

**History 2403E**  
**University of Western Ontario**  
**2016 – 2017**

Prof. J. Temple

Class Times: Lectures: Monday 1:30 – 3:30  
Tutorials: Various scheduled times.

Office: STVH 1202

Office Hours: TBA

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**Course Description:**

This course will focus upon an examination of European history from roughly 1500 to 1715. During these two centuries Western European civilization was radically transformed by a series of revolutions in the Church, the home, the schools, the court, the city, the country and on the field of battle. Thus, the primary objective of this class will be to introduce students to the pivotal ideas and personages which shaped this tumultuous period in European history.

As a secondary goal, this course aims to familiarize students with the concept of historiography. Historiography (which considers the way in which history is written and the way in which historians interact with one another), is a fundamental methodological tool of the historical discipline. Students will be challenged in lectures, in tutorials, and in their written assignments to employ historiography as a means of developing their critical faculties and engaging in the wider debates being conducted by Early Modern European scholars.

**Course Texts:**

**Required:**

Davis, Natalie. The Return of Martin Guerre. 2<sup>nd</sup> ed. Cambridge: Harvard University Press, 1983.

Lynn, John A., Women, Armies and Warfare in Early Modern Europe. Cambridge: Cambridge University Press, 2008.

Rabb, T. The Struggle for Stability in Early Modern Europe. Oxford: Oxford University Press, 1975.

Rampolla, M. A Pocket Guide to Writing in History. Any edition.

Sobel, Dava. Galileo's Daughter: A Historical Memoir of Science, Faith, and Love. New York: Walker & Co., 1999.

**Optional:** Wiesner-Hanks, M. Early Modern Europe: 1450-1789. Cambridge: Cambridge University Press, 2006.

**Course Requirements:**

First Essay:	15%	(7 November 2016)
Mid-Term Exam:	20%	(Christmas Exam Period – TBA)
Preliminary Bibliography)	5%	(16 January 2016)
Second Essay:	20%	(6 March 2017)
Final Exam:	25%	(April Exam Period – TBA)
Tutorial Participation:	15%	

## First Essay

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: The Military Revolution

Begin by reading the following four articles (all of which are available on the OWL course page – under the Resources tab):

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 (Jun., 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.” In *The Journal of Military History*, Vol. 57, No. 2 (April, 1993), 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 fields of Early Modern European history. For decades, scholars have endeavored 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 then write a paper (10–12 type written, double-spaced pages) 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 historian 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.

### **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 have come to very different conclusions about Anne and her eventual execution.

Your task is to write a short paper (10-12 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.

**NOTE:** 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.

## Second Essay

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. John Calvin: A Teacher or Tyrant?
11. Catholic Reformation or Counter Reformation?
12. Did Mary Queen of Scots murder her husband Lord Darnley?
13. Princes in the Tower: Did Richard III murder his nephews to seize the throne?

Having chosen a topic, you will be required to find a minimum of five sources dealing directly and explicitly with the specific topic that you have chosen. You will then write a paper of approximately 12-15 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 of 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? This final question is the most important element of the paper. Here you must exercise your critical faculties. Which historian has most correctly, 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.

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.

### **Tutorials**

Tutorials will be held on a number of specified days as a means to help students assimilate the course material in a small, collegial environment. Attendance at and participation during these tutorials will form the basis for the participation component of the final grade (15%).

Attendance will be taken each class and students will be assigned a grade from 0-10 based on their contributions during that hour. Regular attendance and solid effort can significantly improve your overall success in this class!

## Lecture Schedule

Date	Topic	Readings
12 September	Concepts of Space Urban Life: The Early Modern City	<u>EME</u> , pp. 1-15; 224-228.
19 September	Country Life: The Early Modern Village Crown & Nobles	<u>EME</u> , pp. 206-216.
26 September	The Church Demographic Trends	<u>EME</u> , pp.27-43.
3 October	The Sixteenth Century Price Revolution Commercial Capitalism.	<u>EME</u> , pp. 59-78; 203-206. <u>EME</u> , pp. 216-224;228-233.
10 October	*** <b>Thanksgiving</b> ***	
17 October	Crime & Punishment Humanism	<u>EME</u> , pp. 138-144.
24 October	The Church – Institutional Crisis The Church – Spiritual Crisis	
31 October	Martin Luther & the Protestant Reformation	<u>EME</u> , pp. 166-172.
7 November	Martin Luther & the Protestant Reformation	<u>EME</u> , pp. 166 -172.
14 November	Ulrich Zwingli & The Radical Reformation	<u>EME</u> , pp. 166-172; 174-176.
21 November	German Peasants & German Princes	<u>EME</u> , pp. 178-180.
28 November	Henry VIII & the English Reformation	<u>EME</u> , pp. 172-174.
5 December	John Calvin and the Reformation in Geneva	<u>EME</u> , pp. 183-186.
9 January	Witchcraft in Early Modern Europe	<u>EME</u> , pp. 433-440.
16 January	Spain: Rise & Decline	<u>EME</u> , pp. 106-113; 335-338.
23 January	The French Wars of Religion	
30 January	Elizabethan England Jacobean England	
6 February	The Military Revolution	<u>EME</u> , pp.90-97.
13 February	Political Theory Early Modern Medicine	<u>EME</u> , pp. 153-58; 37-138; 295-296.
20 February	*** <b>Reading Week</b> ***	
27 February	The Holy Roman Empire The Thirty Years War	<u>EME</u> , pp. 181-182; 321-325.
29 February	The Dutch Golden Age – “Go Orange!”	<u>EME</u> , pp. 269-283; 344-346.
6 March	The English Civil War & The Glorious Revolution	<u>EME</u> , pp. 338-344.

13 March	France: Richelieu to Louis XIV	<u>EME</u> , pp. 328-331.
20 March	Early Modern Russia	
27 March	TBA	
3 April	Course Overview: Europe in 1700	

<b>Tutorial Readings Schedule</b>	
Week of 12 September	Class Introduction
Week of 19 September	What Is Historiography?
Week of 26 September	Davis – pp. 1-50.
Week of 3 October	Davis – pp. 51-103
Week of 10 October	<b>***No Tutorials***</b>
Week of 17 October	Davis – pp. 104 – End.
Week of 24 October	Davis – Wrap Up
Week of 31 October	TBA
Week of 7 November	Sobel – pp. 1 – 98.
Week of 14 November	Sobel – pp. 99 – 227.
Week of 21 November	Sobel – pp. 228 –368.
Week of 28 November	Sobel – Wrap Up
Week of 5 December	Review & Midterm Preparation
Week of 9 January	Essay Preparation
Week of 16 January	TBA
Week of 23 January	Lynn – pp. 1-65.
Week of 30 January	Lynn – pp. 66 – 117.
Week of 6 February	Lynn – pp. 118 – 163.
Week of 13 February	Lynn – pp. 164 – 230.
Week of 20 February	<b>***No Tutorial***</b>
Week of 27 February	TBA
Week of 6 March	Rabb – pp.1- 48.
Week of 13 March	Rabb – pp. 49 – 99.
Week of 20 March	Rabb – pp. 100 – 151.
Week of 27 March	Rabb – Wrap Up
Week of 3 April	Final Exam Prep.

## ADDITIONAL STATEMENTS

### Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this 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 prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

### **Academic Offences:**

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **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 Issues:**

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. This site provides links to the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

### **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.*

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)