

## History 3P94: Historians and the Age of Religious Wars, 1559-1715



*The Battle of Arques, 21 September 1589, anonymous, oil on wood, 1st quarter of the 17th c. Inv. P 84-14-1. Source: [http://www.henriiv.culture.fr/medias/en/pdf/0/735\\_10.pdf](http://www.henriiv.culture.fr/medias/en/pdf/0/735_10.pdf).*

Fall 2014

Professor McLeod

Lectures: Thursday 10:00- 12:00

Office: G1 241

Seminars: #1 Monday 10:00-11:00 MC 303

#2 Monday 11:00-12:00 EA 108

E-mail: [jmcleod@brocku.ca](mailto:jmcleod@brocku.ca)

### Objectives and Outcomes

With special focus on France, we will study how historians examine religious division in continental Europe in the sixteenth and seventeenth centuries and assess why some of them argue that it led to the rise of absolutism. Students at the end of the course should be able to:

- Outline the interpretations offered by historians for the spread of the Reformation in Europe
- Interpret the religious violence in Europe in the sixteenth and seventeenth centuries and its historiography
- Assess the links between political and religious change in Early Modern Europe

## COURSE REQUIREMENTS

1. Preparation for and active participation in weekly **seminars** is an important part of this course. All students will read and be prepared to discuss the assigned readings every week. In addition, each student will be assigned one seminar topic where he/she is responsible for **leading** the discussion. Furthermore, each student will make one **oral presentation**.

2. Each student will write a **research essay** 2,000 words in length due in class on October 27, 2014 on the following topic:

Did the failure to find a compromise in the French Wars of Religion result from the high levels of violence or were other factors at play that made compromise impossible. Be sure to include a discussion of the historiography on this topic in your essay.

Students must use the following articles and 4 additional articles or monographs that they find by undertaking their own research. In addition, students must include two primary sources.

Stuart Carroll, "Nager entre deux eaux": The Princes and the Ambiguities of French Protestantism”  
*Sixteenth Century Journal*, XLIV /4 (2013), pp. 985-1020.

Allan Tulchin, “Massacres during the French Wars of Religion” *Past and Present* (2012), Supplement 7,  
pp.100-126.

Do not use textbooks as sources. Marks will be deducted from late essays at the rate of 3% a day and per weekend and no essays will be accepted after October 31, 2014. (Consult Mary Lynne Rampolla, *A Pocket Guide to Writing in History*.) Students must submit hardcopies of their papers and a copy of a **Turnitin** report from Turnitin.com. The date submitted is your date-stamp. Instructions for Turnitin.com use will follow. (Students may choose not to submit their papers to Turnitin.com but they must submit their papers *one week before the due date*.)

3. There will be a **final examination**.

### Grade Calculation

Essay	30%
Seminar participation	25%
Seminar Leadership	10%
Oral Presentation	10%
Final Examination	25%

### Required Texts:

Mack P. Holt, *The French Wars of Religion, 1562-1629*.

## SEMINAR TOPICS AND READINGS

### 1. September 8, 2014: Organizational Seminar.

Students will discuss “Making up People’ in *Reconstructing Individualism: Autonomy, Individuality, and the Self in Western Thought*, p. 222-236. How do historians create the categories into which they place the people they study? How do the categories and labels of the nineteenth century differ from those of the Early Modern Era and from the world we live in now? How do classification systems change and why?

### 2. September 15, 2014: The Reformation

Why did the Reformation spread? How did it do so? Who resisted? Compare the approaches historians use to attempt to answer these questions. Pay attention to the dates at which the historians were writing and assess the importance of this. What questions about the spread of the ideas of the reformers do you find more important than others?

Henri Hauser, “The French Reformation and the French People in the Sixteenth Century,” *American Historical Review*, vol 4, 1899, 217-27. ( Available on-line.)

Robert Scribner, "Oral Culture and the Diffusion of Reformation Ideas" *History of European Ideas*, vol 5. No 3, pp. 227-256. ( Available on-line.)

Additional Reading:

Mack P. Holt, ‘Wine, Community and Reformation in Sixteenth-century Burgundy’ *Past and Present*, no. 138 (February 1993), 58-93. (Available on-line.)

Natalie Zemon Davis, “Strikes and Salvation at Lyon” in *Society and Culture in Early Modern France* (Stanford University Press, 1975), pp. 1-16.

### 3. September 22, 2014: French Royal Policy and Religious Dissent

How did the new religion become politicized? How did Protestantism and rebellion become linked in the eyes of French monarchs? What role did the Affair of the Placards play? What other factors were important? What was the attitude of Francis I?

Holt, *The French Wars of Religion*, pp. 7-49.

**4. September 29, 2014 Violence in the Wars of Religion** How have historians tried to understand violence in the Wars of Religion? What were the social, political and economic factors? What was the role of religion? What was the role of the elites in the violence? Of feuds? Of ideas about honour and social status?

Allan Tulchin, “Massacres during the French Wars of Religion” *Past and Present* (2012), Supplement 7, pp.100-126. .( Available on-line.)

Stuart Carroll, "Nager entre deux eaux: The Princes and the Ambiguities of French Protestantism ” *Sixteenth Century Journal*, XLIV /4 (2013), pp. 985-1020. (Available on-line.)

Additional Reading

Natalie Zemon Davis, “Rites of Violence: religious riot in sixteenth-century France” *Past and Present*, 59 (1973), 51-91.( Available on-line.) and Stuart Carroll, "The Rights of Violence" *Past and Present*, (2012) Supplement 7, 127-162. .( Available on-line.)

## **5. October 6, 2014 The St. Bartholomew's Day Massacre**

Analyse the nature of the social and religious tensions that existed in mid-sixteenth-century France. It has been claimed that "the St. Bartholomew's Day Massacre was not an explosion that came out of nowhere . . .the powder had been accumulating for years, and it had been touched off several times already." Do you agree? What effect did the massacre have on Protestant relations with the Crown? What was its larger significance?

Holt, pp. 50-98.

Barbara Diefendorf, "Prologue to a Massacre: Popular Unrest in Paris, 1557-1572," *American Historical Review*, vol. 90 (1985), 1067-91. (Available on-line.)

## **6. October 13, 2014 Fall Break**

## **7. October 20, 2014. Political Thought, Resistance and The League**

What were some of the political views of the Huguenots? How did these fit with ideas about monarchical power? What conflicts arose? What solutions were proposed? What was the League and what did its members think about monarchical power? How influential was it and how important was it? Who was Jean Bodin? What did he think and why was that important?

Holt , pp. 99-155.

Additional Reading

Donald R. Kelley, *The Making of Ideology: Consciousness and Society in the French Reformation*

**8. October 27, 2014: Natalie Davis:** Listen to: *Sunday Edition* interview of Natalie Zemon Davis by Michael Enright, January 2, 2011. How does biographical information about an historian affect our understanding of his or her work or of the subject under investigation? Why does Davis study history? How did the era in which she worked affect what she did? What does she say about primary sources? What does she say about the relevance of history to the present? Do you agree?

**Papers Due this Week in Seminar.**

## **9. November 3 , 2014: The Thirty Years War through the eyes of Simplicius Simplicissimus.**

What do you learn about the Thirty Years War by reading this 1668 story about a young man who was caught up in it? How can this story be used as a source about the seventeenth century? What are the strengths and weaknesses of literary sources? Did contemporaries recognize a Thirty Years War? How do we know?

<http://rbsche.people.wm.edu/teaching/grimmelshausen/>

G. Mortimer, "Did Contemporaries Recognize a "Thirty Years War?" *English Historical Review*, February 2001 pp. 124-136.

<http://ehr.oxfordjournals.org.proxy.library.brocku.ca/content/116/465/124.full.pdf+html>

## **10. November 10, 2014 The Revocation of the Edict of Nantes.**

How significant was the Edict of Nantes in the seventeenth century? What did it mean for Protestants and for Catholics? Why was it revoked? What were some of the effects of the Revocation? Assess the importance of imposing religious conformity with other challenges faced by the government.

Philippe Joutard, "The Revocation of the Edict of Nantes: End or Renewal of French Protestantism?" *International Calvinism, 1541-1715* ed. Menna Prestwich, (Oxford, 1985) p. 339-368.  
Revocation of the Edict of Nantes, October 22 1685. Excerpt:

[www.historyguide.org/earlymod/revo\\_nantes.html](http://www.historyguide.org/earlymod/revo_nantes.html)

**11. November 17, 2014: Presentations:** Each student will make a 3-minute presentation applying Hacking's ideas about "making up people" to any aspect of the course she or he chooses.

## **12. November 24, 2014. The Witchcraft Trials**

Why in the sixteenth and seventeenth centuries were so many accused of being witches? Explain the rise in the number of accusations? Why were women targeted more than men? Who believed in the guilt of the accused and why? Why did the number of accusations decline in the later seventeenth century and early eighteenth century? Did absolutism play a role? Examine the accounts of the following trials from the Hanover Historical Texts Project. How do they help you to answer some of these questions? What else do we need to know?

<http://history.hanover.edu/texts/bamberg.html>

<http://history.hanover.edu/texts/trier.html>

<http://history.hanover.edu/texts/wurz.html>

Additional Reading: Darren Oldridge, *The Witchcraft Reader* (On reserve)