I. New Approaches to Early Modern Europe

A) Discuss scholarship over the last thirty years in microhistory and the history of daily life. What have the proponents and practitioners of these approaches promised to accomplish? Is scholarship in microhistory and the history of daily life fulfilling these promises? Where do you see these two fields going?

B) How has the history of daily life shaped our understanding of early modern Europe? Please discuss specific topics in the history of daily life (i.e. household economy, family structures, work, and consumption) as well as the historiographic context(s) of the approach. How have scholars linked these issues to other key themes in the period, such as state formation, religion, or European expansion? Please consider possible future directions for the history of daily life in early modern Europe.

C) In the past twenty years, historians of the Enlightenment have switched focus from great thinkers and their ideas toward an emphasis on practices, institutions, material cultures, and places of Enlightenment. What are the big lessons of this shift and, in particular, how has work on race, empire, and the Atlantic world challenged and renewed our conceptualization of the Enlightenment?

II. Categories of Difference, Categories of Analysis

A) 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 categories of difference in our study of early modern Europe.

B) In her 1986 article, “Gender: A Useful Category of Historical Analysis,” Joan Scott challenged historians to move beyond telling the story of “women worthies” to fulfill the potential of research on women and gender to transform existing historical narratives. To what extent have historians of early modern Europe been successful in responding to this call? In what ways has the overall political, economic, social or cultural (etc.) interpretation of this period been re-configured by women’s and gender history? Do you see limitations to gender as a category of analysis?
III. Early Modern Europe and the World

A) You are charged with teaching an upper-level undergraduate lecture course on the history of early modern Europe and the world, broadly conceived, from the early seventeenth century through the French Revolution. What readings and assignments would your course syllabus include? Which two or three themes will bring the course together? Be sure the course you describe here incorporates both ordinary and privileged people; ideas, economic systems, and empires; and political thought.

B) A recent move in the historiography of both the English Civil War/Glorious Revolution and the French Revolution has been to place them in “global context”. Compare and contrast previous historiographical approaches to these revolutions and the ways in which our understanding of these revolutions is transformed by the global turn.