HISTORY 4000/7772: THE THIRTY YEARS WAR
The University of Manitoba, Winter 2014

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Course: Thursdays: 8:30-11:30.     appointment.

Historians have embraced the term “the Thirty Years War” for the series of interlinked and protracted conflicts, centered in the Holy Roman Empire, which engaged many European powers during the first half of the seventeenth century, from 1618 until 1648. The war, or perhaps wars, was complex and protracted. This course examines the Thirty Years War as a means of investigating facets of early modern history, particularly the intersection of state building, military technology, social change, and religious difference. Studying the particular dynamics of the Thirty Years War might also suggest more general reasons why some wars are difficult to end.

This course will combine readings of primary sources with an effort to gain appreciation of recent historiographical developments. Serious research into the Thirty Years War requires knowledge of several European languages, but this course will limit itself to English language material. Those students with knowledge of other relevant languages will have an opportunity to use them.

REQUIRED TEXTS
Available in the bookstore; additional texts will be at the library, or in electronic form.
Peter H. Wilson, Europe’s Tragedy: A New History of the Thirty Years War. (Penguin UK, 2010), 978-0141006147
Tryntje Helfferich, The Thirty Years War: A Documentary History. (Hackett Publishing, 2009), 978-0872209398

ASSIGNMENTS
Participation: 20 %: This course is a discussion course. This format places much of the burden of learning on you and your fellow students; if you do not prepare, they, and you, will suffer. I do not plan to lecture, but to direct discussion, pose questions, and emphasize general themes. I expect you to read, to think, to question, and to discuss. Naturally, you can not discuss if you are not present, so attendance is expected. Naturally, also, you should read the assigned readings, but it might be more useful to think of needing “to prepare to discuss” the assigned readings than merely planning “to read” them. Reading primary sources is a tricky business; understanding them always demands careful and often laborious reading, questioning, research, and rereading. I recommend taking notes on passages you find particularly difficult, as the process of taking notes demands active thinking. Secondary sources, too, require reading attentively not only to the historical matter, but also to the craft of historical writing. Make sure you are
attentive not only to the author’s argument, but to their sources, use of theory, and relation to the broader historiography.

Analysis Papers: Two six page papers—eight pages for graduate students. 15 % each.

Based on the readings for the course, but also other suitable material, answer two of the following questions with an argumentative essay.

1. Was the Thirty Years War an inevitable consequence of the religious divisions caused by the Reformation? (Answer due in week 5, 6 February.)
2. Did innovations in the Swedish state lead to its victories, and thus explain the Swedish state’s rise to great power status? (Answer due in week 7, 27 February.)
3. Do changes in military technology and organization explain the length of the Thirty Years War? (Answer due in week 10, 20 March)
4. How did the nature of the early modern state shape the war’s effects on civilian populations?

Research Dossier: Due Week 10: 20 March: 30 %

Research a topic of interest about the Thirty Years War. Prepare a research dossier, which will include four different elements:

1. Bibliography: Prepare a bibliography of works relevant to your topic. The bibliography should divide primary sources and secondary sources, and include works that have been read and those which have not been read. For works that have been read, provide a brief summary of the book’s contribution to your knowledge. Note that some topics will require strategies that involve the recovery of fragments of information from large numbers of works about related topics; other topics will have larger numbers of monographic or dedicated articles in the treatments. Given this, there can be no specified number of texts, but your bibliography should include everything directly on the topic, and the most useful material related to it.

2. Short “Encyclopedia Article” summary. In three pages, provide an entry on your subject suitable for an Encyclopedia of the Thirty Years War that sums up all the essential materials on your topic. Make sure to explain its relevance for the broader themes of the Thirty Years War.

3. Short “Historiographical” summary. In four pages, discuss how historians have discussed your subject. If there are major works in a language available to you, discuss their significance and relation to broader patterns of interpretation.

4. Perspectives for future research. In two pages, explain what you believe would be the most useful contribution to English language research on your topic and why.

Suggested Topics:

- Bavaria
- Albrecht von Wallenstein
- The War and Economic Development
- Ferdinand II, HRE
- Saxony
- Scotland
Peter Paul Rubens and Diplomacy
Ferdinand III, HRE
Axel Oxenstierna
Christian IV of Denmark
Fredrick V of the Palatinate
Women and Armies
News of the War in England
Gustavus Adolphus
Hamburg
Lorraine and the War
The Papacy in the War
French Diplomats at the Peace of Westphalia

Please feel free to explore other topics in consultation with me.

Final Exam: 20 % During the regular examination period.

A note on academic honesty: Education and scholarship depends upon a certain sort of basic honesty. I expect that when you claim to have done work, you will actually have done it. When you use the work or ideas of another scholar or student, you should respect them by treating their work fairly and accurately, and give them public credit by citing them openly. Always err on the side of giving too much credit to others rather than too little. In formal essays, I prefer citations in footnotes using the form known as the Chicago humanities style; see the quick guide at http://www.chicagomanualofstyle.org/tools_citationguide.html

and follow the examples marked “F” and “B”.

The University cares about academic honesty as well, because it has to maintain a standard of fairness and equity. You can find its mandate on “Plagiarism and Cheating” and on “Examination Impersonation” in Section 8.1 of General Academic Regulations of the 2013-2014 University Undergraduate Calendar (http://crscalprod1.cc.umanitoba.ca/Catalog/ViewCatalog.aspx), but the Faculty of Arts requires me to repeat it here, as well.

“The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for disciplinary action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication. The common penalty in Arts for academic dishonesty on a test or
examination is **F** for the paper, **F (DISC)** for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.”

**Marking:** I will make every effort to return papers within a week, and you will thus have considerable feedback before the voluntary withdrawal (VW) date of March 19, 2014. I will take into account the quality and diligence of research, the creativity, strength, and coherence of thought and argument, and the correct use of grammar, usage, proofreading and citation. Extensions will not be granted except in highly unusual circumstances, which will usually require documentation. 4 % a day will be deducted for unexcused lateness.

A +, 90-100 %: Exceptional: Astonishingly excellent work, which demonstrates originality and a singular command of the subject.

A, 80-89 %. Truly excellent work, free from errors.

B+, 75-79 %. Very good work.

B. 70-75 %. Good.

C+, 65-69 %. Satisfactory.

C. 60-64 %. Adequate

D. 50-59 %. Marginal

F. 0-49 %. Fail

Other things the Faculty thinks you should know: “Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.” If you do not pick up your work for four months after the end of the course, you will not only lose the incalculable benefits of my comments, but, as the Faculty puts it, the work “will become the property of the Faculty of Arts and will be subject to confidential destruction.”
READING SCHEDULE

Week I: 9 January: Introduction

Week II: 16 January: Dynasty, Religion and Causes of Conflict

Wilson, 1-167.


Week III: 23 January: Outbreak of War

Wilson, 168-313.

Helfferich, ix-14, documents 1-8.


Week IV: 30 January: The Palatinate, Denmark and Wallenstein

Wilson, 314-423.


Week V: 6 February: Swedish War & Wallenstein’s end.

Wilson, 424-553.

Helfferich, documents 18-22.


Week VI: 13 February: Richelieu and Olivares

Wilson, 554-670.
Helfferich, 153-179.

Read one of the following:


Or


Or


Or


READING WEEK: NO CLASS

Week VII: 27 February: Military Revolution and Business of War


Week VIII: 6 March: Experiences of War

Wilson, 822-851.

Hilfferich, documents 26, 35, 37-38. Read also 274-276.


**Week IX: 13 March: Social Consequences of War**

Wilson, 779-821.


**Week X: 20 March: Seventeenth Century Crisis?**


Week XI: 27 March: War, Diplomacy and Negotiation

Wilson, 671-747.

Helfferich, docs 30-34.


Week XII: 3 April: Peace

Wilson, 751-778.

Hilfferich, doc 36.

