

History 496WI/741: Seminar in Early Modern Europe
 Spring 2018, Course # 22352006 (496WI) and 22350166 (741)
 Mondays 3:30-6:20, Powers 135

Print and Print Culture in Early Modern Europe

Professor: Dr. Carrie Euler
 Office: Powers 239
 Phone: (989) 774-1151
 Email: euler1ce@cmich.edu

Office Hours: Due to an unusually heavy teaching and administrative load this semester, my hours will be somewhat irregular. Please see the schedule below and contact me if you have questions or want to make an appointment:

Regular weekly hours: Mondays and Wednesdays, 9:15-10:00
 Selected Wednesdays, 3:30-5:00 (1/31, 2/14, 2/28, 3/14, 3/28, 4/11, 4/25)
 Selected Fridays, 9:15-11:00 (1/19, 1/26, 2/9, 2/23, 3/23, 3/30)

COURSE DESCRIPTION AND OBJECTIVES

This course aims to develop skills in historical research and analysis through an exploration of print culture and printed sources in early modern Europe, with a particular focus on England. The main outcome of the course is that each student will produce an original research paper based on primary sources that also includes analysis of the secondary-source literature or historiography. (Length approximately 20, double-spaced pages for undergraduates, including bibliography; approximately 25 for graduates.) For primary sources, you will be using the database Early English Books Online, found through CMU's library website. For secondary sources, we will read and discuss a few books and articles together, mostly in the first half of the semester, and you will also find ones on your own that are relevant to your project. Questions we will explore include: how did the invention of the printing press change European society and culture; were changes dramatic and fundamental or incremental; can we distinguish between "elite" and "popular" reading and print consumption; how did different groups use different kinds of printed materials to spread ideas; and did print affect religious and political policy debates?

By the end of this course students will have:

1. selected and refined a significant topic for historical research;
2. analyzed and critiqued relevant secondary literature to frame an appropriate historiographical context for investigation;
3. framed a significant historical question concerning the topic which is informed by the historiography and will generate sustained criticism and analysis;
4. researched, selected, and organized primary source materials appropriate to the research topic;
5. evaluated the strengths and weaknesses of the primary sources selected to determine their utility for their particular line of historical inquiry;
6. analyzed and interpreted the primary materials they have selected to identify patterns of meaning;
7. framed a thesis which arises from the historiographically informed research, is true to the evidence, and will sustain an analytical argument;
8. organized and presented their findings in a polished essay that is thesis driven, historiographically informed, clearly argued, well-supported by relevant historical evidence, and appropriately documented.

COURSE REQUIREMENTS

Reading Responses/Progress Reports (15%) 8 total; please date and number each and preserve in a binder after I hand them back (except the one that is an oral presentation, of course). Should be typed, double-spaced (not necessary for lists). The main point of these is to make sure you are following the readings and making progress on your research and, in both cases, getting thoughts on paper. Hereinafter on this syllabus, I will refer to these as RR/PR.

Attendance and Participation (20%) Includes class discussion and meetings with professor.

Bibliography and Introduction (10%) Due March 26 by 5:00, Dr. Euler's office (Powers 239).

Draft and Peer Review (15%) Draft due in class April 9.

Final paper (40%) Due April 30 by 5:00, Dr. Euler's office.

Required books to purchase at the bookstore. (It is fine to purchase these online or at a different store.

However, I do not recommend Kindle versions or eBooks, for reasons I will talk about in class.)

Elizabeth Eisenstein, *The Printing Revolution in Early Modern Europe* (2nd ed., 2012).

Andrew Pettegree, *Reformation and the Culture of Persuasion* (2005).

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (8th ed., 2015)

Juergen Habermas, *The Structural Transformation of the Public Sphere* (1991).

Peter Lake and Steven Pincus, eds., *The Politics of the Public Sphere in Early Modern England* (2012).

[Please note that I am not requiring the book by Roger Chartier that is at the bookstore and listed as required. You can return it if you have already bought it.]

COURSE POLICIES

Attendance: As you can see from the explanation of the participation portion of your grade above, I will be taking attendance each time we meet in class and when we have scheduled one-on-one meetings; having more than two unexcused absences will bring down your grade for the course. To have an absence excused, you must have written proof of illness or some other kind of unanticipated emergency that took place specifically on the day of the absence. (Note: being called into work by your boss is NOT an emergency—if you work, you need to explain to your employers at the beginning of the semester when you have classes and that you will not be available at those times). Also, please know that if you miss more than half of the combined number of classes and one-on-one meetings, regardless of whether the absences were excused or not, YOU CANNOT PASS THE COURSE. (The total number of classes and individual meetings will be 11, so missing 6 or more means you fail.)

Readings: You must come to class having read the assigned reading carefully and ready to discuss it in detail. In addition to the books listed above, we will have some articles to read from JSTOR and/or Blackboard. Just as I strongly encourage you to buy the actual books, I also encourage you to print out the JSTOR readings and bring them physically with you. If you do not bring the readings with you, you must bring detailed notes on the readings—again, I strongly encourage paper notes, either handwritten or typed and then printed—not doing so will result in a reduction on your participation grade.

Late assignments: In case of emergency or extended illness, supported by official documentation, I may excuse late assignments. Otherwise, your starting grade for a late assignment will be lowered 1/3 a grade for each day it is late (from an A to an A- to a B+...), not counting Saturday and Sunday.

Laptops and other electronic devices: You are permitted to take notes on a laptop, but taking notes by hand is encouraged. The use of computers or other electronic devices for purposes *other* than note-taking will be noted by the instructors and, in cases of repeated violations, may result in a reduction of your grade.

Academic dishonesty: All forms of academic dishonesty, as described in Appendix II of CMU's undergraduate *Bulletin*, will be treated very seriously and will most likely result in your failing the assignment in question. This includes plagiarism, which the *Bulletin* defines as "intentionally or

carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources." This includes quoting a source directly without proper citation. If at any time, you have any questions or concerns about plagiarism, please do not hesitate to come to talk to me about it.

ADA: Central Michigan University provides individuals with disabilities reasonable accommodations to participate in university activities, programs and services. Individuals with disabilities requiring an accommodation to participate in this course must register with the office of Student Disability Services (Park Library 120, telephone 774-3018, TDD #2568, sds@cmich.edu) and then contact me, the professor. If you do not present me with a letter from Student Disability Services stating the special accommodations to which you are entitled, you will not be granted these accommodations.

Behavior: Drinks are allowed, but please do not eat or blow bubble gum during class. Cell phones MUST be shut off for the duration of class. Students must be respectful of others and not interrupt when someone is talking to the class; this includes not packing up your belongings at the end of class until I have instructed you to do so.

WEEKLY SCHEDULE

Week 1: January 8

- discussion of syllabus, expectations
- practice with library catalog and Early English Books Online
- visit to Park Library

Possible research topics, just if you have no idea where to start (which is ok!)

- almanacs, catechisms, sermons, prayers, ballads (obviously you would have to narrow any of those down with a particular focus or selection once you'd done some research)
- witchcraft
- news (pick a particular event, like the Spanish Armada)
- writings about/by women
- ghosts/miracles/saints
- plays, poems
- mathematical treatises, "political arithmetik"
- writings by a particular author (John Locke, Francis Bacon...)
- crime/morality

Week 2: January 15

- No class (MLK)
- *-RR/PR #1 due to Dr. Euler by email by Wednesday (1/17) at midnight: list of three possible topics, along with a primary source (from EEBO) and a secondary source (an article from JSTOR or a book from the Park Library) for each. You don't have to have the book or article in hand, but please give a full citation. For the EEBO source, give author (if there is one), title, and date.

Week 3: January 22

- Reading for discussion: Elizabeth Eisenstein, *The Printing Revolution in Early Modern Europe* (2nd ed.), pp. xi-101
- *-RR/PR #2 due in class: 1-2 page summary (double-spaced) of Eisenstein (argument, method, how she responded to earlier scholarship, strengths and weaknesses)
- assign extra chapter of Eisenstein to graduate students for next time

Week 4: January 29

-Reading for discussion: Elizabeth Eisenstein, *The Printing Revolution in Early Modern Europe* (2nd ed.), pp. 102-163, 286-358 (grad students also an extra chapter)

*-RR/PR #3 due in class: 1-2 page summary of Eisenstein, with a focus on how she develops her argument later in the book and how she responds in the Afterword to scholarly developments since the book's original publication

-assign chapters of Lake/Pincus for next time

Week 5: February 5

-Reading for discussion: Jürgen Habermas, *The Structural Transformation of the Public Sphere*, pp. xi-67; Peter Lake and Steven Pincus, eds., *The Politics of the Public Sphere in Early Modern England*, pp. 1-22 (and endnotes as needed), and one additional chapter

*-RR/PR #4 due in class: 1-2 page summary of Habermas and Lake/Pincus. Specifically, one paragraph in which you summarize Habermas' argument, another in which you summarize Lake and Pincus' response/interpretation for early modern England, and a third in which you summarize the additional chapter that you read. Also, please list at the end of your RR your top two choices for a research paper topic. At the end of class, I will make paper topics official.

-sign up for meetings

Week 6: February 12

-No class. Individual meetings with Dr. Euler

*-Come to your meeting prepared to discuss your topic and progress in detail. Specifically, come with RR/PR #5: Article Survey. Search for journal articles written in the past five years that relate to your topic. **Remember: JSTOR does not contain the most recent years, so you will have to dig deeper into CMU's other electronic collections or go to the library and look at some print copies. Revise.** The most relevant journals that CMU has are: *The Sixteenth Century Journal*, *Renaissance and Reformation*, *Renaissance Quarterly*, *The Journal of Religious History*, *Past and Present*, *Journal of Social History*, *English Historical Review*, and the *Journal of British Studies*. Other possibilities that CMU has are: *Journal of the History of Ideas*, *The Journal of Ecclesiastical History*, *Church History*, and *The American Historical Review*. Come up with a list of at least five articles and a sentence or two about each, explaining why you think it might be relevant to your research topic. Two must be within the last five years, while three can be from within the last ten years.

Week 7: February 19

-Reading for discussion: Andrew Pettegree, *Reformation and the Culture of Persuasion*. Graduate students read the entire book. Undergraduates: pp. 1-39, 102-184, 211-217. **[all agreed that undergrads really need to read whole thing; otherwise is confusing; plus, several students thought music and drama chapters are the best, central to argument]**

*-RR/PR #6 due: summary of Pettegree (argument, method, how he responds to earlier scholarship, strengths and weaknesses, how it might impact your research project...)

Week 8: February 26

-Reading for discussion TBA (probably will be 3 article-length studies)

*-RR/PR #7 due: statement of the argument of each of the readings

Spring Break. Have some fun and relax, but don't completely neglect your research!!!

Week 9: March 12

-No class. Continue independent research into primaries and secondaries. Dr. Euler will be in her office until at least 5:00 if you want to stop by, or you can schedule an appointment in advance. Meeting is not required, however.

Week 10: March 19

-Meet in class for presentation and discussion of everyone's project. This will count as RR/PR #8, but it will be an oral presentation, not a written report. I want you to present for 5-10 minutes with a powerpoint. List/explain your primary and secondary sources. Focus more intently on one secondary source that you think is particularly important, explain its method and argument and why it's important to your project. Then explain what you have found in the primary sources so far and where you think you will go with it (i.e. thoughts about what you will argue). **This worked really well. The intros and bibs I got the following week were much better.**

-sign up for meetings for week 12

Week 11: March 26

*-Due in my office by 5:00: draft of your introduction (opening, historiography review, statement of argument, underlined) and a complete bibliography (separated into two parts: primary sources first, then secondary sources). Formatting to follow the *Chicago Manual of Style*.

Week 12: April 2

-Individual meetings. During the meeting, I will advise you on your introduction and bibliography and we will talk about the plan for the rest of the paper (which you should already be writing).

Week 13: April 9

*-Draft of entire paper due in class. We will conduct peer reviews in class.

Week 14: April 16

-Meet in class to return drafts; hand in entire collection of RR/PRs, along with your Introduction and Bibliography, with my comments on it; and do course evaluations.

Week 15: April 23

-No class, but Dr. Euler available in her office until at least 5:00. Rewriting and revision time!

****Final paper due in Dr. Euler's office Mon. 4/30, 5:00 p.m. Undergraduates please bring two copies. (The second copy is for departmental assessment purposes, will have your name taken off before it is read, and will have no bearing whatsoever on your grade.)**