History 6212 - Spring 2014  
Early Modern Readings in European History  
Monday  4:00- 6:30 PM  Helms 263

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Office Hours:  T-TH 9-9:30 and by appointments

Course description: Welcome to History 6212! This graduate course provides an overview of current historiography of early modern European history. We will concentrate on a selection of important contributions to the field, exploring seminal works and theories as well as debates with which every modern historian must be familiar. In addition, this course will introduce students to the profession of history, covering topics from various genres of historical works. This class will prepare you to take your comprehensive examinations, to familiarize you with different methodological approaches, to hone your skills in the art of review writing, and to make you consider possible topics for your own research and teaching interests. The theme of this semester is cultural history, thus we will tackle some of these themes, possibly through the most salient historiographical accounts.

Required Texts (articles are posted on D2L):  
-- Fernand Braudel, The structures of every day life (University of California, 1992) OR Peter Burke, Popular Culture in Early Modern Europe (Ashgate, 2009) OR Roger Chartier, Cultural History: between Practices and Representations (Cornell, 1988)  
--Eamon Duffy, the Stripping of the altars (Yale, 2005) OR Ethan H. Shagan, Popular Politics and the English Reformation (Cambridge, 2003) OR the Rule of Moderation (Cambridge, 2011)  
--E. Natalie Rothman, Brokering Empire: Trans-imperial subjects between Venice and Istanbul (2011) OR Francesca Trivellato, The Familiarity of Strangers: The Sephardic diaspora (Yale, 2009)  
Goals of the class: (1) to survey important conceptual and methodological landmarks in the development of “History” as both a mode of knowledge and an academic field of study (2) To explore the theories, methods, and debates relevant to modern historians (3) to promote a sense of intellectual community among incoming graduate students in History with different areas of concentration 4) To learn how to analyze historical debates and the contributions of different scholars accurately and fairly, in preparation for a student’s own contributions to the field.

Course Requirements: We will discuss roughly one monograph per week. There is a copy of each book in the library reserve under the course number. It is cheaper for students to buy these seminal used books online. There is therefore no copy ordered for this course at the bookstore. All the articles are posted on D2L. Every student will write a weekly review on the assigned reading (2 pp. single space or 4 pp. double space). These exposés will be submitted to me via e-mail on Saturday (midnight deadline) before the class. Your accounts should analyze and critique the historiographical content of the weekly readings. In so doing, you should pay particular attention to the sources, methodology, and argument. You should summarize only the central thesis and main evidences. Then you should raise questions, problems, and/or criticisms. Each student will choose a week (therefore a specific theme) to present and lead the discussion. Since this is a graduate course, I do not anticipate any of you to miss class. Should you have to miss a class, please be courteous to me and your peers and try to let us know in advance. Much of this class depends on discussion and participation of all seminarians. If you shall miss a class, I will still be expecting you to hand me your weekly review. The reports will provide platforms for discussions and count toward 50% of your grade. Your engaged participation will count toward another 25% and the final paper for the last 25%. You should also make arrangements to attend the invited speakers’ talks over the course of the semester.

Paper writing: A term paper between 10-12 pp that explores either (a) a particular historiographical debate, drawing on theoretical perspectives learned in this course, or (b) a particular question or problem in critical philosophy of history. This will be a more substantial analysis of some theme addressed in the course itself, and may well use sources beyond those listed in the syllabus. Toward the middle of the semester, one class session will be dedicated to assessing the status of your paper, argument, evidences, writing, contribution to the field, historiographical debate (bring and distribute your draft in order to get feedback from your peers).
Workshops: There are various visits from prominent scholars scheduled for the Spring semester. The Two that you must attend are the Teaching Symposium and Thomas Glick’s talk. The CU Mediterranean Studies Group is hosting Thomas Glick (Boston University) (one talk, one workshop) in April (around 20th) and one Teaching symposium led by Mark Meyerson and Tom Burman on teaching in a multicultural context (Saturday Feb. 23rd 10-3:30pm).

Other talks cosponsored by the Med Studies group and Art History include:

One CEMEMS talk: Sarah Pessin (University of Denver) “Divine Love in a Neoplatonic Key: Rethinking God from Greek, Islamic and Jewish Points of View” March 18th HUM 250 @5PM

Tentative Schedule

Week One (January 13) Introduction

Week Two (January 20) Martin Luther King Jr. (Holiday)

Week Three (January 27) Intellectual history: Grafton OR Pal OR Greenblatt


Week Six (Feb 17) **President’s Day** (Holiday)
Attend symposium on Teaching in a Multicultural Context on Feb 22nd: Mark Meyerson (Toronto), Tom Burman (Knoxville), Cynthia Hahn (Hunter College), Sharon Kinoshita (UCSC)


Week Nine (March 10) presentation of historiographical drafts


Week Eleven (March 24) **Spring Break** (Holiday)

Week Twelve (April 31) Theology-Church history: Bynum OR Bruce OR Rubin


Germany: essays in honor of H.C. Erik Midelfort, Marjorie Elizabeth Plummer (Ashgate, 2009), 49-62.


Week Seventeen (May 5) Finals Week: Congratulations, you’ve made it! We celebrate.

Tips for review writing: Discern major themes, problems, and controversies that serve as threads running through the history of modern historiography. Connect specific topics and readings to these larger issues, in both the weekly response papers and in comments in class. Analyze individual works of historiography and debates rigorously by situating works in broader intellectual context and conversation, “reading for argument,” considering how writer uses evidence and what might be alternative explanations for given data, identifying methodology and orientation and discerning possible authorial biases. Write with clarity, cogency, and concision.

CU Policies:
Classroom Behavior Policy: Students and faculty each have responsibility for maintaining appropriate learning environments. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty has the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. See polices at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.
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disabilities (303-492-8671, Willard 322, http://www.colorado.edu/disabilityservices). If you have a temporary medical condition or injury, see guidelines at http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html

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Observance of Religious Holidays and Absences from Classes or Examinations: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled examinations, assignments, or required attendance. In this class, I will make every effort to accommodate all students who have such conflicts with scheduled examinations, assignments, or attending class, provided students notify me well in advance of the scheduled conflict. In this class, students should notify me by the third week of class of their religious conflicts with exams and assignments. See full details at http://www.colorado.edu/policies/fac_relig.html

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