Choose and answer one question in each section, for a total of three (3) questions. Be sure each essay has a clear line of argument, addresses as many dimensions of the question as possible, and offers relevant, persuasive evidence from specific secondary sources wherever appropriate.

Please start your response with the text of the prompt to which you are responding.

Good luck!

Section I.

A. In the final section of *Christianity in the West, 1400-1700* John Bossy discusses "Migrations of the Holy." He argues that "divorces between the sacred and the body social were to be everyday events in the sixteenth century" (p. 154). Discuss this argument, providing examples and/or counter-examples from the sixteenth and seventeenth centuries.

B. What were the most important categories of human difference operating in early modern Europe? How did they change over the period covered by this exam? Please answer this historically and historiographically by discussing scholarship of the last few decades on categories of difference in early modern Europe. Please consider the future of specific categories of difference in scholarship on early modern Europe.

Section II.

A. The study of the religious exiles or refugees of early modern Europe has become increasingly popular in recent years. How has this scholarship characterized refugees’ engagement with legal boundaries and legal authorities? How does the study of the law complicate and broaden the study of exile? Speculate about the various discursive practices that constituted legal authority in the early modern period.

B. There was a profound increase in religious difference and subsequent persecution of religious non-conformists in the early modern era. Outline the scholarship on difference in the fields of religion, law, and mobility. How has recent scholarship in these fields characterized early modern practices of inclusion and exclusion?
Section III.

A. You've been asked to teach an undergraduate course on "European Reformations in a Global Perspective." Outline a syllabus for this course. Explain the rationale for your method; break the course into 3 or 4 composite units, each with its own synopsis; and offer a briefly annotated reading list that reflects your goals for engaging students with primary sources and secondary readings.

B. You've been asked to teach a graduate course on "Current Trends in the Study of Early Modern Europe, 1450-1600." Your students are studying several different regions and themes within (and beyond) early modern Europe. Outline this course. Please start with a briefly annotated reading list that reflects your view of the important (primarily but not exclusively) recent scholarship in the field. Divide the course into 3 or 4 units, each with its own focus and synopsis, and explain the rationale for these units and the structure of the course as a whole.