

History 321, Spring 2015

<http://www.sfu.ca/~pabel/321.HTM>

Lectures: Tuesdays 11:30-14:20 (AQ 5037)

Tutorial: Thursdays 13:30-14:20 (AQ 5020)

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State and Society in Early Modern Europe: The Thirty Years War

Content and Educational Goals

The Thirty Years War (1618-1648) represented the most destructive conflict that Europe experienced before the beginning of the twentieth century. It allows us to examine in detail the relationship of European states, great and small, as well as the interaction of states and societies in a crucial phase of European history. Peter Wilson's recent and comprehensive study will lay the foundation of the political, military, and social narrative. His collection of primary sources in English translation provides insight into the thinking of decision makers and the plight of victims.

The lectures, tutorials, and course requirements of Hist. 321 will help you achieve the following educational goals:

- to identify the principal historical developments of the Thirty Years War
- to analyze primary and secondary sources relevant to the Thirty Years War
- to apply an analysis of primary and secondary sources to answer an historical question about the Thirty Years War in a research paper.

Grading

Participation	15%
Three Tests (27 January, 26 February, 7 April)	30% (3 x 10%)
Preliminary Bibliography (due 5 February)	5%
Secondary Source Analysis (due 19 February)	10%
Primary Source Analysis (due 5 March)	10%
Research Paper (due 9 April)	30%

Texts to be purchased

Peter H. Wilson, *Europe's Tragedy: A History of the Thirty Years War* (London: Penguin, 2010)

Peter H. Wilson, ed., *The Thirty Years War: A Sourcebook* (New York: Palgrave Macmillan, 2010)

Recommended preparation: Hist. 223, Hist. 320.

Part 1 Origins of the War

Week 1	Tuesday, 6 Jan.	<i>Europe's Tragedy</i> , pp. 3-48; <i>Sourcebook</i> , docs. 1-2.
	Thursday, 8 Jan.	<i>Europe's Tragedy</i> , pp. 49-75.
Week 2	Tuesday, 13 Jan.	<i>Europe's Tragedy</i> , pp. 76-167; <i>Sourcebook</i> , docs. 8, 10
	Thursday, 15 Jan.	<i>Europe's Tragedy</i> , pp. 168-96.
Week 3	Tuesday, 20 Jan.	<ul style="list-style-type: none"> • <i>Europe's Tragedy</i>, pp. 197-266; <i>Sourcebook</i>, docs. 3-6. • What is plagiarism? How do you avoid it? Take all four parts of SFU's plagiarism tutorial before class. Read the information sections and take the quizzes. We shall go over the tutorial in class. • Correct format for footnotes and bibliography.
	Thursday, 22 Jan.	N. M. Sutherland, "The Origins of the Thirty Years War and the Structure of European Politics," <i>English Historical Review</i> 107 (1992): 587-625 (JSTOR).

Part 2 European States in Conflict

Week 4	Tuesday, 27 Jan.	<i>Europe's Tragedy</i> , 269-361. Test #1 (includes locating places on a map)
	Thursday, 29 Jan.	<i>Sourcebook</i> , docs. 11-30, 37-40.
Week 5	Tuesday, 3 Feb.	<i>Europe's Tragedy</i> , 362-458.
	Thursday, 5 Feb.	<i>Sourcebook</i> , docs. 31-33, 41-65. Preliminary Bibliography due.
Week 6	Tuesday, 17 Feb.	<i>Europe's Tragedy</i> , 459-553.
	Thursday, 19 Feb.	<i>Sourcebook</i> , docs. 66-78, 91-102. Secondary Source Analysis due.
Week 7	Tuesday, 24 Feb.	<i>Europe's Tragedy</i> , 554-621; <i>Sourcebook</i> , docs. 103-112.
	Thursday, 26 Feb.	Test #2
Week 8	Tuesday, 3 March	<i>Europe's Tragedy</i> , 622-708.
	Thursday, 5 March	<i>Europe's Tragedy</i> , 709-47. Primary Source Analysis due.
Week 9	Tuesday, 10 March	<ul style="list-style-type: none"> • David Parrot, "Strategy and Tactics in the Thirty Years' War: The Military Revolution," in <i>The Military Revolution Debate</i>, ed. Clifford J. Rogers (Colorado: Westview Press, 1995), 227-51, on reserve in the Bennett Library; • Derek Croxton, "'The Prosperity of Arms is never Continual': Military Intelligence, Surprise and Diplomacy in 1640s Germany," <i>Journal of Military History</i> 64 (2000): 981-1003 (JSTOR).
		After our analysis of the readings, we shall discuss the essay questions.

- Week 9 Thursday, 12 March Geoff Mortimer, "War by Contract, Credit and Contribution: The Thirty Years' War," in *Early Modern Military History, 1450-1815*, ed. Geoff Mortimer (New York: Palgrave Macmillan, 2004), 101-117, **on reserve in the Bennett Library**.

Part 3 Destruction, Experience, Peacemaking

- Week 10 Tuesday, 17 March *Europe's Tragedy*, 779-821; *Sourcebook*, docs. 79-90.
 Thursday, 19 March John Theibault, "The Rhetoric of Death and Destruction in the Thirty Years War," *Journal of Social History* 27 (1993): 271-90 (JSTOR).
- Week 11 Tuesday, 24 March *Europe's Tragedy*, 822-51; *Sourcebook*, docs. 121-151.
 Thursday, 26 March Otto Ulbricht, "The Experience of Violence during the Thirty Years War: A Look at the Civilian Victims," in *Power, Violence and Mass Death in Pre-Modern and Modern Times*, ed. Joseph Canning, Hartmut Lehmann, and Jay Winter (Aldershot: Ashgate, 2004), 97-127, **on reserve in the Bennett Library**.
- Week 12 Tuesday, 31 March *Europe's Tragedy*, 751-78; *Sourcebook*, docs. 157-168.
 Thursday, 2 April Derek Croxton, "The Peace of Westphalia of 1648 and the Origins of Sovereignty," *International History Review* 21 (1999): 569-590 (JSTOR).
- Week 13 Tuesday, 7 April **Test #3**, final consultation on research paper.
 Thursday, 9 April **Research Paper Due, 9:30 am, AQ 6018.**

On Reserve in the Library

Besides the two textbooks and the books on the syllabus listed on reserve, you will find the following books on reserve at the Bennett Library:

- Hans Medick and Benjamin Marschke, eds., *Experiencing the Thirty Years War: A Brief History with Documents*.
- Tryntje Helfferich, ed., *The Thirty Years War: A Documentary History*.
- Olaf Asbach and Peter Schröder, eds., *The Ashgate Research Companion to the Thirty Years' War*.

Course Requirements

Please note: Failure to complete and submit any of the work requirements will result in an automatic final grade of N for the course. This grade has the GPA of a failing grade, namely 0.0.

Participation = 15%

History 321 requires your participation at all times. This course emphasizes your reading, which serves as the basis both of your understanding of the history of the Thirty Years War and of the discussions that will deepen our historical knowledge. These discussions will take place in class both in the Tuesday "lecture" block and in the Thursday tutorials. In class, you can expect to work in small groups for short periods in order to contribute to a larger class discussion.

Participation consists of **two components**:

1. Regular attendance and participation in the Tuesday lectures and Thursday tutorials (= 10%). Attendance without regular participation will result in a mark no higher than 6/10. Repeated absence, late arrival, and early departure will likely ensure a mark that is less than 5/10. If you miss material owing to lateness or absence, you must make up on your own the material that you have missed. I do not repeat or summarize lectures or class discussions in e-mails or in my office. **Chronic absence will probably undermine performance on assignments.**
2. Leadership of class discussion on an assigned article in Weeks 4 to 12 (= 5%). You will work with at least one other student. Your job is briefly to introduce the topic of the required reading and then to ask historical questions that will engage the participation of **all** of your classmates. The focus is on formulating your historical questions and engaging your classmates in answering those questions. While some of those questions may be factual in nature, they should concentrate on generating an extended discussion, not simply one-word or one-sentence answers, of themes relevant to the history of Thirty Years War.

Effective preparation for and participation in class also includes familiarity with the historical vocabulary of the assigned readings. **If you come across words, whose meaning you do not know, it is your responsibility to find out what they mean.** If you do not find the words in a pocket or online dictionary, look them up in a more authoritative and comprehensive dictionary.

Please do not eat during class. You cannot contribute to or follow class discussions if you are eating. We will have a break on Tuesdays, leaving enough time for a snack should you need one.

Questions to consider for preparing the assigned readings on Tuesdays and Thursdays:

- What do the readings (secondary and primary sources) teach us about the Thirty Years War? Specifically, what can we learn from them about the interaction of state and society during the Thirty Years War?
- Do you require any clarification about anything you have read? If you encounter anything that is not clear to you, make a specific note of it. Formulate the lack of clarity in terms of a question. First, try to find the answer on your own, especially if you do not, for example, understand the meaning of a word, the significance of terminology, or the location of a place mentioned in the assigned readings. Use indices, dictionaries, atlases, etc. If you cannot answer the question, bring it to class.
- How well does the exposition in *Europe's Tragedy* confirm Wilson's arguments? Does any part of the exposition undermine or contradict his arguments?
- Do the primary documents from the *Sourcebook* support the arguments of Wilson and of the assigned articles?
- Do the assigned articles (by Sutherland, Parrot, Croxton, Mortimer, Theibault, Ulbricht) complement or challenge Wilson's presentation in *Europe's Tragedy*?
- What methods do the assigned historians pursue in writing about the Thirty Years War? What are the strengths and / or weaknesses of their methods?

Tests = 30%

The **three tests** will take place on **27 January, 26 February, and 7 April**. They will consist of a series of short-answer questions that examine your grasp of essential facts and themes of the course covered in lectures and tutorials. The first test will require you to identify places on a map. You

should therefore familiarize yourself with relevant maps of which you will be informed. Each test will be worth 10% of the final grade for the course. You will have no more than thirty minutes to complete each test. **If for any reason** you are late for or absent from class and do not write a test, you will receive a mark of 0 for that test. There will be no exceptions to this rule and no opportunities to rewrite a missed test.

Assignments leading to and including the Research Paper = 55%

Your main objective is to produce a research paper on **one** of the following three questions:

1. Was the Thirty Years War fundamentally a religious war?
2. What effect did the Thirty Years War have on the organization of European states?
3. How did the Thirty Years War affect the relationship between state and society in Europe?
4. You may devise your own research question, but you must obtain approval from me *in person* by 29 January.

This objective comprises four assignments: (1) a preliminary bibliography, (2) an analysis of a secondary source, (3) an analysis of a primary source, and (4) the research paper itself. The first three assignments should help you write a superior research paper. **The earlier that you start work on these assignments, the better.**

Preliminary Bibliography = 5%

The bibliography is due in class on **5 February**. It signals the beginning of your work for the research paper. Since the following two assignments depend on the preliminary bibliography, you must complete the bibliography with care. You will lose marks (a deduction of 5%) for incorrect bibliographical form. Follow the [Format for Footnotes and Bibliography](#) posted on the course web page.

In the bibliography, you will state your research question and will list at least two primary sources and four secondary sources besides Peter H. Wilson, *Europe's Tragedy: A History of the Thirty Years War* (2009). **Your bibliography must include at least two secondary sources not found in this syllabus.** All of your sources must help you answer the question. The primary sources will be individual documents taken from Peter H. Wilson, ed., *The Thirty Years War: A Sourcebook* (2010) and / or other documents. The secondary sources must relate **specifically** to the research question. Avoid general surveys of European history and books on the Thirty Years War in general. **You will base your research paper on more sources, especially primary sources, than the minimum required for the preliminary bibliography.**

Secondary Source Analysis = 10%

This assignment, a short essay of 700 words, is due in class on **19 February**. It requires you to begin reading your sources earlier than later. Your task is to demonstrate how **one** of the secondary sources in your preliminary bibliography will contribute to your answer to the research question that you have chosen. You can do this by identifying and explaining the significance of facts and / or interpretations of the source. You do not need to agree with the interpretations. Your research may suggest a different interpretation. **Follow the Instructions for Written Assignments on pp. 6-8.**

Primary Source Analysis = 10%

This assignment, a short essay of 700 words, is due in class on **5 March**. It requires you to begin thinking about how you will use primary sources for your research paper. Your task is to demonstrate

how **one** of the primary sources in your preliminary bibliography will contribute to your answer to the research question that you have chosen. In writing your essay, you should consider the following questions: What information does the primary source supply that relates to the research question? How can you use the information from the primary source to develop the central argument of your research paper or an argument related to the central argument? Does the primary source corroborate or contradict the information or interpretations of your secondary sources? **Follow the Instructions for Written Assignments on pp. 6-8.**

Research Paper = 30%

- The research paper, an essay of 2000 words, is due at 9:30 am in AQ 6018 on **9 April**. **You may not submit the research paper late.** The criteria for evaluation are (a) clear communication of ideas, (b) sound structure and organization, (c) a well-defined thesis statement, (d) appropriate evidence for the thesis, (e) appropriate primary and secondary sources, (f) proper style for footnotes and bibliography.
- Devise your own informative title, a title that indicates the topic and / or purpose of your essay. (Do not blandly entitle your paper "Research Paper" or "Final Paper.")
- The introduction (one or two paragraphs) must set the stage for your topic by indicating the topic's significance and by ending with a well-defined thesis statement, i.e. an argument. The thesis will be your answer to the research question that you have chosen.
- You will devote the body of your essay to proving the thesis with compelling evidence based on your analysis of primary and secondary sources. Make sure that the demonstration of the thesis is always logically consistent. Do not contradict yourself. You will document the evidence with **footnotes** (not endnotes). **Failure to document specific information is a form of plagiarism.** Avoid long quotations from your sources. The priority is your own analysis of the relevant sources. Do **not** substitute many quotations from your sources for your analysis. You must do the thinking. Your sources cannot think for you.
- In the conclusion (one or two paragraphs), you will recapitulate the thesis by emphasizing its significance through a summary that reflects on the evidence. The conclusion will **not** replicate the introduction.
- Append a bibliography at the end of the essay. Divide the bibliography into two categories: primary sources and secondary sources. You may draw on general studies of the Thirty Years War, but more specific studies will usually be more appropriate. General studies are useful for essential facts and, especially, for an influential interpretation that deserves to be summarized, modified, or rejected in light of evidence from other sources. The more primary sources you use in support of your thesis, the better. **Follow the Instructions for Written Assignments on pp. 6-8.**

Instructions for Written Assignments

- Submit all assignments directly to me. Do **not** hand in any essays to the staff of the History Department, and do **not** ask staff to stamp your essays with the time or date of submission. It is not their job to receive assignments from students. You may, if necessary, submit assignments into my Departmental mailbox from the corridor between AQ 6020 and AQ 6023; in that case, notify me by e-mail and keep a copy of the essay.
- **Assignments sent by electronic attachment will not be accepted.**
- All assignments must be typed, **paginated**, and double-spaced with all margins set at one inch.

- **Use a twelve-point font (Times Roman) for the entire assignment, including footnotes.**
- Provide a title page with your own title and **include your e-mail address on the title page** in case I need to contact you.
- **Staple** your assignment together. No paper clips please!
- Do not exceed the word limit assigned to each essay assignment. I will not read beyond what you are required to write.
- **Do not hand in assignments late.** An assignment is late when it is submitted after the beginning of class on the day that it is due. A penalty of **3% per day** will be deducted from late assignments, and I reserve the right simply to provide grades without comments on these. You may **not** hand in the research essay (due 9 April at 9:30 in AQ 6018) late. Students who do not submit the second essay on time will receive an “N” for the course. An “N” signifies that you have not completed the requirements for the course and is equivalent to a GPA of an “F.”
- I shall grant extensions for assignments only in grave circumstances justified by an official note from a professional person, e.g. a physician. I am not inclined to grant extensions for the research essay due on 9 April.
- On the title page of your written assignments, except for the preliminary bibliography, **provide the precise word count of the essay, not including footnotes and bibliography.**
- When citing your sources in the first and second essays, supply **footnotes**, not endnotes. Do not forget to cite your source precisely! Failure to do so constitutes plagiarism. **Supply a bibliography for all written assignments.** Follow the [Format for Footnotes and Bibliography](#) posted on the course web page.
- Superior essays will be written with **correct grammar** and **good academic style**. Above all, they will directly address the relevant question and will be based on a clear, well-defined thesis statement sustained with logical consistency and by compelling evidence taken from the relevant source(s) in the form of quotations and/or specific references.
- **Avoid the most common stylistic problems of undergraduate essays:** Aim to express your ideas clearly and concisely. Write in complete, grammatically correct sentences. Do not use colloquial language or contractions. Avoid convoluted, [run-on sentences](#) and [dangling participles](#). Wherever possible use the [active voice](#), not the [passive voice](#). Do not confuse [the possessive case](#) with the plural form of a noun. When describing actions in the past or phenomena from the past, use the past tense in the indicative mood, not the [conditional mood](#). Know what words mean before you use them. Consult a dictionary regularly to help you use and spell words correctly. Use authoritative dictionaries, e.g. the various Oxford dictionaries. Avoid internet dictionaries. Do not rely on spell-check programs.
- Your written work should be the organized and intelligible record of **your own thinking** about a particular problem. Avoid stringing together the ideas of others, especially in the form of quotations.
- Avoid even the hint of **plagiarism**, the unacknowledged use of the words or ideas of another author. For more information on plagiarism visit <http://www.lib.sfu.ca/help/tutorials/plagiarism-tutorial>. **Plagiarism is a serious offence that carries serious consequences.** Any written assignment marred by plagiarism will automatically receive a failing grade; more severe penalties may be handed down at the discretion of the Department Chair. I am an expert at detecting plagiarism. I have detected plagiarism in essays submitted in courses that I regularly teach and

even in documents published centuries ago. **Do not plagiarize!** You are responsible for being familiar with SFU's policies on academic honesty and student conduct. These are policies S 10.01, 10.02, 10.03, 10.04. You can find them online at <http://www.sfu.ca/policies/Students/index.html>.

- For all matters of **style**, please consult the most recent editions of either *The Chicago Manual of Style*, 16th edition. For help with style, see also *Merriam-Webster's Dictionary of English Usage* (SFU Library: PE 1460 W425 1994) and William Strunk, Jr. *Elements of Style* (SFU Library: PE 1408 S772 2000). An early edition of Strunk's *Elements of Style* is available on the World Wide Web at <http://www.bartleby.com/141/>.
- All students who wish to write clearly and effectively should read George Orwell's essay, "Politics and the English Language." They can find this essay in collections of Orwell's essays or online at http://www.orwell.ru/library/essays/politics/english/e_polit.
- Keep all the notes that you take and all other preparatory work (e.g. outlines) for your essays until I have returned them. Return all books to the library before submitting your research essay so that I can check your references.
- Use your sources correctly and honestly. All page references must be accurate. **Quote accurately and do not misrepresent your sources.** Adapt your prose to quotations from your sources, not vice versa. Do not quote fragments that make no grammatical sense. **Do not alter the text of your source when quoting from it by replacing words in or adding words to the text.** Provide a context for your quotations so that they make sense to your readers. Do not expect your readers to guess the connection between a quotation and an argument you wish to make. **Essays that violate academic honesty will be penalized.**

Keeping in contact outside of class

Please check your SFU e-mail regularly, i.e. the e-mail address on file with the Registrar's Office, for communications from me throughout the semester.

My office hours are **Tuesdays, 9:00-11:00**. If you have any questions about the course, especially about the course requirements, I strongly encourage you to see me during my office hours. No appointment is necessary. **Person-to-person discussions are much more productive than e-mail exchanges.** If you are looking for advice on your essays, for example, do **not** send me what you have written by e-mail and ask for my comments. Come to my office; we will go over your questions on the spot. **I teach students face to face, not by e-mail.** Avoid leaving important questions about course assignments to the last minute, which could turn out to be too late.

In some weeks of the semester, I may need to reschedule my office hours, owing to administrative meetings that the university requires me to attend as Chair of the Department of History. I shall give you advance notice of rescheduled office hours.

You are welcome to contact me by e-mail, but please limit your communications to brief notices or questions that can be answered with a short reply. If you send me e-mail, please put **Hist. 321** in the subject. **Expect prompt replies from me during business hours (09:00-17:00) on weekdays; do not expect replies on weekends.**

If an extraordinary situation develops that prevents you from completing the course requirements on time, **contact me immediately. Do not wait until the end of the semester.**