

Brescia University College FINAL 31/8//2022
School of Humanities
2022-2023

History 2403E (530) IN PERSON
Europe and England in the Sixteenth and Seventeenth Centuries (c. 1500-1714)

Instructor: Dr. Sara Morrison
Class Times: Monday: 9:30-10:30 (BR # 135)
Wednesday: 9:30-11:30 (UH # 26)
Office: UH 325
Voice Mail: 519 432 8353 ext. 28271
Office Hours: Wednesday: 11.30-12.30 in Mercato; after class or by appointment
Email: smorri5@uwo.ca. The best way to contact me is by email, or office hours.

Course Description:

These two centuries were unusually significant for the development of our European heritage. Threats to the social order appeared from every direction: unstable economies, social unrest, religious turmoil, the New World, urban growth, changing ideas about good governance, conflicts between the rulers and the ruled, shifting household relationships, and rising crime rates. There was great uncertainty in Western Europe during the early modern period, resulting in dramatic change and innovation within all aspects of life: political, cultural, religious, scientific, economic, social, professional and military. This course considers the challenges that faced early modern European society, how different regions dealt with these threats, and the interrelationships between these changes. A comprehensive treatment of two centuries and the numerous territorial units of the era will be impossible; however, the course addresses the major characters, pivotal ideas and significant issues in the political, social, economic, religious, scientific and cultural life of Western Europe (particularly in England, France, Spain, Italy, Germany and the Holy Roman Empire.)

As a secondary goal, this course aims to familiarize students with the concept of historiography. Historiography considers the way that history is written and the way in which historians interact with one another; it is a fundamental methodological tool of the historical discipline. Students will be challenged in lectures, in tutorials, and in written assignments to use historiography as a means of developing their critical faculties and engaging in the wider debates of early modern European historians.

Anti-requisite: History 2103

Course Requirements:

Participation:	30%	Class exercises; Tutorial Passports: 1 page & 3 Questions.
First Term Essay	10%	21 November 2022 Beginning of class (6 pages)
Mid-Term 1	10%	26 October 2022 in class
Mid-Term 2	10%	15 February 2023 in class
Major Essay:	20%	in TWO Parts: Register debate topic by 5 December 2022
Library Visit		18 January 2023 – Use of documentary databases
Annotated Bibliography:		1 March 2023 – In Class (no bib deducts 5%)
Essay:		22 March 2023 – Beginning of Class (8-10 pages)
Final Exam:	20%	Final Exam Period – TBA

Required Course Texts (all paperbacks)

Used copies, many in mint condition may be available. Other assigned readings for discussion in tutorials will be available on-line through Western's electronic sources.

Cellini, Benvenuto. *Autobiography*. London: Penguin, 1998.

Davis, N.Z. *The Return of Martin Guerre*. Cambridge: CUP, 1983.

Konnert, Mark. *Medieval to Modern*. Oxford: OUP, 2016. Alternative e-text version purchase: <https://www.vitalsource.com/en-ca/products/medieval-to-modern-mark-konnert-v9780199018499?term=9780199018499>

Mattingly, G. *The Armada* (original pub 1959)

Rabb, T. *The Struggle for Stability in Early Modern Europe*. Oxford: OUP, 1975.

Sobel, Dava. *Galileo's Daughter*. (Penguin)

Brescia Library Reserve Readings:

Konnert, Mark. *Medieval to Modern*. Oxford: OUP, 2016.

Wiesner-Hanks, M. *Women and Gender in Early Modern Europe*, Cambridge: CUP, 2000 or later edition. (Ch 7 Witchcraft)

Recommended

Rampolla, M. *A Pocket Guide to Writing in History*. Bedford/St. Martin's, (any edition)

SELECTED LEARNING OBJECTIVES

Includes a student's understanding, appreciation, synthesis & critical examination of:

SKILLS

1. Enhanced ability to read, understand, analyze & synthesize historical sources (*Critical Thinking/Problem Solving/Inquiry & Analysis*)
2. Engage in written and oral historical discussions (*Communication/Self Awareness and Development*)
3. Acquire greater confidence in summarizing and discussing your ideas in class and tutorials (*Communication/Self Awareness and Development*)

CONTENT

1. **Understand** the implications of the term 'Europe' during the early modern period and the geographical expression of various European countries over time
2. The characteristics of political, social, economic and religious life in pre-industrial Europe and an ability to compare them between 1500 and 1700
3. The significance of the Renaissance in sixteenth century Europe and its relationship to modern western culture
4. The Reformation: its impact and the very different experiences within Europe

5. The Catholic Reformation or response
6. The nature of violence & warfare in early modern Europe; changes 1500-1700
7. The importance of religion in early modern society and warfare
8. The role of monarchy in 16th century and the increased importance of the State
9. Understanding the explanations for and timing of the European Witch craze
10. The Spanish Empire: its rise and fall and the explanations
11. The rise of Absolutism in France and England
12. The Dutch Republican experience & the English experiment
13. Origins of English democratic government & the rise of Parliamentary power
14. To understand and explain international affairs and the shifts in the balance of power within Europe between 1500 and 1700
15. **By the end of the course** students will understand the concept of Europe in 1700 as compared to 1500. They will also be able to demonstrate and critically examine the ways in which life changed between 1500 and 1700 (e.g., the role of the church, the economy, society, the state, mobility - social and geographical)

LECTURE SCHEDULE 2022-2023

- | | | |
|---|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | 12-14 Sept. | INTRODUCTION: THE MAKING OF EUROPE
Introduction. Early Modern Europe; Concepts of Time and Space |
| 2 | 19-21 Sept. | DEGREES OF PEOPLE: THE SOCIAL ENVIRONMENT I
Urban Life and Rural Life; Levels of Violence |
| 3 | 26-28 Sept. | THE SOCIAL ENVIRONMENT II:
Nobles, the Role of Women & Population Trends
The Renaissance World |
| 4 | 3-5 Oct. | FORCES OF CHANGE: EARLY MODERN ECONOMY
The Price Revolution; Rise and Fall of Commercial Capitalism
<i>Discuss: Cellini 3 October</i> |
| 5 | 10-12 Oct. | THE EARLY MODERN STATE
The 16 th Century State; International Rivalries; the New Monarchies – success and failure |

Thanksgiving 10 October

- 6 17-19 Oct **THE DOMINANCE OF THE CHURCH; POPULAR RELIGION AND RITUAL IN THE LATE MIDDLE AGES**
The Role of the Church; Popular Piety as an alternative. Mysticism & the Witchcraze. The Burning Times
Discuss: Witchcraft articles 17 October
- 7 24-26 Oct **HUMANISM & ITS CHALLENGES**
Erasmus and the Christian Humanists
MID-TERM EXAM # 1 in class 26 October (10%)
- 31 Oct-4 Nov. **READING WEEK**
- 8 7-9 Nov. **THE REFORMATION**
Martin Luther; Lutheranism; Spreading Reformation in Europe. Other Protestants: Zwingli; Anabaptists
- 9 14-16 Nov. **THE REFORMATION II: RELIGION AND THE STATE**
The German Princes; Gustav Vasa of Sweden; Henry VIII and the English Reformation I
Discuss: Popular Culture articles 14 Nov

ESSAY # 1 due in class 21 November (10%)
- 10 21-23 Nov. **THE REFORMATION III: CALVINISM (PURITANISM)**
John Calvin: The Second Generation of Reform; Geneva
ESSAY # 1 due 21 Nov
- 30 NOVEMBER LAST DAY TO DROP FULL COURSE WITHOUT PENALTY
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11. 28-30 Nov. **RESPONSES TO THE REFORMATION**
The Catholic Response: Spain and the Jesuits
Catholic Reform or Counter Reformation?
THINK ABOUT ESSAY # 2: Subject Choice & Register interests by 5 Dec (See Syllabus List)
12. 5-7 Dec **RESPONSES TO THE REFORMATION II**
Discuss: The Return of Martin Guerre 5 December

TERM II

1. 9-11 Jan. **SPAIN: THE FIRST WORLD POWER?
RISE & FALL OF SPAIN**
ESSAY #2: Consult on a Secondary Bibliography 11 January
2. 16-18 Jan. **FINDING EARLY MODERN MANUSCRIPTS**
Printing & Print Culture
Meet at Brescia Library 18 Jan Visit Mandatory
3. 23-25 Jan. **THE ENGLISH REFORMATION II & SPANISH WARS I**
The later Tudors: Edward VI, Mary I & the Elizabethan Religious Settlement; the Virgin Queen & England's Golden Age
The Armada
4. 30 Jan- 1 Feb. **SPANISH WARS II & DUTCH INDEPENDENCE**
Spanish Interests & Ambitions. Dutch Responses
Discuss: Galileo's Daughter 30 January
5. 6-8 Feb. **THE FRENCH WARS OF RELIGION**
Huguenots & Religious Wars (8 Feb show me your Bib)
6. 13-15 Feb. *MID-TERM # 2 in class 15 Feb. (10%)*
- 20-22 Feb *****READING WEEK*****

ESSAY # 2: Annotated Bibliography due in class 1 March
7. 27-1 Mar **CRISIS AND RESISTANCE: HOLY ROMAN EMPIRE**
Habsburg Lands before the Thirty Years' War
Holy Roman Empire
Annotated Bibliography 1 March
8. 6-8 Mar. **THIRTY YEARS' WAR**
The Impact and Consequences in Europe
A New European Equilibrium?
Discuss: New Warfare: A Military Revolution? 6 March
9. 13-15 Mar. **THE EUROPEAN ECONOMY**
The Seventeenth Century Economy; Dutch Golden Age

ESSAY #2 due in class 22 March
10. 20-22 Mar. **LAYING THE FOUNDATIONS OF ABSOLUTISM**
Founding the Bourbon Monarchy
France from Richelieu to Louis XIV *ESSAY #2 due 22 Mar*

11. 27-29 Mar. **FRANCE UNDER LOUIS XIV**
Louis XIV's Personal Rule
Discuss: Rabb 27 March
 12. 3-5 Apr. **EUROPE IN 1700 – A REVIEW**
Discuss: Rabb 3 April
 13. 10 Apr. **REVIEW**
- FINAL EXAM April Exam period**

31 August 2022

*****IMPORTANT NOTE*****

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Dean and by the course instructor.

LECTURES & READING SCHEDULE 2022-2023

Readings Mark Konnert. *Medieval to Modern*. Oxford: OUP, 2016

TERM I

- | | | |
|---|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | 12-14 Sept. | <p>INTRODUCTION: THE MAKING OF EUROPE
 Concepts of Time and Space
 Konnert, Introduction & map, 1-12</p> |
| 2 | 19-21 Sept. | <p>DEGREES OF PEOPLE: THE SOCIAL ENVIRONMENT OF EARLY MODERN EUROPE
 I Urban Life and Rural Life; Levels of Violence
 Konnert, 39-41</p> |
| 3 | 26-28 Sept. | <p>THE SOCIAL ENVIRONMENT:
 II Noble Society, the Role of Women & Population Trends
 Konnert, 16-25; 25-37</p> |
| 4 | 3-5 Oct. | <p>FORCES OF CHANGE: THE EARLY MODERN ECONOMY
 The Price Revolution; Rise and fall of Commercial Capitalism
 Konnert, 42-45; Ch 2: Renaissance
 <i>Discuss: Cellini 3 Oct</i></p> <p>Thanksgiving 10 October.</p> |
| 5 | 10-12 Oct. | <p>THE EARLY MODERN STATE
 The 16th Century State; International Rivalries; the New Monarchies – success and failure
 Konnert, 64-84</p> |
| 6 | 17-19 Oct. | <p>THE DOMINANCE OF THE CHURCH; POPULAR RELIGION AND RITUAL IN THE LATE MIDDLE AGES
 The Role of the Church; Popular Piety as an alternative
 Konnert, 37-39. Mysticism & Witchcraze
 Konnert, 2-5; 92-95
 <i>Discuss Witchcraft articles 17 Oct</i></p> |

MID-TERM EXAM # 1 26 October in class (10%)

- 7 24-26 Oct. **HUMANISM & ITS CHALLENGES**
Erasmus and the Christian Humanists
 Konnert, 95-100
Mid Term # 1 26 October in class (10%)
- 31 Oct-3 Nov **READING WEEK**
- 8 7-9 Nov. **THE REFORMATION**
Martin Luther & Lutheranism; Spread of the Reformation in Europe: Zwingli; Anabaptists
 Konnert, 100-111
- 9 14-16 Nov. **THE REFORMATION II: RELIGION AND THE STATE**
The German Princes; Gustav Vasa of Sweden; Henry VIII and the English Reformation
 Konnert, 114-119
Discuss Popular Culture articles 14 Nov
- ESSAY # 1 (10%) 21 NOVEMBER**
- 10 21-23 Nov. **THE REFORMATION III: CALVINISM (PURITANISM)**
John Calvin: The Second Generation of Reform; Geneva
 Konnert, 111-114; Impact of Reformations, 126-132.
Essay due 21 Nov
- 30 NOVEMBER LAST DAY TO DROP FULL COURSE WITHOUT PENALTY**
- 11 28-30 Nov-1 **RESPONSES TO THE REFORMATION**
The Catholic Response: Spain and the Jesuits
Catholic Reform or Counter Reformation?
 Konnert, 119-126
- RECORD ESSAY #2 TOPIC & DEBATE 5 DECEMBER (See Syllabus List)**
12. 5-7 Dec **RESPONSES TO THE REFORMATION**
 Record Essay #2 Topic 5 December
Discuss: The Return of Martin Guerre 6 Dec

TERM II

1. 9-11 Jan. **SPAIN: THE FIRST WORLD POWER?
THE DECLINE OF SPAIN**
Konnert, 240-244

BRESCIA LIBRARY VISIT – DOCUMENTARY DATABASES 18 JANUARY 2023

2. 16-18 Jan. **FINDING EARLY MODERN MANUSCRIPTS
Printing & Print Culture**
Konnert, 158-159
Jan 18 meet at Brescia Library
3. 23-25 Jan. **THE ENGLISH REFORMATION II
ELIZABETHAN ENGLAND & SPANISH WARS I
Later Tudors: Edward VI, Mary I and Elizabeth
Elizabethan Religious Settlement; Elizabeth I the Virgin
Queen; England's Golden Age**
Konnert, 156-162; John N. King, "Queen Elizabeth I:
Representations of the Virgin Queen," *Renaissance Quarterly*, 43,
1 (1990), pp. 30-74. (Online)
4. 30-1 Feb **DUTCH INDEPENDENCE & SPANISH WARS II
Imperial Lands before Thirty Years' War
Spain & the Netherlands**
Konnert, 151-156
Discuss: Galileo's Daughter 30 January
5. 6-8 Feb **THE FRENCH WARS OF RELIGION, 1559-1598
Huguenots & the Religious Wars.
Ending Wars & Founding the Bourbon Monarchy, 1598-1610**
Konnert, 144-151

MID-TERM EXAM # 2 15 FEBRUARY

- 6 13-15 Feb. *Mid-Term II In class 15 Feb.*

20-22 Feb. *****READING WEEK*****

TOPIC DEBATE & ANNOTATED BIBLIOGRAPHY DUE 1 MARCH

7. 27 Feb-1 Mar **CRISIS AND RESISTANCE:
Hapsburg Lands & the Holy Roman Empire
The Thirty Years' War**
Konnert, 164-171; Rabb pp. 1-34
Annotated Bibliography due 1 March.
8. 6-13 March **THIRTY YEARS' WAR
The Impact and Consequences in Europe
A New European Equilibrium?**
Rabb, pp. 60-82.
Konnert, 249-252; 136-140
Discuss: New Warfare: A Military Revolution? 6 March

ESSAY 2: DUE 22 MARCH (IN CLASS)

9. 20-22 -Mar. **THE EUROPEAN ECONOMY
The Seventeenth Century Economy; Dutch Golden Age**
Rabb, pp. 83-9. Konnert, 244-247
Essay # 2 due 22 March
10. 27-29 Mar. **LAYING THE FOUNDATIONS OF ABSOLUTISM
Richelieu to Louis XIV**
Konnert, 222-226
Discuss: Rabb 27 March
11. 3-5 Apr.- **FRANCE UNDER LOUIS XIV
EUROPE IN 1700 – A REVIEW
Louis XIV's Personal Rule**
Konnert, 226-230
Rabb, pp. 100-115.
Discuss: Rabb 3 April
12. 10 Apr. **EUROPE IN 1700 – A REVIEW**

FINAL EXAM April Exam period

TUTORIAL READINGS AND TOPICS

Tutorial discussions will be interspersed throughout the year using these assigned texts; all additional tutorial readings can be found on (JSTOR) and in Brescia's Library.

1 • Cellini's Italy [3 October]

B. Cellini, *Autobiography*, London: Penguin, 1998.
Cellini, a leading goldsmith of Florence in the 1500's, worked for Popes, Kings and Dukes. A supremely self-centered egoist, partaking in all the sensuous and worldly aspects of his Renaissance age, he produced one of the most memorable autobiographies in western culture.

2 • Witchcraft [17 October]

M. Wiesner Hanks, *Women and Gender in Early Modern Europe*, Cambridge: CUP, any edition, Ch 7.
C. Holmes, 'Women: Witnesses and Witches', *Past and Present* 140 (1993), pp. 45-78. (All JSTOR)
W. Monter, "Toads and Eucharists: The Male Witches of Normandy: 1564- 1660" *French Historical Studies* 20, 4 (1997), pp. 563-595.

3 • Popular Culture [14 November]

N. Z. Davis, "The Reasons of Misrule: Youth Groups and Charivaris in Sixteenth-Century France" *Past and Present*, 50 (Feb., 1971), pp. 41-75. (JSTOR)
Peter Burke, "The Invention of Leisure in Early Modern Europe" *Past and Present*, 146 (Feb., 1995), pp. 136-150. (JSTOR)

4 • Gender Roles, Women & Identity [5 December]

N.Z Davis. *The Return of Martin Guerre*, Cambridge: CUP, 1983.

5 • Gender, Religion & Science [30 January]

Dava Sobel. *Galileo's Daughter*. (Penguin)

6 • The New Warfare [6 March]

What is the Military Revolution?

Geoffrey Parker, "The Military Revolution: A myth?" *Journal of Modern History*, 48 (2), 1976, pp.195-214.
F. Gonzalez de Leon, "Doctors of the Military Discipline": Technical Expertise and the Paradigm of the Spanish Soldier in the Early Modern Period', *The Sixteenth Century Journal* 27, 1 (1996), pp. 61-85.

K. Jespersen, "Social Change and Military Revolution in Early Modern Europe: Some Danish Evidence" *The Historical Journal* 26, 1 (1983), pp.1-13. (All JSTOR) EME, pp. 289.

7-8 · Seventeenth Century Europe [27 March & 3 April]

T. Rabb, *The Struggle for Stability in Early Modern Europe*, Oxford: Oxford University Press, 1975. Rabb provides an interpretation of Europe's need for stability after more than a century of religious and civil war. Many thoughtful people turned from religion to science, after 1648. This is the background for the emerging "Enlightenment" of the post 1660 period.

****ASSESSMENT DETAILS**

First Term Essay: 10% 21 November 2022

(6 pages; Paper Copy in class; electronic on OWL SAKAI.)

The goal of this first assignment is to introduce you to, and familiarize you with, the concept of historiography. Briefly stated, historiography is the study of what historians write and how they write it. Although there are many facts about which historians agree, there is also broad leeway about how those facts are interpreted and understood. Presented with the same historical data, different historians might draw vastly different conclusions about the meaning and significance of those facts. By studying these interpretations and attempting to determine the reasons for why they have emerged, it is possible to gain a clearer understanding of both the interpretation being offered and of the historical phenomena in question.

In this paper you will focus on examining the different interpretations provided by historians for a given historical event. As such, a simple narrative recounting of historical events will not be acceptable. Your task is not to determine what happened, but to attempt to survey and evaluate the various interpretations of what happened, as they have been put forth by other historians.

For this paper you must choose **ONE** of the options presented below:

Option #1: Martin Luther

Write a short paper (6 type-written, double-spaced pages) which examines the efforts of later authors to interpret the actions and motives of Martin Luther that precipitated the Reformation. For centuries now historians and theologians have engaged in heated debates about what motivated Martin Luther to break with the Roman Catholic Church and to establish a new Christian church. Your task will be to choose and examine **three** (one from Group A; one from Group B; and a third source from either group) of the following attempts by later writers (all of whom were writing at different times and with different agendas) to interpret Luther's motives. All of these sources are available on the internet:

Group A

Philip Melancthon, *History or the Life and Actions of the Very Reverend Dr. Martin Luther Part I*" (1548).

Philip Schaff, *History of the Christian Church*, Vol. VII, Chapter II & III (1858/1882).

Group B

H.G. Ganss, "Martin Luther" in *The Catholic Encyclopedia* (1913 ed.)

M.J. Lagrange, *Luther on the Eve of His Revolt*-- (Introduction and Epilogue only)

F.J. McGarrigle, "The Psychoanalysis of Luther: Escape from Pessimism" in *American Ecclesiastical Review*, 1935, pp. 252-270.

Once you have read and digested your sources, you must then write a paper in which you attempt to present and critically assess the explanations which you have read. As you

critically evaluate the work of each writer, you may wish to ask yourself what motivations they might have had for drawing the conclusions they did (to answer this you will have to find out a little bit of biographical detail about each author you choose). After presenting and critically evaluating the positions of your authors, you must then decide which author's work you found to be the most persuasive. In many ways this is the most important element of the paper. Faced with a variety of answers to the same historical question, you must decide which author has proven their case the most convincingly. Your decision must be substantiated with the reasons for your choice; you must state clearly why you find a particular interpretation particularly believable.

NOTE: Please recognize that these are not necessarily the best, or even the most accurate, treatments of Luther's actions and motives. They have been chosen because of their radically different interpretations and tone.

Option #2: Anne Boleyn

Begin by locating and reading the following articles, all of which are available on JSTOR. While they are listed alphabetically here, make sure to read them in chronological order.

Bernard, G.W. "The Fall of Anne Boleyn." *The English Historical Review*. Vol. 106, No. 420. July, 1991, pp. 584-610.

Bernard, G.W. "The Fall of Anne Boleyn: A Rejoinder." *The English Historical Review*. Vol.107, No. 424. July 1992, pp.665-674.

Ives, E.W. "The Fall of Anne Boleyn Reconsidered." *The English Historical Review*. Vol. 107, No. 424. July 1992, pp. 651-664.

Warnicke, Retha. "The Fall of Anne Boleyn Revisited." *The English Historical Review*. Vol. 108, No. 428, July 1993, pp. 653-665.

These articles all deal with the question of whether Anne Boleyn was guilty of the crimes for which she was executed. What is interesting about these articles is that all three historians have used exactly the same pieces of evidence, and yet they come to very different conclusions about Anne and her eventual execution.

Your task is to write a short paper (6 type-written, double-spaced pages), which critically assesses these articles. What conclusion did each historian reach about Anne's guilt? What key pieces of evidence did they use to form these conclusions? Which pieces of evidence were most heavily valued or discredited by each historian? Ultimately, which historian did you find to be the most persuasive? This final question is the most important element of the paper. Faced with three interpretations of the same historical data, you must decide which historian has proven their case most convincingly. Your decision must be substantiated with the reasons for your decision; you must state clearly why you find a particular interpretation particularly believable.

Option #3: The Military Revolution

Begin by reading the following four articles (all of which are available online and Brescia reserve)

Black, Jeremy. "A Military Revolution? A 1660-1792 Perspective." In Clifford J. Rogers ed., *The Military Revolution Debate: Readings In The Military Transformation of Early Modern Europe*. Boulder, CO: Westview, 1995.

Parker, Geoffrey. "The 'Military Revolution,' 1560-1660 – A Myth?" *The Journal of Modern History*, Vol. 48, No. 2 (June, 1976), pp. 195-214.

Roberts, Michael. "The Military Revolution, 1560-1660" An Inaugural Lecture Delivered Before the Queen's University of Belfast, 1956.

Rogers, Clifford. "The Military Revolutions of the Hundred Years' War." *The Journal of Military History*, Vol. 57, No. 2 (April, 1993), pp. 241-278.

The debate about the so called "Military Revolution" has proven to be one of the most controversial and exciting areas of discussion and research in the field of Early Modern European history. For decades, scholars have endeavoured to explain the massive changes in European military techniques and technologies that took place between the end of the Middle Ages and the beginning of the industrial age – changes that transformed the armies and navies of the West into the most powerful war-making entities the world had ever known. Historians have disagreed about and vigorously debated the importance of these changes for European politics, for the process of state formation, for the rise of the West, and for warfare itself. Your task is to read and digest several of the keystone arguments that have been put forward as part of this debate and to evaluate them in a critical and comparative fashion.

Once you have read and digested your sources, you must write a paper (6 type written, double-spaced pages) in which you attempt to present the work of each writer, you may wish to ask yourself what motivations they might have had for drawing the conclusions they did (to answer this you will have to find out a little bit of biographical detail about each historian you choose). After presenting and critically evaluating the positions of your authors, you must then decide which author's work you found the most persuasive. In many ways this is the most important element of the paper. Faced with a variety of answers to the same historical question, you must decide which author has proven their case the most convincingly. Your decision must be substantiated with the reasons for your choice; you must state clearly why you find a particular interpretation particularly believable.

Mid-Term Exam 1: 10% 26 October 2022 (In class)

Mid-Term Exam 2: 10% 15 February 2023 (In class)

You will not need all this time. Essay questions and identifications will be based on the lectures, tutorials and assigned readings.

Final Exam: 20% in Final Exam period, 3 hours.

The final exam will consist of essay questions drawn from the broad themes emerging from the course as a whole. Students are also expected to be familiar with the major debates about early modern history and the arguments made by different historians, which we explore in tutorials. Review sheets and a discussion session will be provided.

Note: →**No electronic devices** will be permitted during tests or examinations
 →**You must pass the Final exam to pass the course**
 →**No paper will be graded without both paper and electronic copies.**
 →**Keep all preparatory notes, early drafts, and a spare copy of your work**
 →**History 2403E is an essay course: A student who fails to submit all the required written assignments, which together make up the "Essay" component of the course, will not receive credit for the course.**

Tutorials, discussions, quizzes, activities and class participation are worth **30%**.

This is designed to promote a spirit of participation. Tutorials will be held as convenient during the lecture schedule, allowing students to discuss the assigned readings in a small, collegial environment. While some marks will be given for attendance and completion of the passport (a précis of 1 page minimum), most will be earned by participation in tutorials and class. Short of written exams, there is little other way to assess your grasp of the assigned readings, so it is hoped you will contribute. To ensure fair evaluation of these marks, attendance will be taken at each tutorial.

The Passport: Bring **TWO** copies to class.

Guidelines: -Summarize the main theme(s) of the readings, the major argument(s), and your response to the reading.
 -Ask at least **TWO** of your own questions in response to the readings. Do not summarize the cover of the book or use book reviews as a substitute for producing an original response to the book.

The passport will be submitted to me when you enter the room; **it is not a substitute for tutorial participation.** Passports are only accepted in tutorials, not by email or after the class for which they were written. You cannot make up tutorials, although reasonable infrequent absences might result in re-weighting of grades. The passports will not be returned; they indicate your preparation to discuss the tutorial readings and provide me with an idea of your level of understanding.

NOTE: EXAM PREP

Tutorial Readings are included in exams. By keeping up with the tutorial readings and **writing good summaries this will benefit you when studying for exams.**

Major Essay in TWO parts, **total 20%**

Register topic and debate by **5 December 2021** Please consult with Dr Morrison. Provide an update on Secondary Sources List **11 January 2023.**

Mandatory Library Session **18 January 2023.**

Topic Debate and Annotated Bibliography: TWO copies due 1 March 2023 (In Class TWO Paper Copies; submit electronic copy on OWL SAKAI). Clearly state the historical debate and use your annotations to explain the author's position in the debate and the sources used to make this argument. Failure to submit deduct **5%**.

NOTE: If you have a rough draft bibliography by 8 February, I shall take a look at it, to see if you are on the right track.

Essay: 20% due 22 March 2023 (In Class Paper Copy 8-10 pages; electronic on OWL SAKAI)

Your second term essay has been designed to further develop your historiographical skills and awareness. Your task will be to choose a topic, which deals with an issue or person contemporary to the sixteenth or the seventeenth century. Your topic should be a person, event, trend about which there is some historical controversy. Examples include (but are not limited to), the following topics:

1. Elizabeth I: Why did she never marry?
2. How should we best understand the character of Philip II of Spain?
3. What were the key factors that led to the defeat of the Spanish Armada?
4. What were the major causes of the Sixteenth Century Price Revolution?
5. What were the major causes of Spanish Decline?
6. Witchcraft: Why were most of those accused and executed for witchcraft women?
7. The Thirty Year's War: How destructive was it?
8. Peter the Great: Did he succeed in modernizing Russia?
9. Oliver Cromwell: Was he responsible for the slaughter of civilians at Drogheda?
10. Was Oliver Cromwell a tyrant or a hero?
11. Catholic Reformation or Counter Reformation?
12. Did Mary Queen of Scots murder her husband, Lord Darnley?
13. Was Mary Queen of Scots involved in the Babington Plot?
14. Princes in the Tower: Did Richard III murder his nephews to seize the throne?
15. Mary Tudor: "Bloody Mary" or misunderstood?

Having chosen a topic, you will be required to find five primary sources dealing directly and explicitly with the specific topic that you have chosen, one for each of five centuries. For example, for a 16th century topic, you provide sources for the 16th, 17th, 18th, 19th & 20/21st centuries. A 17th century topic: 17th, 18th, 19th, 20th & 21st centuries. An 18th century topic: 18th, 19th, 20th, 21st & a second book from either century. To find these sources you will start with secondary sources. You will receive instruction about how to use secondary sources for this research process to find your five primary sources. You will then write a paper of approximately 8-10 typed, double-spaced pages which presents and evaluates the different ways in which historians have attempted to answer these questions. In your paper you should consider the following questions:

- What interpretation did each historian have of the historical evidence?
- What were the key pieces of evidence they used to form those conclusions?

- Were the same pieces of evidence available to all the historians you considered?
- Did your historians ‘weigh’ particular pieces of evidence differently?
- Did the author’s gender, faith, historical context, political ideologies, et cetera shape their interpretations?
- Ultimately, which historian did you find to be the most persuasive? And why? This final question is the most important element of the paper. Here you must exercise your critical faculties. Which historian has most correctly and most persuasively, interpreted the historical record? Your decision must be substantiated with the reasons for your decision; you must state clearly why you find a particular interpretation particularly persuasive.

ESSAY HINTS

Grammar, spelling and organization will weigh heavily in the final assessment of the paper. There is no reason for misspellings, inaccurate punctuation, and the like. Careless writing will result in a significantly lower final grade for your paper.

Please do not feel you have to choose one of these topics; they are intended only as illustrations of the broad range of topics available for writing an historiographical paper. You are encouraged to pursue topics in your own areas of interest, so long as the treatment remains historiographical. Please consult with me before **5 December 2022**

Submit essays to turnitin.com. Also, hand in TWO COPIES of your paper: a clean copy for my records and one copy for grading. Marks will not be recorded unless the professor also has an electronic and hard copy of your paper. If you wish the final paper to be returned to you, it is necessary to hand in both copies.

A rough secondary bibliography is due **11 January 2023** to ensure you are on the right track for this type of historiographical essay. A Library Session on **18 January** will be provided to instruct you on the way to approach this essay and find sources. You will be advised to book an individual Information Literacy appointment to help you refine your list of sources before you begin annotations. I will look at any draft bibliographies for feedback if they are submitted to me in early February.

To help you get started, you will be required to hand in a topic debate summary and annotated bibliography (worth 5% of your course grade) **by 1 March 2023** at the latest. Your bibliography must provide full bibliographic citations of your sources for each of the required centuries, in Chicago style. It must also be annotated. This means that you must write 3-4 sentences about why this particular book will prove valuable to your paper. Topics considered unfeasible may be rejected. Please consult with Professor Morrison during office hours and in class concerning your choice of topic. Don’t leave this too late because this assignment is cumulative and cannot be completed in a weekend!

NO BIBLIOGRAPHIES OR ESSAYS ARE ACCEPTED BY EMAIL.

Finding Essay Sources:

Finding the sources, you will need for this paper is a critical step in completing this assignment. To aid you in your search, special library tutorials using in the Electronic Resources and Manuscripts will be scheduled in Brescia's Library and at the **Weldon Library**. These sessions will be held during class times and attendance will be taken. These sessions are designed to make you aware of all the resources (especially on-line resources) available to you. **The importance of attendance at these information sessions cannot be overstated. It is hard to do well in the essay without attending.**

The Weldon Library has also set up a web-site to help with topic and source selection for this course: History 2403E for direct links. Brescia librarians will explain this. We will also have help from Brescia's literacy librarians.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

Documentation will be required for course components worth less than 10% of the course grade and must be submitted by the student directly to their academic advisor, not to the course instructor.

IMPORTANT INFORMATION

Tests/Examinations

Students are responsible for seeking accommodation with appropriate documentation, **prior** to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances. **NOTE:** Contact **Brescia's Senior Academic Advisors**.

Policy Regarding Essay Submission, Late Essays, and Written Work Not Submitted

1. A penalty of five (5) marks will be assessed for essays submitted the first day after the deadline.
2. A penalty of one (1) mark will be assessed for each subsequent day, including weekends.
3. No essays will be accepted after the 7th day beyond the deadline, including weekends.
4. Exceptions to the above provisions will be granted only on the basis of
 - (a) humanitarian grounds (**Note:** In fairness to all students, documented evidence will be required when a death or serious illness in the family has occurred);
 - (b) medical grounds for which written proof must be provided (**Note:** This may be submitted to the Dean's Office). **NOTE:** Contact **Brescia's Senior Academic Advisors**.
5. Computer breakdowns will not be considered under provision 4 (a).
6. A student who fails to submit all the required written assignments, which together make up the "Essay" component of the course, will not receive credit for the course.
7. Brescia is committed to Academic Integrity. All required papers are subject to submission for textual similarity review to the commercial plagiarism detection software at Turnitin.com (<http://www.turnitin.com>).

Support Services

To book an appointment with an Academic Advisor, call 519-432-8353 ext. 28266.

31 August 2022

2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services

(https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
2. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming

responsibilities. An SMC can be downloaded from https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf;

2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor (https://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar (<https://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

(https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the

licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Development & Success at Western (<https://www.uwo.ca/sdc/learning/>).

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia**, https://brescia.uwo.ca/student_life/health_and_wellness/index.php and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy, and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.
