

FALL 2017
HIST 302 / WGSS 3900
Warfare and Diplomacy in Early Modern Europe
T-TH 4:30 - 5:45—UNIV 217



Silvia Z. Mitchell, Ph.D.

OFFICE HOURS

T-TH 2:00 to 3:00

UNIV 308

Additional times available by appointment

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COURSE DESCRIPTION

Beginning with the emergence of resident embassies in Italy and mercenary armies led by Condottieri, this course explores the evolution of and intimate connections between war and diplomacy in early modern Europe. Students will be exposed to new scholarly approaches that have shaped both fields in the last decade, such as marriage diplomacy, dynastic wars and rivalries, and the role of art and artistic production in the practice of war and diplomacy. Students will gain an appreciation of the multiple roles women, as much as men, played in all aspects of war and diplomacy.

We will focus on three case studies, but students will have the chance to explore a topic of their choice and share it with the rest of the class.

1) The rise of the Condottieri and the resident ambassador as part of the Italian Renaissance court culture. 2) The Thirty Years War (1618-1648) and the Congress of Westphalia (1648) as geopolitical watersheds in the history of the continent. 3) The dynastic struggles between the Habsburgs and the Bourbons in the second half of the seventeenth century and the emergence of balance-of-power politics in the continent.

COURSE AIMS AND OBJECTIVES

By the end of the course, students will be able to

1. understand the dynamic relationship between warfare and diplomacy in early modern Europe.

2. appreciate the roles women played in all aspects of war and diplomacy in early modern Europe.
3. identify the ways in which war and diplomacy shaped international relations from the 15th to the end of the 17th centuries and why this was the case.
4. identify the ways in which war and diplomacy shaped state building processes in individual polities (i.e. monarchies, republican regimes, duchies, etc.).
5. gain a general understanding of how the political and international history of early modern Europe changed over time through an identification of the motivations and outcomes of key wars and diplomatic events (i.e. the Italian Wars and the Peace of Augsburg, the Thirty Years War and the Peace of Westphalia, and so on.)
6. expand their critical analytic skills as they engage with the material and the assignments in the course.

BOOKS

Alison Cole, *Italian Renaissance Courts: Art, Pleasure, and Power* (Pearson, 2016). **You need this book right away.**

Tryntje Helfferich, *Iron Princess: Amalia Elizabeth and the Thirty Years War* (Harvard 2014).

Paul Sonnino, *Mazarin's Quest: The Congress of Westphalia and the Coming of the Fronde* (Harvard 2008).

John A. Lynn, *The Wars of Louis XIV, 1667-1714* (Longman, 1999).

Additional readings TBA; I will make them available.

Assignments and Evaluation:

1. **Reading reflection journal (20 %)**. 12 entries altogether. The journal entries are your reflections on the reading assignments (no class notes). Sets of four entries will be due in separate dates (refer to the due dates list) and will be graded individually. Each set of four entries will amount to 5 % of the overall grade adding to the 20% total. This low-stakes assignment will prepare you for the critical responses (see 2 below) and help you focus your reading; thoroughness rather than style is the key to get the maximum amount of points and so I will not limit the length of the entries. I will not grade on style, but stream of the consciousness writing will not get credit. In short, I need to understand what you wrote.
2. **Three guided critical responses (20 % each—60 % total grade)**. The critical responses to specific question/s will be based on the reading AND class notes. Doing the readings conscientiously, coming to class, taking good notes during lectures, participating in discussions, and asking questions will help you get the maximum amount of points in this assignment. This is the equivalent of the exams and as you can see, these amount to the bulk of your grade.
3. **A short paper (5-7 pages) on a case study on War and Diplomacy drawn from the late seventeenth century (15 %)**. You will receive additional guidelines and specific expectations to complete this assignment.
4. **Participation (5 %)**, based on attendance, engagement, and quality of contributions. Excellent attendance is an excellent foundation to get a good participation grade. Yet, to

get the maximum amount of points, you must demonstrate engagement with the material, your instructor, and your classmates.

- Honor's Credit is available. If you qualify (talk to your advisor), make an appointment with me during the first week of class to discuss the expectations and requirements.**

All assignments are due by 11:59 p.m. of the designated day and on Blackboard. Also, note that the due dates are usually Mondays, except for the third Guided Critical Response, which is due the day of the Final Exam.

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breeches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

All assignments should be your own individual work; cases of plagiarism will result into an automatic failure for the course and will be referred to the Office of the Dean of Students. Please, review Purdue's Honor Pledge.

<https://www.purdue.edu/provost/teachinglearning/honor-pledge.html>

Grade Distribution and Due Dates

Assignment		Value	Due Date
Journal	First 4-entries	5 %	September 11
	Second 4-entries	5 %	October 2
	Third 4-entries	5 %	October 16
	Fourth 4-entries	5 %	November 20
Guided Critical Responses	GCR 1	20 %	September 16
	GCR 2	20 %	October 30
	GCR 3	20 %	Final Exam day
Case Study Paper		15 %	December 4
Participation		5 %	Cumulative

Due Dates:

- September 11: Journal Entries, 1st Set
- September 18: Guided Critical Response # 1
- October 2: Journal Entries, 2nd Set
- October 16: Journal Entries, 3rd Set
- October 30: Guided Critical Response # 2
- November 20: Journal Entries, 3rd Set
- December 4: Case-Study Paper
- Final Exam day (TBA): Guided Critical Response # 3

Grading Scale

100-99 = A+ 98-95 = A 94-91 = A- 90-88 = B+ 87-83 = B 82-80 = B-
79-78 = C+ 77-73 = C 72-70 = C- 69-68 = D+ 67-63 = D 62-60 = D-

How to be successful in this course:

All learning activities, including lectures, require active and substantial student involvement—how can I teach if I do not know how you are processing the material? Thus, to be successful in this course come to class, take good notes, ask questions, and keep up with the readings.

All learning activities are designed to build your understanding from foundational-content knowledge of concepts to higher level critical understanding of the topics under discussion. You will not find answers to the “Guided Critical Response” questions in the readings alone (and even less so in Wikipedia, the Internet, or outside sources). You will find that coming to class is the best way to lower your workload!

Once again, it is crucial to keep up with the readings AND come to class. It is better to come even in those days that you have not been able to be as prepared as you may like.

Disclaimer about the assignments:

I reserve the right to assign extra homework if participation lacks substance.

Grief Absences and Conflicts with Religious Observances will be excused according to Purdue University’s regulations.

http://www.purdue.edu/studentregulations/regulations_procedures/classes.html

Unavoidable absences: I recognize that occasionally; a student must be absent from a scheduled course activity for personal reasons beyond his/her control. I will make decisions about make-up work and excuse absences on individual bases and on accordance to Purdue University’s regulations. http://www.purdue.edu/studentregulations/regulations_procedures/classes.html

Students participating in University-sponsored activities will be accommodated following Purdue University’s regulations. Students, however, are responsible for notifying the instructor well in advance and making arrangements for potential missing work.

http://www.purdue.edu/studentregulations/regulations_procedures/classes.html

Late work will be penalized and depending on the situation, I may not accept it. Please get in touch with me as soon as a problem arises. Note that **in order to pass the course students must complete ALL assignments.**

College of Liberal Arts Classroom Civility Statement:

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of

others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.

CAPS Information: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

SCHEDULE OF CLASSES

Part I: Renaissance Transformations in Warfare and Diplomacy, 1450s-1520s

Week 1—August 22-24: Introductions and Definitions
New Political Environment in the Italian Peninsula and Beyond

Readings and Assignments: Alison Cole, “Art and Princely Magnificence”

Week 2—August 29-31: Innovations in Warfare and Diplomacy

Readings and Assignments: Alison Cole, Chapters on Federico da Montefeltro and Ludovico “Il Moro”

Week 3—September 5-7: The Italian Wars in an International Context

Reading Assignments: Alison Cole, Chapters on Mantua and Ferrara

First 4-journal entries due September 11 by 11:59 p.m. on Blackboard

Week 4—September 12-14
Library presentation and Workshop with HSEE Librarian, Bert Chapman

Readings and assignments: Alison Cole, “The Renaissance Court”

Guided Critical Response 1 due September 18 by 11:59 p.m. on Blackboard

Part II: The Wars of Religion, 1559-1659

Week 5—September 19-21: Religion and Geopolitics

Reading and assignments: Tryntje Helfferich, *The Iron Princess*, “Introduction” and Chapters 1-3” (These are foundational chapters that explain with clarity and detail the religious conflicts behind the Thirty Years War, the political nature of the Holy Roman Empire, and the role of mercenary armies in the geopolitics of the war. Take good notes and bring to class.)

Week 6—September 26-28: The Origins of the Thirty Years War

Reading and assignments: Tryntje Helfferich, Chapters 4-6

Second 4-journal entries due October 2 by 11:59 p.m. on Blackboard

Week 7 – October 3-5: All Hands on Deck: Women, Children, and Men

Reading assignments: Tryntje Helfferich, Chapters 7-10

Week 8 –OCTOBER BREAK, October 12: Diplomacy and the Westphalian Settlement

Reading Assignments: Paul Sonnino, Mazarin’s Quest, Introduction and Chapter 1

Third 4-journal entries due October 16 by 11:59 p.m. on Blackboard

Week 9 – October 17-19: Balance-of-Power Diplomacy

Reading assignments: Paul Sonnino, Chapters 2-4

Week 10 -- October 24-26: The Franco-Spanish War, 1635-1659

Reading assignments: Paul Sonnino, Chapters 5-9

Guided Critical Response 2 due October 30 by 11:59 p.m. on Blackboard

Part III: Dynastic Wars and Diplomacy, 1659-1700

Week 11- October 31-November 2: The Peace of the Pyrenees (1659)

Topic Workshop for paper!

Reading assignments: John A. Lynn, Chapters 1-3

Week 12- November 7-9: The War of Devolution (1667-1668)

Reading assignments: John A. Lynn, The Wars of Louis XIV, Chapter 4

Week 13—November 14-16: The First Triple Alliance (1668)

Reading assignments: Keep Reading John A. Lynn

Fourth 4-journal entries due November 20 by 11:59 p.m. on Blackboard

Week 14: November 21: Time off for Writing

HAPPY THANKSGIVING!

Week 15: November 28-30: From the Dutch War to the War of the Spanish Succession

Reading assignments: Mitchell, “Marriage Plots,” (On Blackboard)

Paper on a Case Study of War and Diplomacy in the later seventeenth century,

due December 4 by 11:59 p.m. on Blackboard

Week 16: December 5-7: Bringing it all together

Reading assignments: Finish Lynn

Third Guided Response due the day of final exam by 11:59 p.m. on Blackboard