

HIST 635: Premodern Europe and the World

Thursday, 7:20-10:00

Innovation Hall 328

Dr. Amanda Madden

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Office hours (Zoom or my office): Wednesday 10:00 to noon, Thurs, 2:00pm to 5:00pm
and by appointment

About the Course: This course looks at how global connections shaped important developments in Europe defined broadly prior to 1780. Important topics will be explored including state formation, the growth of Empires, religion and reformation, the world economy, and the growth of military power. We will also look at shifts in premodern worldviews and thought, the construction of race, and the evolution of gender and the family.

Learning Outcomes: The learning outcomes for this course are the following

- 1) Students will have an overview of the major themes and debates in the field of premodern Europe that will provide a foundation for further study and advanced research
- 2) Students will be able to identify and synthesize the major arguments in the course monographs and place them in context within the field

Required Texts

Abu-Lughod, Janet L. *Before European Hegemony: The World System AD 1250-1350*. Oxford University Press, USA, 1991.

Adams, Julia. *The Familial State: Ruling Families and Merchant Capitalism in Early Modern Europe*. Ithaca: Cornell University Press, 2005.

Ahnert, Ruth and Sebastian E. Ahnert. *Tudor Networks of Power*. Oxford University Press, 2023.

Lydia Barnett. *After the Flood: Imagining the Global Environment in Early Modern Europe*. Baltimore, JHU Press, 2019.

Benjamin Breen, *The Age of Intoxication: Origins of the Global Drug Trade* Philadelphia: University of Pennsylvania Press, 2019.

Brummett, Palmira. *Mapping the Ottomans: Sovereignty, Territory, and Identity in the Early*

- Modern Mediterranean*. Cambridge: Cambridge University Press, 2015.
- Canizares-Esguerra, Jorge. *How to Write History the New World: Histories, Epistemologies, and Identities in the Eighteenth-Century Atlantic World*. Stanford: Stanford University Press, 2001.
- Dodds Pennock, Caroline. *On Savage Shores: How Indigenous Americans Discovered Europe*. New York: Knopf, 2023.
- Huff, Toby E. *The Rise of Early Modern Science: Islam, China, and the West*. Cambridge: Cambridge University Press, 2017.
- Heng, Geraldine. *The Invention of Race in the European Middle Ages*. Cambridge: Cambridge University Press, 2018.
- Kümin, Beat, ed. *The European World 1500–1800: An Introduction to Early Modern History*. Taylor & Francis, 2022.
- Nexon, Daniel H. *The Struggle for Power in Early Modern Europe: Religious Conflict, Dynastic Empires, and International Change*. Princeton: Princeton University Press, 2009.
- Parker, Charles H. *Global Interactions in the Early Modern Age, 1400–1800*. Cambridge: Cambridge University Press, 2010.
- Rothman, E. Natalie. *Brokering Empire: Trans-imperial Subjects between Venice and Istanbul*. Ithaca: -Cornell University Press, 2017.
- Stein, Stanley J. and Barbara H. Stein. *Silver, Trade, and War: Spain and America in the Making of Early Modern Europe*. Baltimore: Johns Hopkins University Press, 2000.
- Sutherland, Suzanne. *The Rise of the Military Entrepreneur: War, Diplomacy, and Knowledge in Habsburg Europe*. Ithaca: Cornell University Press, 2022.
- Trivellato, Francesca. *The Promise and Peril of Credit: What a Forgotten Legend about Jews and Finance Tells us about the Making of European commercial society*. Vol. 19. Princeton University Press, 2021.
- Zemon Davis, Natalie. *Women on the Margins: Three Seventeenth-century Lives*. Harvard University Press, 1995.

Optional Texts

- Brady, Thomas A., Oberman, and James D. Tracy, eds. *Handbook of European History 1400-1600: Late Middle Ages, Renaissance and Reformation*, 2 vols.
- Wiesner-Hanks, Merry E. *Early Modern Europe, 1450-1789*. Cambridge ; Cambridge University Press.

Assignments

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- 1) Weekly Responses (25%) - due Wednesday at noon on Slack
 - 2) Discussion Lead (25%)
 - 3) Historiographic Essay (50%)

Grading and Grading Scale: I'm a holistic grader. You are a whole person with responsibilities outside this class and some weeks it may be harder than others to meet all of your responsibilities. We all have strengths and challenges. As a general rule, I don't accept the weekly responses late but can work with you to make up the assignment in another way. If you are struggling to keep up with the course, please reach out to me as soon as possible.

When assigning the final grade, I follow GMU's [grading scale](#).

Course Policies

How to communicate with me: My email is amadden8@gmu.edu—email and the course Slack channel are the best way to reach me. N.B. that anything course related must be conducted via gmu email meaning you and I must both use our GMU address. Note that I don't respond to emails after 8pm on weekdays and may be slow to respond on weekends. I also encourage you to come to my office hours either in person or via Zoom:

Wednesday 10:00 am-noon; Thurs; 2:00-5:00pm and by appointment
Office: RRCHNM, 477 Research Hall

For students with disabilities: I will fully support you and make full accommodations in this course but if you have yet to do so, I strongly urge you to register and work with the Office of Disability Services. Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

Academic Conduct: Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Course Schedule

1/18: Introduction to the Course

1/25: Global Europe

Read: Janet Abu-Lughood, *Before European Hegemony*

Charles Parker, *Global Interactions in the Early Modern Age*, 1400-1800

2/1: The Early Modern State and State Formation

Read: Kumin, Ch. 31, "Dynastic Politics, Religious Conflicts, and Reason of State, c. 1500-1650,"

Daniel Nexon, *The Struggle for Power in Early Modern Europe* (Nathan Woodcock)

2/8: The World Economy

Read: Kumin, Ch. 9, "The Early Modern Economy,"

Stanley Stein and Barbara Stein, *Silver, Trade, and War: Spain and America in the Making of Early Modern Europe* (David Armstrong)

Julia Adams, *Familial State: Ruling Families and Merchant Capitalism in Early Modern Europe* (Daniel Muntifering)

2/15: War and the Military

Read: Kumin, Ch. 35, "The Impact of War,"

Suzanne Sutherland, *The Rise of the Military Entrepreneur: War, Diplomacy, and Knowledge in Early Modern Europe* (Jess Moore)

2/22: Empires

Read: Kumin, Ch. 17, "European Relations with the Ottoman World,"

Nathalie Rothman, *Brokering Empire: Trans-Imperial Subjects between Venice and Istanbul*
Palmira Brummett, *Mapping the Ottomans: Sovereignty, Territory, and Identity in the Early Modern Mediterranean* **[Edward Kirsch would like to lead the class discussion for the Mapping book]**

2/29: Europe and the Americas

Read: Caroline Dodds Pennock, *On Savage Shores: How Indigenous Americans Discovered Europe*
(Alexa Shipes)

3/3-3/11: Spring Break No Class

3/14: Women and Gender **Salem Sebbatleab will lead the discussion**

Read: Kumin, Ch. 4, "Gender and Family,"

Natalie Zemon-Davis, *Women on the Margins: Three Seventeenth-Century Lives*

3/21: Science

Read: Kumin, Ch. 28, "The Scientific Revolution,"

Toby E. Huff: *Rise of Early Modern Science: Islam, China, and the West* (Grant Peterson) (Laszlo Taba)

3/28: Race

Read: Geraldine Heng: *Invention of Race in the European Middle Ages* (Ashleigh Williams)

Francesca Trivellato, *The Promise and Peril of Credit: What a Forgotten Legend about Jews and Finance Tells us about the Making of European Commercial Society*

4/4: The Enlightenment

Read: Kumin, Ch. 24, "From Pen to Print," Ch. 29, "The Enlightenment,"

Jorge Canizares-Esguerra, *How to Write History the New World: Histories, Epistemologies, and Identities in the Eighteenth-Century Atlantic World* (Jarrod Howland)

4/11: The Environment

Read: Lydia Barnett, *After the Flood: Imagining the Global Environment in Early Modern Europe*
(Nina Erickson)

Read: Benjamin Breen, *Age of Intoxication* (Landon Ruth)

4/18: Methods

Read: Ruth Ahnert and Sebastian Ahnert, *Tudor Networks of Power*

Kate Shuster