Did terrorism exist in early modern Europe? This course attempts to answer that question by using primary and secondary sources to explore the place of terror in the political culture of Europe from the Renaissance up to the French Revolution. We will examine wars, peasant revolts, and religious conflicts to investigate how soldiers and civilians practiced violence during this period to achieve their political ends. We will also consider how these practices changed gradually or abruptly in the face of state centralization, the development of international law, and the modernization of political theory. This course will not only familiarize you with the changing political structures, practices, ideologies, and issues of early modern European history, it will also expose you to a variety of methodological approaches to historical research while inspiring philosophical reflection on how the study of history might provide insight into contemporary political issues. Required readings will be heavy at the outset of the semester, allowing you to focus more on your own research and writing during the second half. In addition to a variety of shorter assignments, you will be required to complete a 15-20 page term paper based on original research.

Expectations and Requirements

The purpose of an upper-division seminar is to create a community of scholars who can profit from mutual discussion of texts read in common. The following list of assignments and expectations has been developed in light of my belief that each member of the class is responsible for the learning of every other participant.

Regular attendance and active participation in class discussions are both mandatory. By 10 a.m. of the day the class meets, you must submit to the Dropbox on D2L a one-page “reaction paper” based on the readings for that week. Please be sure to use a file-format compatible with D2L. A question to focus your reaction will be distributed the week before each assignment. I reserve the right to ask you to read your reaction paper aloud to the class at any point.

Apart from the first week of class, the course is divided into eleven regular sessions and three conference sessions. During the conference sessions, known collectively as the Presentation Conference, you will present your research to the class, and you will respond to the research of your peers. Participation in the Presentation Conference during the final three weeks of the semester will be worth up to 10% of your final grade. Participation in the regular, non-conference sessions (Weeks II-XII), worth up to 40% of your grade, will be calculated as follows: For each of these sessions, I will award up to ten (10) points on the basis of attendance (4), active participation in discussion (1-3), and the quality of your reaction paper (1-3). I will multiply the average of your ten best sessions by a factor of 40, resulting in up to 400 points to be awarded. Absence for any reason other than a certifiable illness or family emergency will result in a zero (0) for the day. If you know in advance that you will be absent for any reason, please let me know as soon as possible. If your absence is excusable and you miss more than one class, your participation grade will be based on a truncated average of those sessions you attend.

In addition to participation, your final grade will be based on two papers: a short paper (4-6 pages) due in class on February 6 (Week IV) and a research paper (15-20 pp.) whose final draft will be due on Wednesday, May 8. The grade on the research paper will be based not only on the final draft, but also on several preliminary assignments. Each of you must meet with me during office hours by the end of Week V to discuss possible topics. A research prospectus will be due in class on Tuesday, March 5 (Week VIII). A first draft of your paper will be due in class on Tuesday, April 7 (Week XIII). You will submit a copy not only to me, but to every member of the class. The short paper will be worth up to 100 points (10% of final grade), and the research paper worth up to 400 points (40% of final grade), broken down as follows: meeting with me (50 points); prospectus (up to 50 points); first draft (up to 100 points); participation in the Presentation Conference (up to 100 points); final draft (up to 200 points).

The Presentation Conference will take place during the final three weeks of the semester. Each session will consist of up to six ten-minute presentations, followed by five-minute commentaries on each
presentation, then five minutes of general discussion. Each of you will be responsible not only for presenting your own research, but also for offering a five-minute comment on another student’s paper. You are also responsible for reading all drafts and for participating in the discussion of each presentation.

Please give me a prioritized list of sessions during which you would like to present or comment by our third meeting (Week III). You may not present and comment on the same day.

Your final grade will be based on your total accumulation of points, with the breakdown as follows:

- 933-1,000 = A
- 900-932 = A-
- 867-899 = B+
- 833-866 = B
- 800-832 = B-
- 767-799 = C+
- 733-766 = C
- 700-732 = C-
- 667-699 = D+
- 633-666 = D
- 600-632 = D-
- <600 = F

All assigned readings are mandatory. The following books should be available for purchase at campus bookstores:

- Merry Wiesner-Hanks, Early Modern Europe, 1450-1789
- Niccolo Machiavelli, The Prince
- Barbara Diefendorf, The St. Bartholomew’s Day Massacre
- Tryntje Helfferich, The Thirty Years War: A Documentary History
- T. K. Rabb, The Struggle for Stability in Early Modern Europe
- Julius Ruff, Violence in Early Modern Europe, 1500-1800
- Kate L. Turabian, Manual for Writers of Research Papers, Theses, and Dissertations, 7th ed.

Additional required readings, which are substantial in this course, are available as pdf-files on Desire2Learn, denoted below as “(D2L).”

## Schedule of Readings, Lectures & Assignments

**WEEK I (1/15):** Course Overview

**Part I: Theories & Forms of Political Violence**

**WEEK II (1/22):** The Early Modern Context & the Political Theory of Fear

**Readings:** Wiesner-Hanks, Early Modern Europe, 1-43 [optional], 78-115 [required]; N. Machiavelli, The Prince (entire).

**WEEK III (1/29):** Barbarians, Savages & Turks

**Readings:** Wiesner-Hanks, Early Modern Europe, 216-51; Turabian, Manual for Writers, 3-48; Haklyut, Voyages and Discoveries, 132-157 (D2L); Jouveney, “Concerning the Country and Manners of the Canadians” (D2L); Biard, “Letter…to the General of the Society of Jesus” (D2L); Chrestien LeClerq, “A Micmac Responds to the French” (D2L); Daniel K. Richter, “War and Culture: The Iroquois Experience” (D2L).

**WEEK IV (2/5):** Warfare, Civility, & State Building

**Readings:** Wiesner-Hanks, Early Modern Europe, 44-77, 116-47; Turabian, 48-61; G. Parker, “The ‘Military Revolution, 1560-1660’—A Myth?” (D2L); G. Parker, “Early Modern Europe” (D2L).

**Short Paper Due in Class.**
Part II: Case Studies

WEEK V (2/12): Case Study I: The French Wars of Religion  

WEEK VI (2/19): Case Study II: Origins & Course of the Thirty Years War  

WEEK VII (2/26): Case Study II: Cultural Reactions to the Thirty Years War  

WEEK VIII (3/5): Toward the Restraint of Violence?  
**Readings:** T.K. Rabb, *The Struggle for Stability in Early Modern Europe* (entire); M.S. Anderson, *War & Society in the Old Regime* (sel.) (D2L); Bercé, *History of Peasant Revolts* (sel.) (D2L); Locke, *Second Treatise on Government* (sel.) (D2L).  
Prospectus Due in Class.

WEEK IX (3/12): Counterpoints  
**Readings:** John A. Lynn, “A Brutal Necessity? The Devastation of the Palatinate, 1688-1689” (D2L); M. Gerber, “The Destruction of the Palatinate and the (De)legitimation of Violence in Early Modern France” (D2L); David Bell, *The First Total War* (sel.) (D2L).

Part III: Violence Outside of War

WEEK X (3/19): Theories & Forms of Non-Military Violence  
**Readings:** J. Ruff, *Violence in Early Modern Europe, 1500-1800* (entire).

WEEK XI (3/26): SPRING BREAK—NO CLASS

WEEK XII (4/2): Women, Criminal Law & Domestic Violence  

WEEK XIII (4/9): Enlightenment & Revolution  
**Readings:** Wiener-Hanks, 326-363; Turabian, 102-130; S. Maza, *Private Lives & Public Affairs*, 212-262 (D2L); A. de Baecque, “The Princess de Lamballe: or, Sex Slaughtered” (D2L).  
**Draft of Research Paper Due in Class.**

WEEK XIV (4/16): Presentation Conference I

WEEK XV (4/23): Presentation Conference II

WEEK XVI (4/30): Presentation Conference III

**FINAL PAPER DUE:** Wednesday, May 8, 7:00 p.m.
ACCOMMODATION POLICIES

Some students, by reason of physical handicap or learning disability, are entitled to special accommodation as needed to complete examinations and other course requirements. If you qualify for accommodations because of a disability, please submit a letter documenting your condition and the accommodation required from Disability Services within the first three weeks of the semester. You can contact Disability Services at 303-492-8671, Willard 322, and www.Colorado.EDU/disabilityservices.

It is the campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please notify us within the first three weeks of the semester of any anticipated conflicts so that appropriate accommodations can be made. For a statement of the campus guidelines, see http://www.colorado.edu/policies/fac_relig.html

APPROPRIATE BEHAVIOR

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name; we will gladly honor your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester. See polices at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

ACADEMIC MISCONDUCT

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the policies of this institution that govern academic integrity. Violations of this policy include cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including, but not limited to, university probation, suspension, or expulsion). Information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/

DISCRIMINATION AND HARRASSMENT

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment, and the University of Colorado policy on Amorous Relationships applies to all students, staff, and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh. For the relevant policies, see http://www.colorado.edu/policies/discrimination.html