

University of Pennsylvania  
College of Arts and Sciences  
Department of History

HIST 0200-001  
The Emergence of Modern Europe  
Claire Fagin Hall 114

Tuesdays and Thursdays 10:15am-11:45am

Instructor: Joshua Teplitsky

Contact: [Joshua.teplitsky@sas.upenn.edu](mailto:Joshua.teplitsky@sas.upenn.edu)

Office Hours: Wednesdays, 11am-1pm, or by appointment, College Hall 309C

Graders:

Anders Bright [andersbr@sas.upenn.edu](mailto:andersbr@sas.upenn.edu)  
by appointment

Benjamin Wightman [bawight@sas.upenn.edu](mailto:bawight@sas.upenn.edu)  
Wednesdays, 3-4pm College Hall 308F



Fishing for Souls, Adriaen Pietersz van de Venne, 1614

This course examines the period in European history from the Black Death until the French Revolution (roughly 1348 to 1789). During this period of Renaissance, Reformation, and Enlightenment, early modern Europe experienced a series of crises in authority that ushered in the modern world. The course will explore how new discoveries (both geographical and intellectual) challenged existing worldviews; movements of religious reform challenged the authority of the Church and the unity of Europe; and new political doctrines, accompanied by a series of striking rebellions, challenged the foundations of traditional rule.

Our aim will be to excavate the changing social, political, intellectual, and cultural experiences of men and women during this time of renaissance, reformation, enlightenment, and revolution. We will follow the encounter between Europeans and the peoples of the Americas, Africa, and Asia, as well as the “discovery” of new ways to read old books, the “discovery” of new technologies in communications and combat, and the “discovery” of new sciences, arts, and philosophies as they impacted the way Europeans related to the wider world and their place within it.

### General requirements:

- Read the assigned reading in advance of your arrival in class.
- Come to class on time with the appropriate readings. We will be directly discussing selections from them in every single class.
- Submit assignments on time. Our class will move at a steady clip, which depends upon students submitting their writing on time. Late writing assignments will result in a reduced grade.
- Be in touch on days you must miss a class. Since participation amounts for a significant portion of your grade, your regular attendance is critical. We are, however, still living through difficult times, and it is expected that students (and perhaps the instructor!) may at times take ill. Course participation will be more important than a perfect attendance score, but participation begins with showing up!

### Classroom Conduct:

- History, when studied properly, always deals with big ideas about human thought, belief, behavior, and practice. A class that critically confronts these themes is bound to be the site of different opinions, particularly if we are fortunate to have a diverse group of people together in the class. Collegial debate is welcome, but aggressive behavior has no place in our classroom. Please exercise respect for your colleagues.
- Please resist checking your phone repeatedly during class. We all have demands on our time, but part of college study is the opportunity—perhaps the last in your lives—to be present in intellectual pursuit without distraction.

### What you can expect of the instructor:

- To meet their classes regularly and promptly, at times and places scheduled.
- To be available for office hours and, as needed, to meet at alternate office hours.
- To cancel classes only for the most serious reasons, and students should be given advance notice, if at all possible, of instructors' absences.
- To respond to email questions within a reasonable amount of time, but not outside of working hours, and not necessarily on the weekends.

### Assessment

- 40% for 3 primary source papers
- 20% for 3 secondary study papers
- 30% for 1 final exam
- 10% for class participation

Details below.

## Readings:

There are three types of readings for this course, each involving a different *way* of reading.

**Primary source documents** are the “bread and butter” of the historian’s craft, are the most foundational assigned texts, and are the readings that we will be exploring directly during class discussion. Each of our class meetings will dedicate time to analyzing these texts as vehicles to learn about the worlds that produced them.

- Read these texts: by asking first when they were made, where, and by whom, and then by exploring underlying motivations and mentalities they reflect.

**Scholarship** refers to *scholarly interpretations* of historical questions by professional historians. Scholarship is produced through the interpretation of primary sources. They are seldom statements of facts of “how things really were.” Rather, they are attempts at producing a persuasive interpretation of motivations and mentalities. It is up to you, the reader, to decide if you actually find that interpretation persuasive.

- In order to do that, read these texts: by (1) determining what the interpretation/argument of the essay is, (2) identifying the evidence the interpretation is based upon, (3) assessing if the evidence supports the author’s argument, and, most importantly, (4) how does the author’s interpretation *significantly* affect what we know about the past?

**Context** readings is designed to orient you in the large amount of information covered in this course. No class on such a wide period of time and spanning so many places can cover everything in detail (nor should it!). These readings will not be discussed directly in class. They are provided for you as aids to your study, both at times when you feel a little disoriented, at times when you are curious for more, or when you are preparing assignments or for the exam.

- Read the context material for a bird’s eye view of the larger themes and issues for each class meeting. You do not need to memorize its details. Rather, absorb its broader messages for the “big picture.” You can also feel free to delve into aspects of the periods and places that you wish we had more time to cover in our course but, unfortunately, do not.

## Written Assignments (60% of grade):

There are two types of written assignments for this course, each involving a different way of *writing*: one on primary sources, the other on secondary sources or articles.

**Primary source analysis papers** involve selecting one of the documents we will read *later* in the semester and producing an interpretation that *persuasively* tells your readers about the context that produced this text. Papers will be 1000-1250 words in length.

**Scholarly argument papers** involve selecting one of the scholarly essays we will read *later* in the semester and producing an interpretation that tells your readers what “big question” the historian is trying to explore, how they go about exploring that question, and what the significance of their findings are.

Students have to do 3 of each, for a total of six short writing assignments. If, however, students score sufficiently high on their first two papers, they can opt not to produce a third. Student who wish to produce a third can opt to have the best two counted. I.e, this is an iterative activity!

### Final Exam (30%)

The course will culminate in a single, take-home, final exam in which students will be asked to demonstrate, through a series of questions, their syntheses of aspects of the course's themes, primary sources, and scholarly debates.

### Class Participation and Discussion (10% of grade)

This semester we are going to attempt something of a “hybrid” experiment. All of our classes will be held in person. Where possible, however, you are asked to please bring a device with you that can connect to Zoom. At the top of the “modules” section on canvas is a standing zoom link for the class. We will, usually once per class meeting, diverge from person-to-person interaction and instead use the space of the zoom screen. We will make use of the chat box to collectively analyze readings, images, and ideas in a kind of “comment” section of class. You may feel free to access this commenting space from any device of your choosing. Should you not have any such devices at your disposal, do not worry: we're in person, and you're very welcome to use your voice! Conversely, should you need to miss class, you are invited to still participate remotely by logging into the standing zoom link.

## Campus Resources

### Wellness, Counseling, and Psychological Services:

<https://wellness.upenn.edu/>

Wellness at Penn is dedicated to caring for students during their academic journey while creating a campus-wide community of care. Our team is committed to offering a wide range of opportunities to access support, clinical resources, and practical tools to meaningfully engage with one's health and wellbeing.

### Academic Accommodations (Weingarten Center):

<https://wlrc.vpul.upenn.edu/academic-accommodations/>

The Weingarten Center supports students with learning resources, tutoring, and disability services. Academic accommodations are determined on an individualized basis through an interactive process that involves student self-disclosure, documentation of disability, and an initial meeting with a Disability Specialist.

### Academic Integrity:

From the Penn Code of Academic Integrity:

“Since the University is an academic community, its fundamental purpose is the pursuit of knowledge. Essential to the success of this educational mission is a commitment to the principles of academic integrity. Every member of the University community is responsible for upholding the highest standards of honesty at all times...

Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are prohibited.

...

If a student is unsure whether his action(s) constitute a violation of the Code of Academic Integrity, then it is that student's responsibility to consult with the instructor to clarify any ambiguities.”

For a complete definition and explanation of academic integrity at Penn, visit:

<https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>

### Schedule of Meetings and Assigned Readings:

Readings are indicated for the date on which they will be discussed in class. Make sure you have read them in advance of class and have the text with you for direct discussion. Unless otherwise indicated, all readings are available as files or links on Canvas. If something is missing, please do not assume that it is not going to be discussed. Contact the instructor and graders for more information.

#### Units

- I. Prelude: Foundations
- II. Reformation
- III. Crisis of the Seventeenth Century
- IV. Searching for Solutions
- V. Consumption, Enlightenment, and Revolution

### **Thurs, Jan 12 Introduction to the Course**

#### **I. Foundations: Plague, Ottomans, Print, and the New World**

### **Tues, Jan 17 Europe at the Twilight of the Middle Ages**

#### Primary source documents:

- Gabriele de' Mussis, in Rosemary Horrox, *The Black Death* (Manchester: Manchester University Press, 1994), 14-26.
- Giovanni Boccaccio, *The Decameron*, in Horrox, *Black Death*, 26-34.
- "Ordinances Against the Spread of Plague, Pistoia, 1348," in Horrox, *Black Death*, 194-203.
- Clement VI, *Sicut Judeis* (1348), in Horrox, *Black Death*, 221-222.

Scholarship: Monica Green, "The Four Black Deaths" *The American Historical Review* 125, 5: 1601-31.

### **Thurs, Jan 19 The Invention of Print**

#### Primary source documents:

- Filippo de Strata, *Polemic Against Printing* (ca. 1470)
- Johannes Trithemius, *In Praise of Scribes* (1494)
- Miguel de Cervantes, *Don Quixote* (1605): Introductory matter and chapter 1.

#### Scholarship:

- Elizabeth Eisenstein, *The Printing Revolution in Early Modern Europe* (Cambridge, 2012): 3-12, 46-101.

#### Context:

- James Raven, "Printing and Printedness," in Hamish Scott (ed.), *The Oxford Handbook of Early Modern European History, 1350-1750* (2015; online edn, Oxford Academic)

### **Tues, Jan 24 Add course period ends.**

## **Tues, Jan 24                    New Empires, New Exiles**

### Primary source documents:

- Aeneas Silvius Piccolomini, *De Europa* (1458): “Dedication Letter”, “Chapter 7: The Fall of Constantinople,” 49-50, 93-100.
- Elijah Capsali, “The Minor Order of Elijah” in *The Expulsion 1492 Chronicles*, 13-14, 17-19, 24.

### Scholarship:

- “A Global Renaissance” in Jerry Brotton, *The Renaissance Bazaar: From the Silk Road to Michelangelo* (Oxford: Oxford University Press, 2002), 33-61.

### Context:

- Gábor Ágoston, “The Ottoman Empire and Europe” in Hamish Scott (ed.), *The Oxford Handbook of Early Modern European History, 1350-1750* (2015; online edn, Oxford Academic)

## **Thurs, Jan 26                    The Renaissance in the Italian City-States**

### Primary source documents:

- Poggius Bracciolini, “Letters” in *Two Renaissance Book Hunters*: XI, XXI, XXII, XXIII
- Niccolò Machiavelli, Letter to Francesco Vittori in Rome (December 10, 1513)
- Niccolò Machiavelli, *The Prince*: Dedication, 1, 10, 14, 17, 18, 21, 25.

### Scholarship:

- “Learning to be civilized,” in Lisa Jardine, *Wordly Goods: A New History of the Renaissance* (Norton, 1996), 183-228.

Context: Margaret L. King, “A Return to the Ancient World?” in Hamish Scott (ed.), *The Oxford Handbook of Early Modern European History, 1350-1750* (2015; online edn, Oxford Academic)

## **Tues, Jan 31                    Iberia and the Discovery of the New World**

### Primary source documents:

- Christopher Columbus, *The Four Voyages*: Letters of First, Third, and Fourth Voyages

### Scholarship:

- Patricia Seed, “The Requirement: A Protocol for Conquest,” *Ceremonies of possession in Europe's conquest of the New World, 1492-1640* (Cambridge University Press, 1995), 69-99.

### Context:

- J. H. Elliott, “Iberian Empires,” in Hamish Scott (ed.), *The Oxford Handbook of Early Modern European History, 1350-1750* (2015; online edn, Oxford Academic)

## **Thurs, Feb 2                    Columbian Exchanges**

### Primary source documents:

- Bartolome de las Casas, “A Short Account of the Destruction of the Indies” (1542)

### Scholarship:

- Marcy Norton, “Tasting Empire: Chocolate and the European Internalization of Mesoamerican Aesthetics” *The American Historical Review* 111, no. 3 (2006): 660–91.

### Context:

- J. H. Elliott, “Iberian Empires,” in Hamish Scott (ed.), *The Oxford Handbook of Early Modern European History, 1350-1750* (2015; online edn, Oxford Academic)

**Friday, Feb 3                      First Primary Source Paper Due**

## **II.        Reformation**

**Tues, Feb 7                      Martin Luther's Challenge**

### Primary source documents:

- Pope Leo X, "Arise, O Lord" (1520), in *The German Reformation and Peasants War* (Bedford, 2012): 46-49.
- Martin Luther, *Letter to Christian Nobility of the German Nation Concerning the Reform of the Christian Estate* (1520), in *A Reformation Reader* (Fortress Press, 2008): 98-105.
- Martin Luther, *The Freedom of a Christian* (1520), in *A Reformation Reader* (Fortress Press, 2008): 105-113.

### Scholarship:

- Andrew Pettegree, *Brand Luther: 1517, printing, and the making of the Reformation* (New York: Penguin Press, 2015), 143-163.

### Context:

- Ulinka Rublack, "Protestantism and its Adherents," in *Hamish Scott (ed.), The Oxford Handbook of Early Modern European History, 1350-1750* (2015; online edn, Oxford Academic)

**Thurs, Feb 9                      The Reformation Splinters**

### Primary source documents:

- "The Twelve Articles of the German Peasants" (1525)
- "The Testimony of Weynken Claes" (1527), in *"Elisabeth's Manly Courage": Testimonials and Songs of Martyred Anabaptist Women in the Low Countries* (Marquette, 2001): 40-49.
- Elizabeth I, "Act of Supremacy" (1559) in *A Reformation Reader* (Fortress, 2008): 362-363.

### Scholarship:

- Lyndal Roper, *The Holy Household*

### Context:

- Ulinka Rublack, "Protestantism and its Adherents," in *Hamish Scott (ed.), The Oxford Handbook of Early Modern European History, 1350-1750* (2015; online edn, Oxford Academic)

**Tues, Feb 14                      Catholic Renewal in Europe and Beyond**

### Primary source documents:

- The Council of Trent, "Decrees on Canons and Justification," "Canon on the Sacraments in General," in *A Reformation Reader* (Fortress Press, 2008): 405-415, 415-417, 422-425.
- "Consultation of Master Sancho about the Books" (1558) in Lu Ann Homza, *The Spanish Inquisition, 1478-1614* (Hackett, 2006), 216-220.
- St. Francis Xavier, "Letter from Japan, to the Society of Jesus in Europe" (1552)

### Scholarship:

- John O'Malley, *Trent and All That: Renaming Catholicism in the Early Modern Era* (Harvard, 2002).

### Context:

- Nicholas Terpstra, "Early Modern Catholicism," in *Hamish Scott (ed.), The Oxford Handbook of Early Modern European History, 1350-1750* (2015; online edn, Oxford Academic)



**Thurs, Feb 16                    An Age of Religious War**

Primary source documents:

- “The Affair of Rue Saint-Jacques” (1557), in *The Saint Bartholomew’s Day Massacre: A Brief History with Documents* (Bedford/St. Martin’s, 2008): 49-56.
- Michel de Montaigne, “On Cannibals”

Context:

- Mack P. Holt, “Belief and its Limits,” in *Hamish Scott (ed.), The Oxford Handbook of Early Modern European History, 1350-1750* (2015; online edn, Oxford Academic)

**Friday, Feb 17                    First Scholarly Study Paper Due**

**Monday, Feb 20                  Drop period ends.**

**III.     The Crisis of the Seventeenth Century**

**Tues, Feb 21                    Constitutional Crisis I: The 30 Years’ War and the Military Revolution**

Primary source documents:

- “The Defenestration of Prague”; “Civilian Encounters with Soldiers”; “Soldiers’ Daily Lives”; “Destruction” in *The Thirty Years War: A Sourcebook* (Palgrave MacMillan, 2010): 35-37; 254-260; 261-263; 264-272.

Scholarship:

- H. R. Trevor-Roper, The General Crisis of the Seventeenth Century, *Past & Present* 16, 1 (1959): 31–64.

**Thurs, Feb 23                    Heretics and Hunters**

Primary source documents:

- Documents from *Witchcraft in Europe, 400-1700: A Documentary History* (Penn, 2000): 265-270; 290-302; 330-334; 345-348.
- Baruch of Arezzo, *Memorial for the Children of Israel*

**Tues, Feb 28                    Europe’s East**

Primary source documents:

- Nathan Neta Hanover, “The Abyss of Despair”

**Wed, March 1                    Second Primary Source Paper Due**

**Thurs, March 2                  Constitutional Crisis II: The English Civil War**

Primary source documents:

- Thomas Hobbes, *Leviathan* (excerpts)

**March 4-12                      Spring Break, no classes.**

#### **IV.      Searching for Solutions**

##### **Tues, March 14              The Atlantic World of Spain & England**

###### Primary source documents:

- John Winthrop, “Reasons to be considered for justifying the undertakers of the intended plantation in New England...” (1629) in *Envisioning America* (Bedford, 1995): 133-139.
- *Documents Illustrative of the Slave Trade to America* (Octagon, 1969): 123-127.

###### Scholarship:

- Antonio Feros, “The Others Without” in *Speaking of Spain: The Evolution of Race and Nation in the Hispanic World* (Cambridge, MA: Harvard University Press, 2017), 109-152.

##### **Thurs, March 16              New Sciences, Old Practices**

###### Primary source documents:

- Galileo Galilei, *The Starry Messenger* (1610): “Preface to Cosimo de Medici”; “Excerpt of Contents”
- René Descartes “Discourse on Method” (1637) in *The Scientific Revolution: A Brief History with Documents* (Bedford/St. Martin’s, 2010): 70-83.

###### Scholarship:

- Steven Shapin, *A Social History of Truth: Civility and Science in Seventeenth-Century England* (Chicago: University of Chicago Press, 1994).

###### Context:

- Kathleen Crowther, “The Scientific Revolution” in Hamish Scott (ed.), *The Oxford Handbook of Early Modern European History, 1350-1750* (2015; online edn, Oxford Academic).

##### **Monday, March 20      Second Scholarly Study Paper Due**

##### **Tues, March 21              Everyday Experiences: Living and Dying**

###### Primary source documents:

- Defoe, *Journal of a Plague Year*

###### Scholarship:

- Brown, Kathleen. “‘Changed... into the Fashion of Man’: The Politics of Sexual Difference in a Seventeenth-Century Anglo-American Settlement.” *Journal of the History of Sexuality* 6, no. 2 (1995): 171–93.

**Thurs, March 23      An Age of Absolutism: France, Prussia, Russia**

Primary source documents:

- Louis XIV, Revocation of the Edict of Nantes (October 22, 1685)
- Peter the Great, *Spiritual Regulation*, in *Reinterpreting Russian History* (Oxford, 1994): 334-336
- “Petrine Decrees” in L. Jay Olivia, *Peter the Great* (Prentice Hall, 1970): 43-56

Scholarship:

- Craig Koslofsky, in *Evening’s Empire: A History of Night in Early Modern Europe* (Cambridge: Cambridge University Press, 2011), 128-156.

**Monday, March 27      Last day to withdraw from a course.**

**V.      Consumption, Enlightenment, Revolution**

**Tues, March 28      Commerce, Coexistence, and Constitutions**

Primary source documents:

- John Locke, *Second Treatise on Government*, chapters 2, 8 (sec. 95-99), 9, 13
- Benedict Spinoza, *Theologico-Political Treatise*

**Thurs, March 30      Colonies Abroad; Industry at Home**

Primary source documents:

- “A brief description of the excellent virtues of that sober and wholesome drink, called coffee” (1674)
- Adam Smith, *Theory of Moral Sentiments*

Scholarship:

- Jan de Vries, “The Industrial Revolution and the Industrious Revolution.” *The Journal of Economic History* 54, no. 2 (1994): 249–70.

**Mon, Apr 3      Third Primary Source Paper Due**

**Tues, April 4      The Enlightenment**

Primary source documents:

- Voltaire, *Candide*

Scholarship:

- Robert Darnton, *The Forbidden Best-sellers of Pre-revolutionary France* (W. W. Norton)

**Thurs, April 6      No class**

**Tues, April 11                    Enlightenment Projects**

Primary source documents:

- Joseph II, “Edict of Tolerance” (January 2, 1782)
- Thomas Jefferson, *Notes on the State of Virginia* (ca. 1781)
- Jean-Jacques Rousseau, *The Government of Poland* (1772)

Scholarship:

- Michel Foucault, *Discipline and Punish*

**Thurs, April 13                    No class**

**Friday, April 14                    Third Secondary Source Paper Due**

**Tues, April 18                    Revolution: Inventing the Citizen**

Primary source documents:

- Abbé Sieyès, “What is the Third Estate?” (1789), in *University of Chicago Readings in Western Civilization, Volume 7: The Old Regime and the French Revolution*: 154-166.

Scholarship:

- Roger Chartier, *The Culture Origins of the French Revolution*

**Thurs, April 20                    The Revolution Radicalizes**

Primary source documents:

- French National Assembly, “Declaration of the Rights of Man and Citizen” (1789)
- French National Assembly, “Debate on the Eligibility of Jews for Citizenship” (December 23, 1789)
- Marie-Olympe de Gouges, “Declaration of the Rights of Woman” (1791)

Scholarship:

- Lynn Hunt, *Inventing Human Rights*

**Tues, April 25                    Revolution, Restoration, Romanticism**

Primary source documents:

- Edmund Burke, *Reflections on the Revolution in France* (1790)
- Johann Gottfried von Herder, *Materials for the Philosophy of the History of Mankind* (1784)

**April 27-30                    Reading days**

**May 1-9                    Final Exam Period: Take home exam due May 5.**

**May 12                    Grades submitted**