

Daily Life in Early Modern Europe, 1450-1750

Dr. Allyson Poska

Fall 2015

226 Monroe Hall x1478

Office Hours: Monday, Wednesday, and Friday 1-2, Tuesday and Thursday 1-2

This class will explore the daily lives of ordinary people during the early modern period. In the process, we will read some of the newest and most influential works in family history, women's history, and social history. This course is writing intensive and speaking intensive.

Learning Outcomes

- Ability to analyze sources and arguments
- Ability to synthesize research findings
- Ability to speak with clarity about the past
- Ability to write with clarity about the past

Speaking Intensive Outcomes

- Students will understand and be able to explain the conventions and expectations of oral communication as practiced within the discipline of the course taken.
- Students will apply theories and strategies for crafting messages (verbal, nonverbal, and visual) for particular audiences and purposes.
- Students will be able to craft oral messages after a conscious process in which various options are reviewed and will be able to explain and support their choices.
- Students will be able to metacommunicate about their own communication patterns.

Writing Intensive Outcomes

- **(Ideas):** Students will demonstrate satisfactory knowledge of the varying strategies to convey arguments, main ideas and support/evidence.
- **(Organization):** Students will demonstrate satisfactory knowledge of the varying patterns of composition organization and development.
- **(Rhetorical Situation):** Students will demonstrate satisfactory knowledge of the audience, the role of the writer, and rhetorical strategies.
- **(Editing):** Students will demonstrate satisfactory knowledge of writing conventions and correctness.

This course counts for the History Major, as a WGST seminar, and as an IA Elective

Grade scale

A 95-100; A- 90-94; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 63-66

Students with an average of 69 or lower will receive an unsatisfactory on mid-semester reports

Students requiring special accommodations:

If you already receive services through the Office of Disability Services and require accommodations for this class, please make an appointment with me as soon as possible to

discuss your approved accommodation needs. Please bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise. If you have not contacted the Office of Disability Services and need special accommodations, please contact them at 540-654-1266.

LAPTOP and TABLET POLICY: Laptops and tablets may be used in the classroom for *notetaking only*. I reserve the right to prohibit laptop use at any time for any reason. Cellphones must be shut off and remain out of sight during class.

COURSE REQUIREMENTS:

Attendance at all seminars is expected and any absences will affect your final grade. You are responsible for all material, assignments, and announcements covered in class. You should come to class having completed the readings for the week and prepared to discuss them. You are not expected to be brilliant each class period. Questions, comments, and thoughtful opinions are all crucial parts of classroom learning. I encourage you to participate in whatever form that you are able; however, your participation must provide evidence that you have completed the readings. Each week you will evaluate the seminar leaders and your own participation in seminar.

Leading the seminar

All students will be asked to lead two weeks of the seminar. Each week, two of you will be responsible for giving a brief presentation of the weekly reading and leading discussion. The rest of the class will provide weekly peer-critiques of those leading the seminar. Leading the two seminars (25%), your participation in class discussions (20%), and your peer critiques of both written assignments and seminar leaders (5%) will account for 50% of your grade.

Final Paper and Presentation

All students must write a 20 page research paper on a topic of your choice that employs a primary source that analyzes some aspect of daily life during the early modern period. The paper and its accompanying assignments will be worth 50% of your grade. I suggest that you choose your topic early in the semester in order to ensure that the books and articles that you need will be in your possession by the time that you write. You should choose your topic in consultation with me. As this class is designated as writing intensive and in order to assure that you do not procrastinate there will be a number of assignments leading up to the completion of your paper. Some of the assignments will be peer-critiqued and each of you will meet with me for a follow-up discussion about your work after each assignment.

Failure to complete any written assignment will result in an automatic failure of the course. All assignments are due promptly at the beginning of class. No exceptions will be made. Computer breakdowns are not an excuse. **START EARLY.** Remember that all of your work is subject to the UMW Honor Code.

Topic proposal: due September 8 (5% of your grade) approximately 1/2 page long and must include the primary source(s) upon which your paper will be based.

Comprehensive bibliography: due September 24 (5% of your grade)

Primary Source Analysis: due October 6 (10% of your grade) Peer critique due October 8

Final paper: first draft due Tuesday November 17 Peer critique due Thursday November 19
final draft due during the exam period (20% of your grade: 1/3 first draft+2/3 final draft)

Final Presentation You will give an 8 minute presentation of your research during the exam period (10% of your grade)

Final papers will be in 12 pt. font, double-spaced and will have 1" margins. If you have any questions about format or footnoting see the *Chicago Manual of Style*. Be sure to proofread your papers before turning them in. Use Spell check and Grammar check to avoid embarrassing errors.

No extensions will be given for any reason. Computer breakdowns are NOT an excuse. A late paper (even one minute late) will be penalized 10 points for every 24 hours it is late.

TEXTS AVAILABLE FOR PURCHASE:

Brian Fagan, *The Little Ice Age: How Climate Made History 1300-1850* (Basic 2000)

Ann Tlusty, *Bacchus and Civic Order: The Culture of Drink in Early Modern Germany* (Virginia 2001)

Ulinka Rublack, *Dressing Up: Cultural Identity in Renaissance Europe* (Oxford 2010)

Craig Harline, *Miracles at the Jesus Oak: Histories of the Supernatural in Reformation Europe* (Yale 2011)

John Lynn, *Women, Armies, and Warfare in Early Modern Europe* (Cambridge 2008)

SCHEDULE

Week 1 Introduction

Read: Allison Rowlands, "The Conditions of Life for the Masses, 1500-1618," in *Early Modern Europe. An Oxford History*, ed. Euan Cameron (Oxford, 1999): 31-62 (on canvas)

On your own, watch "The Return of Martin Guerre" on youtube paying particular attention to houses, clothing, the rhythms of daily life etc...

Week 2 The Natural and the Supernatural

Read: Craig Harline, *Miracles at Jesus Oak*

Week 3 Time

Read: Craig Koslofsky, chapter 5 "An Entirely New Contrivance: the Rise of Street Lighting, 1660-1700" and chapter 7 "Colonizing the Rural Night?" *Evening's Empire: A History of the Night in Early Modern Europe* (Cambridge, 2011) (on canvas)

Bruno Blondé and Gerrit Verhoeven, "Against the Clock: Time Awareness in Early Modern Antwerp, 1585-1789," *Continuity & Change* 28:2 (Aug 2013): 213-244 (on canvas)

Sasha Handley, "Sociable Sleeping in Early Modern England, 1660-1760," *History* 98:329 (Jan 2013): 79-104 at Academic Search Complete

Week 4 Weather

Read: Fagan, *The Little Ice Age*

Week 5 Bodies

Read: Michael Stolberg, "A Woman Down to her Bones: The Anatomy of Sexual Difference in the Sixteenth and Early Seventeenth Centuries," *Isis* 94:2 (June 2003): 274-299 at JSTOR

Helen King, "The Mathematics of Sex: One to Two or Two to One?" *Studies in Medieval and Renaissance History: Sexuality and Culture in Medieval and Renaissance Europe* 3rd series, 2 (2005):47-58 (on canvas)

P. Renée Baernstein and John Christopoulos, "Interpreting the Body in Early Modern Italy: Pregnancy, Abortion and Adulthood," *Past and Present* 223:1(2014): 41-75 at Oxford Journals

Edward Behrend-Martinez, "Manhood and the Neutered Body in Early Modern Spain," *Journal of Social History* 38:4 (2005):1073-1093 at JSTOR.

Week 6 Sex and Sexuality

Read: Christian Berco "Producing Patriarchy: Male Homosexuality and Gender in Early Modern Spain," *Journal of the History of Sexuality* 17, no. 3 (September 2008): 351-376 at Project Muse

Helmut Puff, "Female Sodomy: The Trial of Katherina Hetzeldorfer (1477)," *The Journal of Medieval and Early Modern Studies* 30.1 (Winter 2000):41-61 at Academic Search Complete

Julie Hardwick, "Policing Paternity: Historicizing Masculinity and Sexuality in early modern France," *European Review of History* (July 2015) (On canvas)

Jennifer McNabb, "Ceremony versus Consent: Courtship, Illegitimacy, and Reputation in Northwest England, 1560-1610," *Sixteenth Century Journal* 37:1 (Spring 2006): 59-81 at JSTOR

Week 7 Clothing pt.1

Tuesday NO CLASS

Thursday Rublack, *Dressing Up*

Read: Rublack, *Dressing Up*

Week 8 Clothing pt.2

Tuesday NO CLASS Fall break

Thursday Rublack pt. 2

Read: Rublack, *Dressing Up*

Week 9 Houses

Read: Amanda Vickery, "An Englishman's Home Is His Castle? Thresholds, Boundaries and Privacies in the Eighteenth-Century London House," *Past and Present* 199:1 (2008): 147-173 at Oxford Journals

Paula Hohti, "Domestic Space and Identity: Artisans, Shopkeepers, and Traders in sixteenth-century Siena," *Urban History* 37:3 (Dec 2010): 372-385 (on canvas)

No class Thursday

Week 10 Drinking and Tavern Culture

Read: *Thlusty, Bacchus and the Civic Order*

Week 11 Work

Read: Jane Whittle, "Enterprising widows and active wives: women's unpaid work in the household economy of early modern England," *History of the Family* 19:3 (Sep 2014): 283-300 (on canvas)

Ariadne Schmidt, "Women and Guilds: Corporations and Female Labour Market Participation in Early Modern Holland," *Gender & History* 21:1 (Apr 2009): 170-189 at Academic Search Complete

Bas J.P. Van Bavel, "Rural wage labour in the sixteenth-century Low Countries: an Assessment of the Importance and Nature of Wage Labour in the Countryside of Holland, Guelders and Flanders," *Continuity and Change* 21:1 (May 2006): 37-72 at Cambridge Journals Online

Week 12 Leisure

Read: Peter Burke, "The Invention of Leisure in Early Modern Europe," *Past and Present* 146 (Feb. 1995), 136-150 at JSTOR

Wolfgang Behringer, "Arena and Pall Mall: Sport in the Early Modern Period," *German History* 27:3 (Jul 2009): 331-357 at Academic Search Complete

Melissa Calaresu, "Making and Eating Ice Cream in Naples: Rethinking Consumption and Sociability in the Eighteenth Century," *Past and Present* 220:1 (Aug 2013): 35-78 at Oxford Journals

Michael Lynn, "Sparks for Sale: The Culture and Commerce of Fireworks in Early Modern France," *Eighteenth-Century Life* 30:2 (Spring 2006): 74-97 at Academic Search Complete

Week 13 Warfare

Read: Lynn, *Women, Armies and Warfare*

Week 14 Aging

Read: Lynn Botelho, "Old age and Menopause in Rural Women of early modern Suffolk" in *Women and Ageing in Britain since 1500* ed. Lynn Botelho and Pat Thane (New York and London: Longman, 2001): 43-65 (on canvas)

Alexandra Shepard, "The 'Ancienter Sort'" chapter 8 of *Meanings of Manhood in Early Modern England* (2006) (on canvas)

No class on Thursday Thanksgiving

Week 15 Death and the Afterlife

Read: Kathryn Edwards, "Female Sociability, Physicality, and Authority in early modern Haunting," *Journal of Social History* 33:3 (Spring 2000): 601-621 at Project Muse

Penny Roberts, "Contesting Sacred Space: Burial Disputes in Sixteenth Century France" (on canvas)

Vanessa Harding "Whose Body? A Study of Attitudes towards the Dead Body in Early Modern Paris" (on canvas)

J.S.W. Helt, "Women, Memory, and Will Making in Elizabethan England" (on canvas)