

**The University of Western Ontario  
Department of History  
2013-14**

**HISTORY 2403E (003) - EUROPE AND ENGLAND IN THE 16<sup>th</sup> AND 17<sup>th</sup> CENTURIES**

Monday: 1.30 - 3.30 SSC 2028  
+ 1 hour tutorial

Office hours LH 2244: Wednesday 2.00 - 4.00

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**HISTORY 2403E** is an introduction to the political, social, religious, intellectual and cultural life of Europe in the early modern period. Lectures provide a general outline of the period, with specific topics discussed in weekly tutorials. This is a core course which will enhance your knowledge of Europe and its diverse people. You will also learn about how history is written and about the factors which influence historians' interpretations of the past. The skills you will develop researching and writing historiographical papers will give you useful tools for your future studies.

**COURSE OUTCOMES:**

Students will be able to

- provide information about a wide range of people, ideas, events and documents discussed in readings and lectures, and explain their significance.
- concisely and coherently explain the major changes in European society between c. 1500 and 1700.
- analyse excerpts from primary source texts, exploring their assumptions, factual basis, and rhetoric, and evaluating their possibilities as historical sources.
- analyse secondary sources, considering their sources, methods, structures and arguments.
- begin the process of effectively integrating primary and secondary sources in a research paper.

**REQUIRED TEXTS:**

Baylor, Michael G.      *The German Reformation and the Peasants' War* (Bedford/St. Martins, 2012)  
Rabb, T. K.              *The Struggle for Stability in Early Modern Europe* (Oxford, 1975)  
Rampolla, M. L.         *A Pocket Guide to Writing in History*, 6<sup>th</sup> edition, (Bedford/St. Martin's, 2010)  
Wiesner-Hanks, M. E.   *Early Modern Europe, 1450-1789*, 2<sup>nd</sup> edition, (Cambridge, 2013)

**FURTHER REQUIRED READING** will be found on the internet site provided by Cambridge University Press for *Early Modern Europe*, and in the course OWL on-line site.

**COURSE REQUIREMENTS include attending both lectures and tutorials\*\***

<b>EXAMINATIONS:</b>	Mid-term	15%
	Final	25%

Examinations will involve both essay questions and identifications based upon the lectures and assigned readings. The mid-term will be two (2) hours long and will take place in the Christmas exam period. The final will be three (3) hours long and will cover the work of the whole course.

<b>PAPERS*:</b>	Paper 1	15%
	Paper 2	30%

<b>TUTORIALS **:</b>	Participation	15%
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\*Late penalty for papers: 1% per day on final grade. Papers must be submitted to Turnitin..

**\*\*Mandatory: missing more than 6 tutorials may result in failure of the course**

**University of Western Ontario**  
**History 2403E**  
**Course Outline and Readings**  
 Note: other readings may be added later

**2013-2014**

<b>Date</b>	<b>Lecture Topic</b>	<b>Reading</b>	<b>Tutorial</b>
9 Sep	1 Introduction: Europe in 1500	<i>Early Modern Europe [EME]</i> serves as background material for your lectures. Please try to read the relevant sections. From Chapter 8 on you can ignore any material which is after 1715. Primary sources are found in <i>Early Modern Europe</i> Primary Sources at: <a href="http://www.cambridge.org/features/wiesnerhanks/default.html">http://www.cambridge.org/features/wiesnerhanks/default.html</a> in OWL "Course Information" or in URLs provided here, and will be used for seminar discussion. <i>EME</i> , Introduction	No tutorials
16 Sep	2 Demographics, Crime, Law	<i>EME</i> Chap 1 <i>EME</i> Primary Sources, 1 Erasmus, "To Beatus Rhenanus [The Hardships of Travel]", OWL	16 <sup>th</sup> century population & social control
23 Sep	3 Rural & Urban Life; the Effects of Economic Change	<i>EME</i> , chap 2 <i>EME</i> Primary Sources, 2. <i>The Little Children's Little Book</i> , Harvard <a href="http://www.courses.fas.harvard.edu/~chaucer/special/lifemann/manners/childbk.html">http://www.courses.fas.harvard.edu/~chaucer/special/lifemann/manners/childbk.html</a>	Daily life and the effects of inflation Requirements for 1 <sup>st</sup> paper
30 Sep	4 Princes & the Social Hierarchy	Machiavelli, <i>The Prince</i> , Chaps 1-3, 10, 16-17, in either <i>EME</i> Primary Sources, 4.5. or <a href="http://www.bibliomania.com/2/1/64/111/frameset.html">http://www.bibliomania.com/2/1/64/111/frameset.html</a>	Rulers and social distinctions
7 Oct	5 Printing, Education and Humanism	'Introduction' to Cardinal Ximenes de Cisneros's Complutensian Polyglot Bible, OWL, presenting the idea of <i>Ad Fontes</i> [back to the roots] Erasmus, "The Abbot and the Learned Lady," OWL <i>EME</i> , 129-135, 138-43 <i>EME</i> Primary Sources, 4.10	The print revolution and Humanism.
<b>14 Oct</b>	<b>Thanksgiving</b>		
21 Oct	6 The Pre-Reformation Church	Kempis, <i>Imitation of Christ</i> , <a href="http://www.ccel.org/ccel/kempis/imitation.pdf">http://www.ccel.org/ccel/kempis/imitation.pdf</a> , pages 5-22, 42-60 Erasmus, "Julius Excluded from Heaven", OWL <i>EME</i> , Primary Sources 5.1-2 Baylor, <i>German Reformation [GR]</i> , 1-8; 35-42	Late medieval faith and practice
21 Oct	7 The Early Reformers	<i>EME</i> , chap 5, 164-72 <i>EME</i> Primary Sources, 5. 3-4 <i>GR</i> , 8-15, 43-54 Luther, <i>Open Letter to the Christian Nobility</i> <a href="http://www.fordham.edu/halsall/mod/luther-nobility.asp">http://www.fordham.edu/halsall/mod/luther-nobility.asp</a>	Luther, Zwingli and the beginning of the Reformation

28 Oct	8 The Consequences of Luther's Revolt	GR, 15-30; 55-142 Luther on peasants: <a href="https://umdrive.memphis.edu/jjsledge/public/1102%20-%20Fall%202011/Week%201/Martin%20Luther%20-%20Against%20the%20Robbing%20and%20Murdering%20Hordes%20of%20Peasants%20(1525).pdf">https://umdrive.memphis.edu/jjsledge/public/1102%20-%20Fall%202011/Week%201/Martin%20Luther%20-%20Against%20the%20Robbing%20and%20Murdering%20Hordes%20of%20Peasants%20(1525).pdf</a>	Religion, war and politics
4 Nov	9 Calvin & Calvinism	EME, chap 5, 183-5 EME Primary Sources, 5.14 Knox, <i>First Blast of the Trumpet</i> <a href="http://www.gutenberg.org/files/9660/9660-h/9660-h.htm">http://www.gutenberg.org/files/9660/9660-h/9660-h.htm</a> <i>Scots Confession</i> , OWL	Calvin and the spread of his reform movement
11 Nov	10 16 <sup>th</sup> c. Spain & Catholic Reform	EME, chap 5, 186-97 EME Primary Sources, 5.15-16. <i>Consilium</i> , OWL Ignatius Loyola, "Rules for Jesuits" <a href="http://www.fordham.edu/halsall/source/loyola-spirex.asp">http://www.fordham.edu/halsall/source/loyola-spirex.asp</a>	Catholic or Counter?
	<b>1<sup>st</sup> Paper due</b>	<b>in Lecture</b>	
18 Nov	11 France to 1610	St Bartholomew's Day Massacre <a href="http://history.hanover.edu/texts/barth.html">http://history.hanover.edu/texts/barth.html</a> Edict of Nantes, OWL Montaigne's <i>Essais</i> , <a href="http://oregonstate.edu/instruct/phl302/texts/montaigne/montaigne-essays--2.html#IV">http://oregonstate.edu/instruct/phl302/texts/montaigne/montaigne-essays--2.html#IV</a> .	Religious war to limited toleration Guidelines for research paper
25 Nov	12 England under the Tudors	1559 Act of Supremacy. <a href="http://www.britainexpress.com/History/tudor/supremacy-text.htm">http://www.britainexpress.com/History/tudor/supremacy-text.htm</a> Bull: <i>Regnans in Excelsis</i> , OWL EME Primary Sources 3.2, 5-9; 5.19; 8.3	Problems of a new monarchy
6 Dec	13 Exploration & 16 <sup>th</sup> c. Culture	EME, 144-59; 238-276, EME, Primary Sources, 4.11-16 Privileges granted by Ferdinand & Isabella to Christopher Columbus <a href="http://avalon.law.yale.edu/15th_century/colum.asp">http://avalon.law.yale.edu/15th_century/colum.asp</a>	Review
<b>8-19</b>	<b>December</b>	<b>Mid-Year Examinations</b>	<b>TBA</b>

**2014****SECOND TERM**

6 Jan	14 Rational & Irrational	Erasmus, "The Alchemist" <a href="http://www.scs.illinois.edu/~mainzv/HIST/bulletin_open_access/v31-2/v31-2%20p58-65.pdf">http://www.scs.illinois.edu/~mainzv/HIST/bulletin_open_access/v31-2/v31-2%20p58-65.pdf</a> Who Invented the Telescope? <i>History Today</i> , 58.10, 2008 <a href="http://search.proquest.com/docview/202822347/13D5FEB272734F565A0/17?accountid=15115">http://search.proquest.com/docview/202822347/13D5FEB272734F565A0/17?accountid=15115</a> <i>EME</i> , 373-81, 433-39 <i>EME Primary Sources</i> , 11.11-14	Dealing with the forces of nature Was there a crisis?
13 Jan	15 Louis XIII; Jewish Life	Rabb, <i>Struggle for Stability [SS]</i> , 3-48 <a href="http://history.hanover.edu/texts/ricHELIE.html">http://history.hanover.edu/texts/ricHELIE.html</a> , Richelieu, <i>EME</i> , 328-9; 440-45 <i>EME Primary Sources</i> , 11.15 <a href="http://www.medic.org/jewish-history">http://www.medic.org/jewish-history</a> contains a little information about Jewish life in Florence	Beginnings of absolute government Life as an outsider
<b>13-17</b>	<b>January</b>	<b>2<sup>nd</sup> Paper Topic Proposal &amp; Bibliography due</b>	<b>in Tutorial</b>
20 Jan	16 Early 17 <sup>th</sup> c. England	<i>SS</i> , 49-73 <i>EME</i> , 338-42 <i>EME Primary Sources</i> , 9.2, 8-11 James VI & I on divine right <a href="http://www.thenagain.info/Classes/Sources/JamesI.html">http://www.thenagain.info/Classes/Sources/JamesI.html</a> <a href="http://www.fordham.edu/halsall/mod/james1-trew2.asp">http://www.fordham.edu/halsall/mod/james1-trew2.asp</a>	The early Stuarts and civil war
27 Jan	17 German States & Russia to c. 1615	<i>SS</i> , 73-82 <i>EME</i> , 117-9	Background to war
3 Feb	18 Military Rev; 30 Years' war	<i>EME</i> 94-7; 321-5 <i>EME Primary Sources</i> , 9.3-4 <a href="http://www.jstor.org/stable/pdfplus/4138272.pdf">http://www.jstor.org/stable/pdfplus/4138272.pdf</a> Parker, 2007 <a href="http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=03fe477a-a035-4b1e-a5de-db7c13e8f71a%40sessionmgr110&amp;vid=4&amp;hid=125">http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=03fe477a-a035-4b1e-a5de-db7c13e8f71a%40sessionmgr110&amp;vid=4&amp;hid=125</a> Peter Wilson, "Who won the Thirty Years' War?"	Was there a Military Revolution? Descent into European war Reminder about research paper
10 Feb	19 17 <sup>th</sup> c. Spain & Netherlands	<i>SS</i> , 82-99 <i>EME</i> , 344-6 <i>EME Primary Sources</i> , 9.12 R. A Stradling, "Planet King", <i>History Today</i> , 1981, 31.3. <a href="http://search.proquest.com/pao/docview/1299039051/fulltextPDF/13FA5C10D7F6816899A/6?accountid=15115">http://search.proquest.com/pao/docview/1299039051/fulltextPDF/13FA5C10D7F6816899A/6?accountid=15115</a> Murrell, Peter. "Sin & Sodomy in the Dutch East Indies", <i>History Today</i> . Jun 2013, Vol. 63 Issue 6, p. 10-17. <a href="http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&amp;sid=508ec64f-aacf-453c-a9d6-d29850bf0330%40sessionmgr15&amp;hid=19">http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&amp;sid=508ec64f-aacf-453c-a9d6-d29850bf0330%40sessionmgr15&amp;hid=19</a>	Decline and Glory
<b>17-21</b>	<b>February</b>	<b>Reading Week</b>	

24 Feb	20 17 <sup>th</sup> c. Mind	Descartes: <i>Discourse on Method in EME Sources 10.7</i> ; or <a href="http://www.literature.org/authors/descartes-rene/reason-discourse/index.html">http://www.literature.org/authors/descartes-rene/reason-discourse/index.html</a> <i>EME Primary Sources, 10.5 Bacon, 11.4 Pascal's Wager; 11.5 Mme Guyon on prayer</i>	Intellectual & religious development
<b>24 Feb</b>	<b>Research</b>	<b>Paper due in Lecture</b>	
3 March	21 Late 17 <sup>th</sup> c. German States & Russia	<i>SS, 100-115</i> <i>EME, 349-58</i> F.L. Carsten, "The Great Elector", <i>History Today</i> 10.2, 1960 <a href="http://pao.chadwyck.com/PDF/1367852285245.pdf">http://pao.chadwyck.com/PDF/1367852285245.pdf</a>	Hohenzollerns & Romanovs
10 March	22 Ottomans; Charles XII & Peter the Great	<i>SS, 116-151</i> <i>EME 116-7; 356-8; 445-8</i>	Crisis or Struggle for Stability?
17 March	23 Louis XIV	<i>EME, 316-331</i> <i>EME Primary Sources, 8.1. 9.1, 7</i> St Simon, <i>Memoirs</i> . <a href="http://history.hanover.edu/courses/excerpts/212ss.html">http://history.hanover.edu/courses/excerpts/212ss.html</a>	The world of the Sun King
24 March	24 Late 17 <sup>th</sup> c. Britain	<i>EME, 342-4</i> <i>EME Primary Sources, 10.12</i> (Aphra Behn, <i>Oroonoko</i> ) Samuel Pepys, <i>Diary</i> . Read 1-4 September, 1666, at <a href="http://www.pepysdiary.com/diary/1666/09/Bill%20of%20Rights">http://www.pepysdiary.com/diary/1666/09/Bill of Rights</a> at <a href="http://www.fordham.edu/HALSALL/mod/1689billofrights.asp">http://www.fordham.edu/HALSALL/mod/1689billofrights.asp</a>	Restoration and Revolution
31 March	25 17 <sup>th</sup> c. Culture & Political Thought	<i>EME, 135-8</i> , Hobbes, <i>Leviathan</i> <a href="http://oregonstate.edu/instruct/phl302/texts/hobbes/leviathan-contents.html">http://oregonstate.edu/instruct/phl302/texts/hobbes/leviathan-contents.html</a> Read Chaps. 13-14, 18, 21, 30 Locke, <i>2<sup>nd</sup> Treatise on Government</i> <a href="http://www.constitution.org/jl/2ndtr19.htm">http://www.constitution.org/jl/2ndtr19.htm</a> Read Chaps. 5, 9 & 19.	The world of the 17 <sup>th</sup> century & the theory that governed it
7 April	26 Resolution & Review	Locke, <i>On Toleration</i> <a href="http://www.constitution.org/jl/tolerati.htm">http://www.constitution.org/jl/tolerati.htm</a> or <a href="http://www.earlymoderntexts.com/pdf/locktole.pdf">http://www.earlymoderntexts.com/pdf/locktole.pdf</a>	Review
<b>11-30</b>	<b>April</b>	<b>Final Examination</b>	<b>Date TBA</b>

### **SUPPORT SERVICES**

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

THE UNIVERSITY OF WESTERN ONTARIO  
FACULTY OF SOCIAL SCIENCE

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 offense (see Scholastic Offence Policy in the Western Academic Calendar).

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 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 (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

### MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)