

HIST 4230: War, State, and Society in Early Modern Europe

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Course Description:

Warfare has been a constant element in European history. This course explores the relationship between the military, politics, and society during one of the most important periods of European history: the sixteenth through eighteenth centuries. These years saw crucial changes in technology and tactics and witnessed some of the most colorful figures in Europe's history, including Louis XIV, Frederick the Great, and Napoleon. However, this class is not a survey of isolated battles and leaders. Warfare, its causes, its characteristics, its impact, cannot be understood in isolation from its surrounding society and culture. Thus, we will focus on how contemporary European society shaped the nature of war during the early modern period and how war shaped society at the same time.

Learning Outcomes:

Students who complete successfully all course assignments will demonstrate the following:

- an in-depth understanding of crucial aspects of early modern European military and political history, which have helped shaped today's world.
- an understanding of how multi-variable process have functioned in the past through exploring the relationship between military, political, and social change.
- increased skills at reading critically and analyzing primary sources.
- increased abilities at crafting arguments, in both written and oral form.

Required Materials:

Brig. Gen. Thomas R. Philips, ed., *The Roots of Strategy* (Stackpole Books, 1985); ISBN 978-0811721943.

Read pages: 73-175 (Vegetius); 189-300 (Saxe); 311-400 (Frederick the Great); 407-441 (Napoleon).

Jean Froissart, *Chronicles* (Penguin Classics, 1978); ISBN 978-0140442007.

Read pages: 57-113, 120-198, 211-251.

Luigi Guicciardini, *The Sack of Rome* (Italica Press, 2008); ISBN 978-0934977326.
Read pages: 1-116. For explanations and context, see the Intro and Glossary.

Peter H. Wilson, *The Thirty Years' War: A Sourcebook* (Palgrave Macmillan, 2010);
ISBN 978-0230242050.
Read pages: 1-333.

Jakob Walter, *The Diary of a Napoleonic Foot Soldier* (Penguin Books, 1993); ISBN
978-0140165593.
Read pages: 3-111; 140-151. For context, see the maps and the Chronology.

Grading and Policies:

Your final grade will be factored as follows:

Five Short Analytical Papers:	20%
On-Line Data Base Primary Source Analysis Paper:	20%
Assignment includes:	
1) Paper Proposal	
2) First Draft	
3) Final Draft	
(if any part of the project is not completed, you will fail the entire assignment)	
Take-Home Midterm Examination	20%
Take-Home Final Examination	20%
Participation:	20%

Detailed information regarding written assignments and exams will be provided during the course of the semester.

All assignments are due at the beginning of class on the date indicated in the Course Outline below—DO NOT BE LATE AS THERE ARE NO MAKEUPS. *Only a serious and unavoidable cause, such as a documented medical condition or family emergency, will be accepted as an excuse for failing to completing an assignment on time. Official documentation must be provided for all causes.*

A hardcopy must be turned in. E-mail submissions will not be accepted.

All assignments must be typed, double-spaced, in 12-pt Times New Roman font, with regular margins (1.25 left and right, 1.0 top and bottom). You must write the full page-length of the assignment—that means, any space devoted to your name, the date, the class, etc. at the top of the first page does not count towards fulfilling the page length.

In further regards to the On-Line Data Base Primary Source Analysis Paper Project and the Take-Home Examinations, those with official documentation explaining emergencies will receive **ONLY ONE WEEK'S EXTENSION DURING THE SEMESTER.**

Assignments turned in beyond that point will receive zero credit. The Take-Home Final and the final draft of the On-Line Data Base Primary Source Analysis Project MUST be turned in on the dates indicated below because of UWG's policies regarding posting final course grades.

•Grading Criteria

Assignment and final grades reflect your mastery of assigned materials, particularly lectures and readings.

In general, "A" grades reflect totally excellent work—work that is well written, well organized, and well argued; work that avoids summarizing and instead integrates lecture and reading material into a deep analysis. "A" work contains no factual errors, excellent writing with no mistakes in spelling, grammar, or organization, and displays complete mastery of the main issues of our class.

"B" grades indicate good work—work that mixes analysis with summary. "B" work contains few factual errors, good writing with few mistakes in spelling, grammar, or organization, and displays a good command of the main issues of our class.

"C" grades indicate average work that offers only summary and lacks analysis and organization. "C" work contains some factual errors, average writing with some mistakes in spelling, grammar, or organization, and displays an average command of the main issues of our class. Something to think about: a "C" reflects summarizing of the material (the questions of who, what, and when)—"B" and "A" indicate you have gone beyond mere summary to address the crucial questions of why and how.

"D" grades reflect poor work that fails to demonstrate a mastery of assigned material. "D" work contains many factual errors, poor writing with many mistakes in spelling, grammar, or organization, and displays a less-than-average mastery of the main issues of our class.

"F" grades reflect work that fails to achieve any of the above criteria and display no mastery of assigned materials whatsoever.

•Plagiarism

All assignments in this course are designed to test your ability to use and analyze class materials, including readings and lectures. Outside materials, including unassigned books and the internet, are not necessary to answer any of the assigned questions. To be more precise, only your discussion of required class material will count towards your grade—information from outside WILL NOT BE FACTORED IN YOUR GRADE.

However, ANY ACT of plagiarism (the use of someone else's words or ideas without citation) from ANY SOURCE (class materials and/or outside, including from the internet) will be dealt with severely, so remember to always cite all words and ideas that are not your own. Please recall that when you entered UWG, you consented to uphold our Honor Code, in which all students "pledge to refrain from engaging in acts that do

not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrications, aid of academic dishonesty, lying, bribery or threats, and stealing.” Moreover, you agreed to the following: “[a]s a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member.” You can review the Honor Code at:
<http://www.westga.edu/~handbook/index.php?page=honorcode>.

For any instance of plagiarism discovered, I will impose the same penalty: an absolute 0 points for the assignment (for any part of the source paper assignment, that means the entire paper grade). At the least, this will have an adverse impact on the final grade; at the worst, it may result in failure for the course. Plagiarism is simple to avoid: if in doubt, cite! If you have any questions regarding plagiarism and the policies stated above, please come see me.

Also, please note that any papers turned in for multiple classes (for classes in this or previous semesters) are in violation of plagiarism guidelines.

•Participation

Your active participation is absolutely critical for the success of our class. Discussions are an important component of this course and I expect you to be ready to ask and answer questions and, moreover, to be willing and able to lead debates about the issues under question. Beyond speaking during discussions, participation means being actively engaged in the process of learning at all times. This includes being alert, asking questions directly related to class material, and taking notes during lectures and taking advantage of office hours. Being absent, arriving late, or leaving early will earn you 0 participation points for the day. So, too, will sleeping in class. Twenty percent of your final grade rests on your participation—that is the difference between a 95 and a 75.

•Etiquette and Obligations

Throughout the semester, I expect you to behave with civility and courtesy. By choosing to enter UWG, you have decided to engage in a professional endeavor, and must comport yourself accordingly. Not only does this mean always being respectful of your colleagues even when you disagree with their viewpoints, but also means continually contributing to a productive learning environment for all.

These contributions include keeping all comments and questions connected to specific course material, and making sure your cell phone and other electronic devices (I-Pods, etc.) are turned off and not used or consulted during class. Laptops will only be allowed with a valid medical cause and the permission of the instructor. Recording of lectures is not permitted.

Again, it should go without saying that when you come to class, you are to remain awake, alert, and mentally engaged for the entire period. If you chose to come to class, you must stay awake and remain. Do not sleep or leave early.

Unprofessional behavior and any disruption of the learning environment cannot and will not be tolerated. Continual behavioral issues constitute grounds for being dropped from the course.

In addition, USG and UWG have become concerned about what they call “non-engagement,” meaning displaying the behaviors discussed above. This is because students who do not maintain mental focus on class material tend to do poorly in specific classes and have difficulties completing college in general. Early in the semester, those who remain “non-engaged” with the learning process are to be identified by faculty to appropriate university offices so that the University can intervene with appropriate support and assistance to ensure student success.

Enrolling in this course means that you and I have a contractual obligation to one another: I am obligated to teach to the best of my ability; you are obligated to know the material provided in lectures, to complete the readings and writing assignments in a timely manner, and to engage actively and professionally in the process of learning.

•Communications

All electronic communication must use your UWG e-mail account. Please keep in mind that I will check my e-mail during normal business hours Monday through Friday. In other words, do not expect instantaneous responses. In addition, in order to respect your privacy, I will not discuss grades over e-mail.

Finally, I reserve the right to modify this syllabus during the semester if circumstances warrant. You will be informed at all times of any changes. If changes are substantial, I will issue a revised syllabus.

Course Outline (pages to be read for discussions stated above):

Week:	Tuesday:	Thursday:
1	8/21: • Class Introduction • Pre-Modern Europe – Some Basics: Society, Religion, Politics	8/23: • The “Military Revolution” Thesis and Early Modern Europe • Medieval Warfare, I
2	8/28: • Medieval Warfare, II	8/30: • The 1300s – The 100 Years’ War and the Reemergence of Infantry
3	9/04: Discuss: Froissart, <i>Chronicles</i> <u>Short Analytical Paper 1 Due</u>	9/06: • The Italian Renaissance and War
4	9/11: • The Italian Wars, 1494-1559 <u>On-Line Database Primary Source Analysis Proposal Due</u>	9/13: • The Rise of Gunpowder Weaponry
5	9/18: Discuss: Vegetius (in <i>Roots of Strategy</i>) and Guicciardini <u>Short Analytical Paper 2 Due</u>	9/20: • Religion, War, and States
6	9/25: • The Impact of the Reformation	9/27: • Religious War in the later 16 th Century
7	10/02: • The Dutch Revolt	10/04: • The Thirty Years’ War, I

8	10/09: <ul style="list-style-type: none"> • The Thirty Years' War, II 	10/11: <p>Discuss: Wilson, <i>30 Years' War Sourcebook</i></p> <p><u>Short Analytical Paper 3 Due</u></p>
9	10/16: <ul style="list-style-type: none"> • The Rise of Absolute Monarchy <p><u>Take-Home Midterm Due</u></p>	10/18: <ul style="list-style-type: none"> • The Wars of Louis XIV, I
10	10/23: <ul style="list-style-type: none"> • The Wars of Louis XIV, II 	10/25: <ul style="list-style-type: none"> • Warfare in 17th Century Eastern Europe
11	10/30: <ul style="list-style-type: none"> • Rising States? War in the Age of Enlightenment <p><u>On-Line Database Primary Source Analysis Paper First Draft Due</u></p>	11/01: <ul style="list-style-type: none"> • From the Peace of Utrecht to the War of the Austrian Succession
12	11/06: <ul style="list-style-type: none"> • Discuss: de Saxe and Frederick (in <i>Roots of Strategy</i>) <p><u>Short Analytical Paper 4 Due</u></p>	11/08: <ul style="list-style-type: none"> • Europe, War, and the World, 1500-1750
13	11/13: <ul style="list-style-type: none"> • The Great War for Empire, 1756-1763 	11/15: <ul style="list-style-type: none"> • French Revolution, I
14	11/20: <p>Thanksgiving – NO CLASS</p>	11/22: <p>Thanksgiving – NO CLASS</p>

15	11/27: <ul style="list-style-type: none"> • French Revolution, II <p><u>On-Line Database Primary Source Analysis Paper Final Draft Due</u></p>	11/29: <ul style="list-style-type: none"> • Discuss: Napoleon (in <i>Roots of Strategy</i>) and Walter <p><u>Short Analytical Paper 5 Due</u></p>
16	12/04: <ul style="list-style-type: none"> • Legacies <p><u>Take-Home Final Due</u></p>	