008), ISBN: 978-0143113898.

I will also expect you to print out or otherwise have access in class to some primary sources and journal articles.

#### ASSIGNMENTS

**Workshop work: 10 %.** Periodic small assignments will be done during the “workshop” classes, which will form the basis for the evaluation of your marks in this section. Attendance is crucial here, so there will be no make ups, but I will drop the lowest mark from your average.

**Paper # 1: Primary Source analysis: 10 %: Due Monday, 2<sup>nd</sup> October.**

Use google books to download a copy of Charlotte A. Sneyd, ed. *A relation, or rather a true account, of the Island of England*. . . (London: Camden Society, 1847), available at [https://books.google.ca/books/about/A\\_Relation\\_Or\\_Rather\\_a\\_True\\_Account\\_of\\_t.html?id=TSUIAAAAIAAJ&redir\\_esc=y](https://books.google.ca/books/about/A_Relation_Or_Rather_a_True_Account_of_t.html?id=TSUIAAAAIAAJ&redir_esc=y)

The relation is on the printed pages 7-54 (Adobe Acrobat pages 26-73), with the English translation above the original Italian.

This is a Venetian “relation”, or official account prepared by Venetian ambassadors, providing an overview of the situation of the country to which they were dispatched. (It is likely, though historians are unsure, that it is the report to the Venetian Senate of a mission headed by Andrea Trevisano, who was sent in 1497 to conclude a treaty with Henry VII in which the English king agreed to join a league of Italian states, aimed against the French.)

In an essay of roughly six pages (1500 words), answer the question “How does the relation’s author describe England’s character to his employers?” You may consider how he organizes or how he chooses and arranges his subject matter, any English customs that he found striking (and thus—perhaps—different from Venetian ones), and the authorities and evidence that he draws upon to compose his relation. Make sure that you have a strong argument, which you state in a clear thesis, and develop in your final paragraph.

**Article and assignment: 5% Due, Monday 16<sup>th</sup> October.**

Historical journals are a basic professional tool of historians, where historians make arguments about how to interpret the past in articles, which usually present a thesis about the past and defend it with some evidence in, roughly, twenty pages. (If they want to make a longer argument, they might produce a monograph—meaning a scholarly book on a single topic.) Read a recent

(published during the last ten years) article (not a book review) from a scholarly journal about a topic in early modern history, say c. 1450-c.1800. To find the article, I recommend using the databases “Historical Abstracts”, “ITER” or the “Bibliography of British and Irish History.” These are subscription services available to you through the Library’s home page. Find the article, and then read it.

In a page, sketch the author’s argument, and analyze what sources the author used and how he or she interpreted them. “Listing” is not analysis; read the footnotes and try to classify the type of sources that the author is using—diplomatic letters? Court records? Theological or legal treatises? Art works? Archaeological remains? –and briefly describe how they are used. For instance, one might count the number of piles placed beneath Amsterdam’s houses to analyze the export of Norwegian wood in the early modern period, or analyze the architectural style of the houses to discuss Netherlanders’ use of classical forms and even, perhaps, political identity. Include a correct Chicago style bibliographical reference to the article as the title for your assignment.

**Paper #2: Witch trials: Sources and scholarship. 15%: Due Friday, 1<sup>st</sup> December.**

During the week of 16-20<sup>th</sup> November, we will discuss witch trials from a number of points of view, and work with the book *The Trial of Tempel Anneke: Records of a Witchcraft Trial in Brunswick, Germany, 1663*, edited by Peter Morton and translated by Barbara Dahms. (Toronto: University of Toronto Press, 2005.) As we will see, this source can be used to pose and answer many different sorts of historical questions, about beliefs in demons and witches, gender power, juridical authority, community, hierarchy, childbirth and medicine, and pre-modern economies. An analysis of this source will be at the centre of this paper, which will then also begin to relate your own interpretation of a source to broader historiography.

The paper has several parts:

1. Pose a question about the past that you can answer using the source.
2. Write a primary source analysis—like that in paper #1—that uses *The Trial of Tempel Anneke* to answer the question that you have formulated. It should have a strong thesis.
3. Develop a bibliography of at least five scholarly books and eight journal articles that would allow you to begin to write with some authority. Use the bibliographic tools mentioned above, as well as library catalogues including “World Cat”. Attach this bibliography to your paper.
4. From the articles, choose the one that seems likely, on first scrutiny, to be most relevant to your paper’s argument. Read it, and think about its argument. Then, insert a paragraph as the second paragraph on your paper that analyzes the journal article, and relates it to your own argument. This need not be a matter of agreement or disagreement, but may reflect different sources, arguments, interests, and other matters.
5. Edit your topic and conclusion paragraphs, so that they reflect not only your primary source analysis, but the scholarly article you have read.

**Research paper: 30 % in total.**

In 12 pages (3000 words), explore a topic in early modern European history. It can take its departure from a problem, question or debate, or from a particular primary source.

**Paper Bibliography and Proposal: 5%: Due Friday, 2<sup>nd</sup> February 2018.**

The proposal should be roughly a page long, and spell out a particular question or problem, and how you hope to answer it. You should use the references in your text, as well as the library catalogue and such bibliographic databases, to develop a reasonable list of scholarly books and articles to develop your work. You should explain what primary and secondary sources you anticipate you will use, and how you will use them to answer your question. The bibliographic assignment gives you a suggestion of the minimum acceptable reading for the paper of five monographs and eight scholarly articles, but authors of papers in the high B and A range will most likely use more sources. Serious work in the humanities and social sciences—not to mention the real joys of historical research—requires substantial reading.

**Research paper: 25 %: Due Monday, 19<sup>th</sup> March, 2018.**

The research paper should depart from your proposal, incorporating suggestions for further questions, restructuring, and additional reading. Naturally, additional research is essential and expected; you are not restricted to the material, readings, and questions posed on your research proposal. If you significantly alter your subject from your proposal, however, you may want to consult with me. The paper should reflect serious research and thinking about primary and secondary sources, and be clearly and correctly written. It should include a bibliography, and I would appreciate it if you returned your marked proposal and bibliography along with the paper.

**COURSE EXPECTATIONS & REQUIREMENTS**

There are five principal ways I expect you to learn in this class:

**Lectures:** I aim neither to duplicate nor to summarize material discussed in the survey, but rather to present new interpretations of and information about the period. You miss lectures at your peril, for the information and interpretations presented there will be tested on the exams. Although I generally use Powerpoint, do not think that the material written on the slides is necessarily most important; I like to show images and maps, and it is a convenient way to do that. Listening to what I say is crucial, and should prompt questions. Obviously, listening requires focus and attention; think about what distracts you and attempt to minimize those distractions.

There is no one method of taking notes that works for every person. Most current research on note-taking and retention suggests that taking notes by hand on paper helps you remember things more than using a computer to take notes.

**Readings:** “Reading” is actually a broad term which describes a variety of different types of ways of scrutinizing texts that form a part of historical scholarship.

*Analysis of Primary Sources:* A primary source, sometimes called “original source” or sometimes just “source”, is a document or other object created at the time an event took place, or as close to that event as possible. Sources vary greatly as they can be, in principle, anything from a bone fragment to a cooking pot to a painting to traces of earlier configurations of a landscape. Even written texts, though, range widely. Written sources can include letters, treaties, trial records, accounts, contracts, inventories, pamphlets, novels, plays, poems, scientific treatises, histories, and diaries or journals.

Reading these sources can be a tricky business, but the analysis of such sources serves as the foundation for all historical knowledge. Understanding them always demands careful and often laborious reading, questioning, research, and rereading. I recommend taking notes on passages you find particularly difficult, as the process of taking notes demands active thought. Often these sources pose problems that demand further research, from the simple—“What does this word mean? I’ll check in a dictionary. (The *Oxford English Dictionary* is excellent, because it traces words’ changing meanings over time.)—to the surprisingly complex—“What was this amount of money worth?”—to the profound—“What did “republic” mean to someone in France in the sixteenth century, anyway?”

When analysing a primary source, one should always ask a few questions. In what language was it originally written, and was it printed or did it remain in manuscript? Who wrote this document? Why did they write it? (That’s a complex question. Sometimes explicit statements of an author’s intentions are not to be trusted!) Was it intended to be written for a specific person or audience? Does the document fit within a certain genre or set of conventions? What does the document explicitly reveal?

Secondary sources require another form of reading. Authors of secondary sources are never just neutral purveyors of information; even when presenting an uncontroversial narrative, they are presenting a distinct interpretation and argument about the past. When reading secondary sources, you should become aware of the author’s argument. You should think about it critically, which does not usually mean that you should conclude that it is biased rubbish. Rather, you should look at what sources they are using and how they are interpreting them, as well as the sort of question they are answering. Are there other questions that they could ask? Do their sources limit and shape the answers they can provide? Finally, one can start to see how scholars

relate to each other over time, by asking how questions that authors raise relate to earlier work on the field.

The surveys of the period's history provide another source of information and different interpretations of the period than I will give in the lectures. They are recent, written by excellent scholars, and contain suggestions for further research and reading. Here, too, critical reading is necessary, but often the question asked is more: why does the author think a particular range of facts or a particular interpretation is necessary and useful? How does it fit together with the material in the lectures and the primary sources and other scholarship that I have read? Make sure to look at maps; it is difficult to understand history if you are not familiar with geography. See recommendations for maps and other books in the suggested reading section, below.

**Workshops:** Classes noted as “Workshops” on the schedule are opportunities for group work and collaborative discussion of primary and secondary sources. Their success depends largely on students' preparation and participation. Please prepare the readings for those days, think about comments and questions you may want to make, and attend. There will be small exercises in some of the workshops, which will form the basis of the workshop mark in the class.

**Assignments and Essays:** Assignments, such as the bibliographic exercises, help you to develop a command of the knowledge and skills needed to understand early modern history. Essays demand that you engage more deeply with a portion of the course material, master arguments and sources, and provide an opportunity to improve your writing and style. I will reward hard work, good thinking, close reading, correct and elegant writing, and interpretive flair. History demands lots of reading, and historical research often involves taking wrong paths such as reading books that look promising but ultimately don't relate to your questions, and nearly always involves changing your question and argument as you learn more about your subject. This takes time. The best history students work long in advance on their essays, seek help when they need it, and edit their work. All students should save their research notes, and be prepared to discuss their papers with me should I request it.

**The Final Examination:** Exams provide an occasion to bring together your knowledge, and to make sense of what you have learned from lectures, your readings, and from other sources. The final exam will involve four parts. There will be some short identification questions about concepts, peoples, books, and other such factual knowledge of the period. The second part will check your geographical knowledge. The third section involves short—three or four paragraph—interpretations of short passages, known as “gobbets,” from the primary sources that you will be reading during the course. The primary sources will be identified by author, if known, title and date. This will test your skills as a close reader of texts, but also your knowledge of broader context. Finally, there will be a long essay that will ask you to integrate detail and analysis in discussing historical changes over a long period of time.

**A note on academic honesty:** Education and scholarship depends upon a certain sort of basic honesty. I expect that when you claim to have done work, you will actually have done it. Work done for another course should not be used in this course. When you use the work or ideas of another scholar or student, you should respect them by treating their work fairly and accurately, and give them public credit by citing them openly. Always err on the side of giving too much credit to others than too little. In formal essays, I prefer citations in footnotes using the form known as the Chicago humanities style; see the quick guide at [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

The University cares about academic honesty as well, because it has to maintain a standard of fairness and equity. You can find its mandate in the section on “Academic Integrity” of the General Academic Regulations in the online Academic Calendar and Catalog and the Faculty of Arts regulation (online at [http://umanitoba.ca/faculties/arts/student/student\\_responsibilities.html](http://umanitoba.ca/faculties/arts/student/student_responsibilities.html)), but the Faculty of Arts requires me to repeat it here, as well.

*“ The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.*

*The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.*

*The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.”*

**Marking:** I will make every effort to return papers within a week, and you will thus have considerable feedback before the voluntary withdrawal (VW) date of January 16, 2018. I normally hand out marked work in class. The comments on your work are supposed to help you improve, so I encourage you to look at them when you pick up your work in class. (The Faculty of Arts wants me to warn you that if you do not pick up your work for four months after the course ends, the work will become the property of the Faculty of Arts; once it belongs to the Faculty, it will “be subject to confidential destruction.”) I will take into account the quality and diligence of research, the creativity, strength, and coherence of thought and argument, and the correct use of grammar, usage, proofreading and citation. 4 % a day may be deducted for unexcused lateness.

Since this is a course that meets the University Senate's W requirement, students must pass the requirement for written English in order to pass the course.

### *Marking Scheme*

A+, 90-100 %: Exceptional: Astonishingly excellent work, which demonstrates originality and a singular command of the subject.

A, 80-89 %. Truly excellent work, free from errors. A strong thesis, well organized paragraphs, and substantial evidence of close reading on single source papers or broad research in the research paper. In research papers, some awareness of the development of historiographical traditions. Excellent and error free citations, and in the research paper a large and intriguing bibliography.

B+, 75-79 %. Very good work, but with some errors.

B, 70-75 %. Good, with evidence of hard work. Certainly must have a suitable thesis. Errors in grammar and usage, and less creativity and coherence in argument and interpretation. Sporadic references to the literature.

C+, 65-69 %. Satisfactory, but little coherence in argument and poor writing, and in the research paper, little evidence of creativity and diligence in research.

C, 60-64 %. Poorly written, and with little evidence of being familiar with the subject about which they are writing, and little evident effort placed into finding material for research.

D, 50-59 %. Poorly organized, without a useful thesis. Many errors in editing, sloppy writing, and little sign of diligent research or close reading. Using only the textbooks as a source in the research paper.

F, 0-49 %. Unacceptable work. Demonstrates little knowledge of the history of the early modern period or of the historian's craft.

The Faculty of Arts also asks me to remind you that “Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.”

### USEFUL RESOURCES

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/> The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services,



workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student\\_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)). The History department will also make a writing tutor available exclusively to History students in the department on two days of the week. All of the above services can also be accessed through this link: <http://umanitoba.ca/student/saa/accessibility/student-resources.html>

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/content.php?pid=219304>

### *Atlases*

*Euratlas: History and Geography of Europe and the World*, available at [http://www.euratlas.net/index\\_en.html](http://www.euratlas.net/index_en.html)

P.K. O'Brien, ed. *Atlas of World History*. (Oxford: Oxford University Press, 2<sup>nd</sup> ed. 2010), available at Dafoe reference, Atlases: D21.5 .A89 2010.

### *Bibliographies*

Online Databases: *Historical Abstracts*, *Iter*, and *Bibliography of British and Irish History*.

There are many excellent bibliographical reference works, organized thematically and nationally. Rather than listing them here, please see me for other references.

### *Surveys & Handbooks*

Thomas A. Brady, Heiko A. Oberman, and James D. Tracy, eds. *Handbook of European History, 1400-1600: Late Middle Ages, Renaissance, and Reformation*. (Leiden: Brill, 1994), on reserve: D 203 H36 1994. Still excellent collection of essays, whose scope goes later than the posted date.

*The New Cambridge Modern History*. (Cambridge: Cambridge University Press, 1957-1979) While getting a bit dated, some sections of this are still useful. Reference D208.N4.

Joel Mokyr, ed. *The Oxford Encyclopedia of Economic History*. (Oxford: Oxford University Press, 2003), Ref: HC15.O94 2003.

Allan Charles Kors, *Encyclopedia of the Enlightenment*. (Oxford: Oxford University Press, 2003), Ref: B802.E53 2003.

**Lectures, Workshops, and Recommended Reading**  
**Autumn Term, 2015**

Greengrass= Mark Greengrass, *Christendom Destroyed: Europe, 1517-1648*. (London: Penguin/Allen Lane, 2014).

Friday: 7 September: Introduction

**Week I: Europe?**

M: 11 September: Ottomans, Christendom and Europe

W: 13 September: Foundations of European Society.

F: 15 September: **Workshop I:** Charlotte A. Sneyd, ed. *A relation, or rather a true account, of the Island of England*. . . (London: Camden Society, 1847), available at

[https://books.google.ca/books/about/A\\_Relation\\_Or\\_Rather\\_a\\_True\\_Account\\_of\\_t.html?id=TSUIAAAAIAAJ&redir\\_esc=y](https://books.google.ca/books/about/A_Relation_Or_Rather_a_True_Account_of_t.html?id=TSUIAAAAIAAJ&redir_esc=y) The relation is on the printed pages 7-54, (which in adobe acrobat pages 26-73) with the English translation above the original Italian. See, above, the prompt for paper I.

Textbook: Greengrass, xxv-37.

**Week II: European communities**

M: 18 September: Families

W: 20 September: Community and authority

F: 22 September: **Workshop II: How to read a survey:**

Greengrass, 41-100.

**Week III: Printing and intellectual authority**

M: 25 September: Humanism & Medieval Authority

W: 27 September: Information revolutions

F: 29 September: **Workshop III: Two articles on Printing**

Elisabeth Eisenstein, "In the wake of the Printing Press," *The Quarterly Journal of the Library of Congress* Vol. 35, No. 3 (July 1978): 183-197.

Diederick Raven, "Elisabeth Eisenstein and the Impact of Printing," *European Review of History* Vol. 6, No. 2. (1999): 223-234.

Textbook: Greengrass: 227-256.

**Week IV: Discoveries**

Greengrass, 151-183.

M 2 October: **PAPER #1: DUE** Discovery & Columbian Exchange

W: 4 October: Organization of Empire  
Greengrass, 151-183.

**FALL BREAK/Thanksgiving: No Classes the (5<sup>th</sup>), 6<sup>th</sup> or 9<sup>th</sup> October.**

**Week V: Political Organization of Europe**

M: 9 October: **Happy Thanksgiving: No Class!**

W: 11 October: **Workshop IV:** Extracts from Journal of Columbus, available at <http://legacy.fordham.edu/halsall/source/columbus1.asp>

F: 13 October: Dynasty, Empire, War, & peace  
Greengrass, 123-148, 259-307.

**Week VI: Religious Schism**

M: 16 October Late Medieval Religion: **Article Assignment Due**

W: 18 October: Reformations.

F: 20 October: **Workshop: Excerpts from Luther, Twelve Articles and reformation imagery. Handout.**

Greengrass, 308-351.

**Week VII: Varieties of Confessional States**

M: 23 October: Peasants War

W: 25 October: Royal Reformation

F: 27 October: **Workshop: Acts of Reform and Charity from me.**

Greengrass, 352-386.

**Week VIII: Inflation, Social Change and Order**

M: 30 October: Money and social change

W: 1 November: Discipline

F: 3 November: I'm away: Catch up on your reading in the text!

**Week IX: Calvinism and New Religious Wars**

M: 6 November: Calvinism and grievances

W: 8 November: Religious Wars—France, and the Netherlands

F: 10 November: Witches and Natural Philosophy

Greengrass, 389-435.

**Week X: Witchcraft**

M: 13 November: **No Class, Remembrance Day.**

W: 15 November: Witches, Community and the Law

F: 17 November: **Workshop:** *The Trial of Tempel Anneke: Records of a Witchcraft Trial in Brunswick, Germany, 1663.* Edited by Peter Morton, and translated by Barbara Dahms. Toronto: University of Toronto Press, 2005. ISBN: 9781551117065.

Greengrass, 463-495.

**Week XI: Authority's Foundations**

M: 20 November: Spanish Monarchy Under Philip II

W: 22 November: Military Revolution and Endless War

F: 24 November, The Dutch Polity and Economy

Greengrass, 184-226, 436-462.

**Week XII: Military Revolution and the Fiscal State**

M: 27 November: **Workshop:** Varieties of Discipline: Coornhert and Lipsius.

W: 29 November: The Armada

F: 1 December: Spare class: **Paper # 2 Due.**

Greengrass, 523-631.

**Week XIII: Seventeenth Century Crisis**

M: 4 December: Dutch Culture and society

W: 6 December: Scepticisms?

F: 8 December: Review and Retrospect

Greengrass, 631-680.