



HIST0200 - EMERGENCE OF MODERN EUROPE

History and Tradition Sector

Major Concentration: European

Major/Minor requirements fulfilled: Europe, Pre-1800

FALL 2024: MT-8:30-9:59am

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Office Hours:

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.

HIST0200 is constructed around close reading of primary sources as a means of exposing students to historical pasts and geographic regions both distinct from their own and that form the background to the sites of heritage in the modern world. No prior historical training is assumed, but is always welcome.

HIST0200 covers “The Emergence of Modern Europe” during a crucial time in European and world history, full of discovery, encounter, Renaissance and Reformation, exchanges between Europeans and the Americas, on the one hand, and new arrangements between Europeans,

Africans, and Asians, including enslavement, conquest, religious missionary work, and commodities in motion.

Major themes will include:

- **New Monarchies and new political discourses**
- **Renaissance and Humanism**
- **Christendom Divided**
- **Imperial expansion and Colonialism**
- **War and diplomacy**
- **Social bodies: from estates to classes**
- **Transformations of Popular Culture**
- **European economies and demography**
- **Enlightenments**
- **Revolution: Rights, Nations and Nationalism**

The reading and analysis of primary sources from each era will be critical in understanding Europe's key features and development. Students will also read and discuss selected secondary sources (scholars' works). **All readings will be posted on Canvas**

REQUIREMENTS

- Two exams, with questions about topics discussed in lectures, weekly readings, and primary sources. One exam around mid-October. The second exam during final exams period.
- A short paper (5 pages) on selected primary documents.
- Required attendance to classes
- Read the assigned readings in advance of your arrival in class
- Assessment: First Exam: 30% Second Exam: 40%. Paper: 15%. Attendance/participation: 15%

Improvement over time will be taken into consideration in determining final course grades.

COURSE GOALS

In this course, we will present a survey of the formation of European society and culture. In doing so, we will focus especially on a few main themes and issues:

Politics with and without a “state.” What are the rules and how do they change? What makes a good ruler? What constitutes political power? Political legitimacy?

Social organization. What changes over time—or remained the same—about family life, cities, rural life, the nobility?

Religion. What roles did Christianity as a belief system and the Christian Church as an organization play in this society over time? What were some of the consequences for religious minorities? For the rest?

Boundaries. How do we define the boundaries and borders of societies and cultures? What does a term like "European" mean at any given point in time?

CRITICAL SKILLS

In this course you will also develop and sharpen critical and analytic skills:

- **Evidence** and evaluation: assess and evaluate evidence as presented in written records
- **Critical analysis:** analyze the argumentation and use of evidence in the writings of modern historical scholars
- **Argumentation:** marshaling evidence to develop and present a convincing written argument

We will address these topics in a variety of ways:

- **Lectures** present a synthesis of information and analysis about the topic at hand.
- **Readings** for the course: 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.

The goals of History0200 are not simply to present you with a body of information about the history of Europe, though that information is important to the course and to general education. It also serves as an introduction to the study of history, as a means to develop critical and analytic skills in both reading and writing, and a forum for examining particular topics and texts in a broad temporal period.

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 CLASSES



August 27 **Introduction to the Course**

Tues, Sept 3 **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, Sep 5 **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, Sept 10 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, Sept 12 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, Sept 17 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:

- Felipe Fernández-Armesto, "Exploration and Navigation" in Hamish Scott (ed.), *The Oxford Handbook of Early Modern European History, 1350-1750* (2015; online edn, Oxford Academic)

Thurs, Sept 19 Columbian Exchanges

Primary source documents:

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

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)

Tues, Sept 24 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, On the Babylonian Captivity of the Church (1520), in *A Reformation Reader* (Fortress Press, 2008).

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, Sept 26 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.

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, Oct 1 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, Oct 3 No class. Fall Break

Tues, Oct 8 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, "Of 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)

Thurs, Oct 10 FIRST EXAM-IN CLASS

Tues, Oct 15 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, Oct 17 Constitutional Crisis II: The English Civil War

Primary source documents:

Thomas Hobbes, *Leviathan* (excerpts)

Scholarship

Context

Tues, Oct 22 Everyday Experiences: Living and Dying

Primary source documents:

- Defoe, *Journal of a Plague Year*
- Documents from *Witchcraft in Europe, 400-1700: A Documentary History* (Penn, 2000): 265-270;
- 290-302; 330-334; 345-348.

Scholarship:

- Gender/Women

Thurs, Oct 24 The Atlantic World of Spain and 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.

Context:

- Elliott

Tues, Oct 29 An Age of Absolutism**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.

Thurs, Oct 31 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)

Tues, Nov 5 A New European Order**Primary Source documents:**

Treaties of Utrecht

Scholarship

Brendan Simms, “Europe’s Shifting Balance of Power”, in Hamish Scott (ed.), *The Oxford Handbook of Early Modern European History, 1350-1750* (2015; online edn, Oxford Academic).

Thurs, Nov 7 The Enlightenment**Primary source documents:**

- Voltaire, *Candide*
- Kant, “What is Enlightenment?”

Scholarship:

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

Context:

- John Robertson “Europe’s Enlightenment,” in Hamish Scott (ed.), *The Oxford Handbook of Early Modern European History, 1350-1750* (2015; online edn, Oxford Academic).

Tues, Nov. 12 Enlightenment Projects

Primary source documents:

- Joseph II, “Edict of Tolerance” (January 2, 1782)
- Thomas Jefferson, Notes on the State of Virginia (ca. 1781)

Scholarship:

- Michel Foucault, *Discipline and Punish*

Context

- Dorinda Outran, *The Enlightenment* (Cambridge, UP, 2012), chaps 3, 6-7

Thurs, Nov 14 Imperial Competition

Tues, Nov 19 The Beginning of the Industrial Revolution

Primary source documents

Adam Smith, *The Wealth of Nations*

Scholarship

Kathryn Sutherland, “The new economics of the Enlightenment,” in *The Enlightened World*

Context

Landes, *The Unbound Prometheus. Technological Change and Industrial Development*, chaps 1 and 2

Thurs, Nov. 21 The End of the Old Regime: Revolution

Primary Source documents

- Emmanuel-Joseph Sieyès, *What Is the Third Estate?* (1789)
- *Declaration of the Rights of Man and of the Citizen* (1789)
- De Gouges, *Declaration of the Rights of Woman and of the Female Citizen* (1791)

Scholarship

- The Oxford Handbook of the French Revolution, chapters 8, 9, and 26

Tues, Nov 26 Colonial Revolutions

Primary source documents

- Thomas Paine: Common Sense (1776)
- Declaration of Independence (1776)
- *The Haitian Revolution: A Documentary History*

Scholarship

- Armitage, “The American Revolution in Atlantic Perspective”
- Rapport, “The International Repercussion of the French Revolution”
- Geggus, “The Haitian Revolution in Atlantic Perspective”

Thurs, Nov 28 No class-Thanksgiving

Mon, Dec 2 PAPER DUE

Tues, Dec. 3 Post-Revolutionary Europe

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)
- Alexis de Tocqueville, *The Old Regime and the Revolution* (1856)

Scholarship

Nicoletta Marini D'armenia and Luigi Mascilli Migliorini, "The Napoleonic Wars and Realms of Memory in Europe"

Thurs, Dec 5

Last Day of Class: Conclusion & Review

SECOND EXAM-IN CLASS: TBA