



## TOPICS IN EARLY MODERN EUROPEAN HISTORY: CITIES AND URBAN LIFE HISTORY 321W / 421

Fridays 2:00-4:40

Fall Semester, 2013

Rush Rhees Library 362

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Office Hours: Mon, 2-3pm; Wednes, 12-1pm (in Rush Rhees 417)

Although most people in early modern Europe lived in rural settings, cities assumed new importance during this period. We will examine these cities as capitols for newly centralized empires and as engines of commerce while also considering how urban communities responded to challenges such as poverty, crime, demographic change, and social unrest. Through case studies including Venice, Amsterdam, London, Paris, and Seville, we will also explore how cities brought together elite values and the 'culture of the street' and thus played a key role in transitions from medieval to modern society.

### COURSE OBJECTIVES

This course has three main goals: **First**, it will serve as an introduction to major topics in the study of early modern urban history. We will be reading and discussing the work of a variety of authors, with a focus on both 'classics' in the field and new research directions. Given the broad scope of the course, it cannot be a comprehensive examination of all major cities. Rather, our goal will be to consider *how* one studies a past urban community, gaining a sense of the rich variety of available primary sources and the extremely diverse range of research possibilities.

**Second**, this course will develop your historical skills in multiple ways. In weekly discussion, we'll grapple with ideas, finding ways to challenge, apply, and extend the arguments of others. When leading discussion, you will have to think about texts from a different perspective while also gaining some experience in teaching and public speaking. The research aspect of the course will require you to locate, obtain, and analyze primary-source texts – to, in other words, *do* history.

**Finally**, you're going to write. For undergraduate students, the research paper is a chance to apply the knowledge and skills you've gained over the last few years. For graduate students, I expect that this paper will provide the basis for a publishable article. In all instances, this is an opportunity to do independent and original research on a topic of interest to you.

## COURSE INFORMATION

Communication: Please come speak with me if you have any questions or concerns about the class. I can be more understanding of your needs if you bring them to my attention before they become a serious problem. I am available during regular office hours without an appointment. If you cannot make posted hours, please contact me to schedule a better time. You may also speak to me by e-mail or phone.

Attendance: Attendance at all class meetings is mandatory. More than three unexcused absences will lower your grade for the course by ½ letter grade (e.g. from a B to a B-); each further absence will result in an additional ½ grade deduction. I reserve the right to withdraw students who have missed six or more meetings from the class. If you must miss class for an unavoidable reason, please let me know in advance.

Accommodations: I encourage you to talk with me about any concern or situation that affects your ability to complete your academic work successfully. Students requiring classroom accommodations should contact the Center for Excellence in Teaching and Learning, 1-154 Dewey Hall, 585-275-9049. You can learn more about the accommodation process at: [www.rochester.edu/college/cetl/undergraduate/disability](http://www.rochester.edu/college/cetl/undergraduate/disability).

Academic Honesty: All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. More information is available at: [www.rochester.edu/college/honesty/](http://www.rochester.edu/college/honesty/). You are encouraged to discuss course readings/assignments with your colleagues. However, all written work must be done independently.

Writing Help: We will discuss each writing assignment in detail during class. I am also always willing to talk about writing assignments individually: to help you plan an essay, work through the process, or go over a past paper. I strongly encourage all students to take advantage of this by coming to office hours. Another very useful resource is the U of R Writing and Speaking Center, which is dedicated to helping writers at all skill levels to improve. You can reach them at 273-3577, by stopping by Rush Rhees G-121, or by scheduling an appointment at <http://writing.rochester.edu/help/index.html>.

## READINGS

The course texts (listed below) are available for purchase at the bookstore or online. In addition, we will read a variety of short pieces (articles and book chapter) that are available on BlackBoard under the 'reserve readings' tab.

### *Required*

- Robert Jütte, *Poverty and Deviance in Early Modern Europe* (Cambridge, 1994) ISBN 9780521423229
- James Farr, *Artisans in Europe, 1300-1914* (Cambridge, 2000) ISBN 9780521429344
- Mary Lindemann, *Medicine and Society in Early Modern Europe*, 2nd Edition (Cambridge, 2011) ISBN 9780521732567
- Nicholas Terpstra, *Lost Girls: Sex and Death in Renaissance Florence* (Baltimore, 2012) ISBN 9781421407722

### *Recommended* (despite what the bookstore might say)

- Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8<sup>th</sup> Edition (Chicago, 2013) ISBN 9780226816388

For those with less background in early modern European history, a useful general survey text is Merry E. Wiesner-Hanks, *Early Modern Europe, 1450-1789* (Cambridge, 2006) ISBN 9780521005210.

## ASSIGNMENTS

**Writing:** In this course, you will write four briefs (1 page each), an analysis of a primary-source text (5 pages), and a substantial research paper (~20-25 pages). Brief descriptions of these projects are below; more details will follow. All papers must be double-spaced in 12 point type, have 1 inch margins on all sides, and have page numbers. Make sure to proofread your papers yourself for grammatical and spelling errors. Don't rely on spell-check; it misses far too many common errors.

*Briefs:* These are concise and critical responses to the day's readings that explore issues, themes, or ideas that strike you as noteworthy for whatever reason. Each brief should develop an argument centered on a single concept from one of the readings (it is often more useful to consider a section or even a short passage than to try to address the entire text). You might also compare the reading for the day with other texts we've encountered or relate it to larger questions that have come up in our discussions. The purpose of this assignment is twofold. First, it is excellent practice for identifying relevant aspects of the reading, for writing concisely, and for developing coherent and focused written arguments. Second, your briefs should provide you with observations and questions that you can contribute to class discussion. Since these are meant, in part, to stimulate discussion, I will not accept late briefs. I'll circulate a schedule of staggered brief due dates soon.

*Primary source analysis:* Find a primary source (or more than one, if you like) that illuminates or contributes to your understanding of a single city in relation to any of the readings in the syllabus. It could be a sermon, pamphlet, chorography, royal proclamation, civic proclamation, company charter, broadside, map, poem, or work of literature. Find out what you can about the author (which might be a corporate author) and the intended audience(s). Was it a response to another text? Did anyone respond to your text? How did its urban context impact its presentation or content? What knowledge are its readers assumed to have? How might it problematize, clarify, and/or qualify what we've read as a group?

*Research paper:* The major written component of this course is a research paper on a city and topic chosen in consultation with me. You have a good deal of leeway in this choice so long as it's feasible and connected in some way to questions of urban history. Your research should focus on a range of primary source materials. This means several things. First, a convincing, well-crafted research paper does not emerge fully formed at the end of the semester. You must get an early start on locating and exploring the documents in order to build and analyze your evidence. Second, despite the popular image of historians as working alone in the archives, you'll need to draw upon others. I'm one resource. Alan Unsworth, the history research librarian, is another. You can contact him via the Reference Desk or by email/phone: [aunsworth@library.rochester.edu](mailto:aunsworth@library.rochester.edu) / 585-275-9298. Other people may be of assistance as well, depending on your topic.

To ensure that you'll be in a position to write the most effective paper possible, there are a number of waypoints during the semester. Some of these are informal and oral, some require a written component. I'll give further details about all of these as they get closer. In addition to what's listed below, we'll do a brief check-in most weeks in class.

- On **Sept 25**, you'll give a brief oral introduction to a city of your choice,
- By **October 2**, you will meet with me to discuss possible topics.
- On **October 16**, you'll submit a 3-4 page proposal and annotated bibliography.
- On **November 25**, you'll submit (via email) a draft of your paper for peer and professor review
- On **Dec. 4**, you'll submit a peer-review of another person's draft.
- On **Dec. 4 or 11**, you'll give a presentation of your research findings in class.
- On **Dec. 18**, your final paper is due.

**Class Participation:** This is a seminar, and a small one. If it is to be pleasant and productive, you must attend all class meetings and come having read the assigned texts and prepared to discuss them. Simple attendance is not enough; there is no such thing as passive participation. I expect and encourage a diversity of perspectives, as well as honest and respectful disagreement. If you are having difficulties speaking up in class, please come see me and we will develop some strategies together.

*Discussion leadership:* At least once during the course (but more likely twice), you will be in charge of leading the class discussion. Doing this effectively requires careful preparation. In addition to reading the texts thoroughly and thoughtfully, you'll need to generate questions meant to both encourage discussion and lead the class toward an in-depth understanding of the text. You will also need to anticipate aspects of the reading that may be particularly challenging, confusing, or controversial. Don't ignore these—there's a good chance, in fact, that those will be the most interesting bits to discuss. You should plan on meeting with me a few days before you're scheduled to lead discussion so that we can discuss strategies to ensure a lively debate.

### GRADING

|   |                             |
|---|-----------------------------|
| Participation and attendance:   | 30%                         |
| Discussion leadership:  | (included in participation) |
| Briefs  | 15% (3.75% each)            |
| Primary source analysis:  | 10%                         |
| Research project:   | 45%                         |
| [oral intro to city (included in participation); proposal & annotated bibliography (5%); draft (5%); peer-review (5%); research presentation (5%); final paper (25%)] |                             |

### SCHEDULE OF MEETINGS AND READINGS

#### **F Sept 6: Intro**

Christopher Friedrichs, *The Early Modern City* (London, 1995), 3-42.

Fernand Braudel, "Towns and Cities," from *The Structures of Everyday Life* (New York, 1972), 479-558.

Paul M. Hohenberg and Lynn Hollen Lees, "Introduction: Urbanization in Perspective," from *The Making of Urban Europe 1000-1950* (Cambridge MA, 1985), 1-21.

#### **F Sep 13: Urban spaces**

Martha Howell, "The Spaces of Late Medieval Urbanity," in *Shaping Urban Identity in Late Medieval Europe*, ed. Marc Boone and Peter Stabel (Leuven, 2000), 3-23.

John Najemy, "Florentine Politics and Urban Spaces." In *Renaissance Florence: a social history*, ed. Roger J. Crum and John T. Paoletti, (Cambridge, 2006), 19-54.

Jill Burke, "Visualizing Neighborhood in Renaissance Florence." *Journal of Urban History* 32, no. 5 (2006): 693-710.

#### **Extra:**

Richard Kagan, *Urban Images of the Hispanic World, 1493-1793* (Yale, 2000), 19-44

Spiro Kostof, "The Walled Edge" and "The Street," in *The City Assembled: The Elements of Urban Form through History* (Boston, 1992), 26-39 and 189-95.

### **F Sep 20: The senses**

Mark Jenner, "Follow Your Nose? Smell, Smelling, and Their Histories," *The American Historical Review* 116.2 (April, 2011): 335-351.

Joseph Wheeler, "Stench in sixteenth-century Venice," in *The city and the senses: urban culture since 1500*, ed. Alexander Cowan and Jill Steward (Ashgate, 2007)

Niall Atkinson, "Sonic Armatures: Constructing an Acoustic Regime in Renaissance Florence," *Senses and Society*, 7.1 (2012): 39-52.

Ulf Strohmayer, "Engineering Vision in Early Modern Paris," in *The city and the senses: urban culture since 1500*, edited by Alexander Cowan and Jill Steward (Ashgate, 2007), 75-92.

### **F Sep 27: Home and Work (oral intro to city of your choice)**

James Farr, *Artisans in Europe, 1300-1914* (Cambridge, 2000), entire

**Philippe Ariès, "The Family and the City," *Daedalus* 106 (1977): 227-35.**

Robert Darnton, "Workers Revolt: the Great Cat Massacre on the rue Saint-Séverin," in *The Great Cat Massacre and other Episodes in French Cultural History* (Basic Books, 1999), 75-104.

Merry Wiesner Wood, "Paltry Peddlers or Essential Merchants? Women in the Distributive Trades in Early Modern Nuremberg," *Sixteenth Century Journal* 12.2 (1981): 3-13.

### **Extra:**

Robert Davis. "Arsenal and *Arsenalotti*: Workplace and community in Seventeenth-Century Venice," in T. Safley and L. Rosenband, eds. *The Workplace before the Factory: Artisans and Proletarians, 1500-1800* (Cornell, 1993), 180-203.

Monica Chojnacka, *Working women of early modern Venice* (Baltimore, 2001), 1-25.

### **F Oct 4: Crime and Order (by now, you should have met with me to discuss topics)**

Robert Jütte, *Poverty and Deviance in Early Modern Europe* (Cambridge, 1994), entire

J.M. Beattie, "The Pattern of Crime in England 1660-1800" *Past and Present* 62 (1974): 47-95

Pieter Spierenburg. "Faces of Violence: Homicide Trends and Cultural Meanings: Amsterdam, 1413-1816," *Journal of Social History* 27 (No. 4, 1994), 701-16.

### **Extra:**

Mary Elizabeth Perry, *Crime and Society in Early Modern Seville* (University Press of New England, 1980) <http://libro.uca.edu/perry/seville.htm>

Steven Hughes, "Fear and Loathing in Rome and Bologna," *Journal of Social History* (Fall, 1987): 97-116.

Riitta Laitinen & Dag Lindström, "Urban Order and Street Regulation in Seventeenth-Century Sweden," *Journal of Early Modern History* 12 (2008): 257-87.

### **F Oct 11: Public Health**

Mary Lindemann, *Medicine and Society in Early Modern Europe*, 2nd Edition (Cambridge, 2010)

Kristy Wilson Bowers, "Balancing Individual and Communal Needs: Plague and Public Health in Early Modern Seville," *Bulletin of the History of Medicine* 81.2 (Summer 2007): 335-358

Jane L. Stevens Crawshaw, *Plague Hospitals: Public Health for the City in Early Modern Venice* (Ashgate, 2012), 39-78 and 205-32,

### **F Oct 18: Cities within Cities: Integration and Separation (proposal and annotated bibliography)**

Adam Sutcliffe, "The Boundaries of Community: Urban Space and Intercultural Interaction in Early Modern Sephardi Amsterdam and London." In *The Dutch Intersection: the Jews and the Netherlands in Modern History*, ed. Yosef Kaplan (Brill, 2008), 19-32.

David B. Ruderman, "The Ghetto and Jewish Cultural Formation in Early Modern Europe: Towards a New Interpretation," In *Jewish Literatures and Cultures: Context and Intertext*, ed. Anita Norich and Yaron Z. Eliav (Society of Biblical Lit, 2008), 117-28.

**David Garrioch, *Neighbourhood and Community in Paris, 1740-1790* (CUP, 2002), chap. 4, "Religion," pp. 149-68.**

**Lena Orlin, "Temporary Lives in London Lodgings," *Huntington Library Quarterly* 71 (2008): 219-42.**

#### **Extra:**

Dean Phillip Bell, "Jewish Communities in Central Europe in the Sixteenth Century." In *Defining Community in Early Modern Europe*, ed. Michael Halvorson and Karen E. Spierling (Ashgate, 2008), 143-62.

Kenneth R. Stow, "Stigma, Acceptance and the end of Liminality: Jews and Christians in Early Modern Italy." In *At the margins: minority groups in premodern Italy*, ed. Stephen J. Milner (U of Minnesota Press, 2005), 71-92.

Tony Kushner, "A Tale of Two Port Jewish Communities: Southampton and Portsmouth Compared," in *Port Jews: Jewish communities in cosmopolitan maritime Trading Centres, 1550-1950*, ed. David Cesarani (Routledge, 2002), 87-110.

## **F Oct 25: Women's Communities**

Nicholas Terpstra, *Lost Girls: Sex and Death in Renaissance Florence* (Baltimore, 2010), entire.

Elizabeth Cohen, "To Pray, To Work, To Hear, To Speak: Women in Roman Streets c. 1600." *Journal of Early Modern History* 12 (September 2008): 289-311.

Laura Gowing, "Giving Birth at the Magistrate's Gate: Single Mothers in the Early Modern City." In *Women, identities and communities in early modern Europe*, ed. Susan Broomhall and Stephanie Tarbin (Ashgate, 2008), 137-52.

### **Extra:**

Laura Gowing, "'The Freedom of the Streets': Women and Social Space, 1560-1640." In *Londinopolis: essays in the cultural and social history of early modern London*, ed. Mark S. R. Jenner and Paul Griffiths (Manchester, 2000), 130-53.

Amanda Flather, *Gender and space in early modern England* (Boydell & Brewer, 2007), 1-16, 17-38.

Sharon T. Strocchia, "Sisters in spirit: the nuns of Sant' Ambrogio and their consorority in early sixteenth-century Florence." *The Sixteenth Century Journal* 33 (2002): 735-767.

## **F Nov 1: Spectacle, Community, and Violence (primary source analysis)**

Robert Darnton, "A Bourgeois Puts his World in Order: The City as a Text," in *The Great Cat Massacre and other Episodes in French Cultural History* (Basic Books, 1999), 107-143.

Natalie Z. Davis, "The Rites of Violence: Religious Riot in sixteenth-century France," *Past and Present* 59 (1975): 51-90.

Teofilo Ruiz, "Elite and Popular Culture in Late Fifteenth-Century Castilian Festivals: the Case of Jaén," in *City and Spectacle in Medieval Europe*, ed. Barbara Hanawalt and Kathryn Reyerson (Minneapolis, 1994), 296-318.

David Rosenthal, "Big Piero, the Empire of the Meadow, and the Parish of Santa Lucia." *Journal of Urban History* 32, no. 5 (2006): 677.

### **Extra:**

Peter Burke, *Popular Culture in Early Modern Europe*, 3rd edn. (Ashgate, 2009), 255-86.

Janine Estèbe, "The Rites of Violence: Religious Riot in Sixteenth-Century France: A Comment," *Past and Present* 67 (1975): 127-30; and N.Z. Davis, "The Rites of Violence: Religious Riot in Sixteenth-Century France: A Rejoinder," *Past and Present* 67 (1975): 131-135)

Natalie Z. Davis, "The Sacred and the Body Social in Sixteenth-Century Lyon," *Past and Present* 90 (1981): 40-70.

Natalie Z. Davis, "The Reasons of Misrule: Youth Groups and Charivaris in Sixteenth-Century France," *Past and Present* 50.1 (1971): 41-75.

## **F Nov 8: Information networks and the ‘Culture of the Street’**

John Edwards, “The culture of the street: the Calle de la Feria in Córdoba, 1470-1520,” in *Mediterranean Urban Culture, 1400-1700*, ed. Alexander Cowan (Exeter, 2000), 69-82, 232-5.

**James Grehan, “Smoking and “Early Modern” Sociability: The Great Tobacco Debate in the Ottoman Middle East (Seventeenth to Eighteenth Centuries),” *American Historical Review* 111.5 (2006): 1352-1377.**

**John Money, *Experience and Identity: Birmingham and the West Midlands, 1760-1800* (McGill, 1977), chap. 4, “Social and Cultural Aspirations: Music and the Stage,” pp. 80-97.**

Rosa Salzberg, “Selling Stories and Many Other Things In and Through the City: Peddling Print in Sixteenth-Century Florence and Venice.” *Sixteenth-Century Journal* 42.3 (2011): 737-59.

### **Extra:**

Alexander Cowan, “Seeing is Believing. Urban Gossip and the Balcony in Early Modern Venice,” *Gender and History* 23.3 (2011): 721-38.

Elizabeth Horodowich, “The gossiping tongue: oral networks, public life and political culture in early modern Venice,” *Renaissance Studies* 19.1 (Feb, 2005): 22-45.

Rosa Salzberg, “In the Mouth of Charlatans: Street Performers and the Dissemination of Pamphlets in Renaissance Italy.” *Renaissance Studies* 24.5 (2010): 638-53.

**Jürgen Habermas, *The Structural Transformation of the Public Sphere*, trans. Thomas Burger (MIT, 1989), chap. 2, “Social Structures of the Public Sphere,” pp. 27-56.**

## **F Nov 15: Economic Transformations**

Peter Earle, “The Economy of London, 1660-1730,” in *Urban Achievement in Early Modern Europe*, ed. Patrick O’Brien (Cambridge, 2001), 81-96.

Simon Schama, *The Embarrassment of Riches: An Interpretation of Dutch Culture in the Golden Age* (London, 1987), 289-371.

**Bertie Mandelblatt, “Transatlantic Commodity: Irish Salt Beef in the French Atlantic World,” *History Workshop Journal* 63 (2007): 18-47.**

**David Sacks, “The Corporate Town and the English State: Bristol's "Little Businesses:" 1625-1641,” *Past and Present* 110 (1986): 69-105.**

### **Extra:**

Alexander Cowan, *Urban Europe 1500–1700*. (London, 1998), 3-31.

Jan de Vries, “The Industrial Revolution and the Industrious Revolution,” *Journal of Economic History* 54 (1994): 249-71.

Philip T. Hoffman, Gilles Postel-Vinay, and Jean-Laurent Rosenthal, "Information and Economic History: How the Credit Market in Old Regime Paris Forces Us to Rethink the Transition to Capitalism," *AHR* 104 (1999): 69-94

**F Nov 22: Writing time (no class)**

**F Nov 29: Thanksgiving break (no class) (draft of paper by Nov. 25 by email)**

**F Dec 6: Writing time (no class) but peer reviews due by email**

**F Dec 13: Discussion of research projects**

**F Dec 20: Final paper due**

## APPENDIX

### Nuts-and-bolts

These are articles that I've found (and many of my students have found) to be quite helpful when approaching both class readings and their own research. The 'Practical Lesson in How to Read a History Book' is, in my opinion, especially relevant for any advanced student. It'll come in useful when you read the full-length book assignments in this course. It's a touch less suitable for articles, however, but there's still a relevance in the theory... (both of these are posted on BlackBoard).

Mark A. Kishlansky, "How to Read a Document," in *Sources of the West*, 6th ed. (New York: Pearson Longman, 2006), xiii-xxii.

Norman F. Cantor and Richard I. Schneider, "How to Read Secondary Sources," and "A Practical Lesson in How to Read a History Book," in *How to Study History* (New York, 1967), 92-129.

### Web resources

This is *not* a comprehensive list. It's not even close, and doesn't pretend to be. There are all kinds of useful sites out there, many of which have significant repositories of primary sources relevant to your research. The short list below is more meant to give you a sense of what the possibilities are. I will likely be able to give you some further ideas once you've settled on a research topic. Even if I do, however, you should still do a good bit of exploratory googling. You almost certainly will find at least a couple of excellent sites of which I'm unaware. And, although it probably doesn't need to be said (but I'll do so anyway), the interweb is great but your focus should be on sources which are on *paper*. Digitization of sources has made incredible leaps in the last few years but is still not yet even close to the point where it can be a reasonable substitute for old-fashioned library research.

The Urban Past (bibliography): <https://cfmx1.webapps.ccs.uoguelph.ca/history/urban/citybiboutline.html>

Republic of Letters mapping project: <https://republicofletters.stanford.edu/>

Samuel Pepys's diary: <http://www.pepysdiary.com/>

Early modern hub: <http://earlymodernweb.org/resources/> (older and still useful version is at: <http://earlymodernweb.org/emr/>)

Taverns project: <http://tavernsproject-bibliographies.wikispaces.com/home>

Early modern notes (focus on women and crime. Poke around in the postings as there are often links to sources, images, maps, etc): <http://earlymodernnotes.wordpress.com/>

Historic cities (not exclusively focused on the early modern period, but still very useful) [http://historic-cities.huji.ac.il/historic\\_cities.html](http://historic-cities.huji.ac.il/historic_cities.html)

The early modern town project (Scandinavian focused; there's not a lot posted yet, but there are some useful links in their news section): <http://www.earlymoderntown.com/>

Map of early modern London (this is far from finished, but still offers a great deal of useful information) <http://mapoflondon.uvic.ca/>