

## **Hist 395.006 Violence and War in the Early Modern Western World**

**T 4:-6:50**

**Hanes 002**

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Frequently, when historians treat broad historical regions (as we will in this course) they rely on a unifying theme, usually defined as causative in some way. Obvious candidates in recent decades have been race, class, and gender. Alternatively, one could study demographics or economics as a link across times and places. This course will experiment with the theme of violence. The broad historical "region" in our case is the early modern west: spanning the years 1400-1800 and much of the Mediterranean and Atlantic World of that period.

Violence in its many manifestations possesses the capacity to form fundamental moments or decisive points in individuals' lives. Violence on a wide scale, therefore, constitutes a significant historical force. Unfortunately, most historians treat violence narrowly, as isolated incidents within a restricted cultural context or as symptomatic rather than causative. Violence is and was a near universal human experience, but responses to it have varied widely over time even within a given society. In this course I hope to introduce you to the tremendous variety of responses to violence in the early modern world and the social functions played both by violence and the reactions to it.

We will explore several "case studies" or contexts for violence and try to relate them not only to their social setting but to each other. Both the readings and the assignments are designed to force you to think broadly about the nature and consequences of violence. As we progress from case to case I will attempt to interject more specific information about the nature and history of the society we are discussing, but the majority of the course will be group discussions of the readings.

### **Readings**

Most of the readings for this class will be articles or selections available from the course website (password to be announced in class). It is essential in a seminar like this that you **do** the reading for each class. The individual articles are listed in the syllabus according to the week they are to be read. The following books should be purchased.

Beik, William. Urban Protest in Seventeenth-Century France: The Culture of Retribution. New York: Cambridge University Press, 1997.  
ISBN: 0521575850

Davis, Robert C. The War of the Fists: Popular Culture and Public Violence in Late Renaissance Venice. Oxford: Oxford University Press, 1994.  
ISBN: 0195084047

Malone, Patrick M. The Skulking Way of War. Madison Books, 2000.  
ISBN: 1568331657

Ruff, Julius. Violence in Early Modern Europe, 1500-1800. Cambridge: Cambridge University Press, 2001.  
ISBN: 052159894x

### Assignments

1. Attendance and Participation form a major portion of your grade (25%). I cannot stress this enough - **this is a seminar**. Adding to the discussion is the only way to participate, and if you are not the type who likes to talk (a perfectly valid position), then I recommend writing down questions or observations about the reading and either referring to them in class or giving them to me before (preferable) or after class. Please let me know (email is good for this) if you will not be able to attend class. Small assignments will be handed out during class; these will count towards your participation grade.

2. As a way of acquainting you with the charms and idiosyncrasies of early modern printed sources, you must select a document from the Early English Books or the Early American Imprints (series I) database which bears some relation to violence, read it, and prepare a citation (that includes the unique identifying number for the work) and abstract of the work (500 words minimum). Note that a good abstract will convey the *entirety* of the work, not just what it says about violence. I will circulate each of these to the remainder of the class. Please single space and do your best to squeeze it onto one page. Due Week 4, 5%

3. A final research paper will be required. We will discuss the exact details later. Generally it must be 20-25 pages, and will involve primary-source based research into a "case" of violence and must include comparative material to one of the in-class "cases." Your topics must be approved. The paper will constitute 40% of your final grade and will be due **before** class on 4/17. To keep you moving on this project, you will have to turn in a topic description on 2/13, a preliminary bibliography on 3/6, and the first five pages on 3/27. These intermediate assignments will not be given grades, but if they are turned in late, they will result in the loss of 1/3 of a letter grade on the final paper.

4. You should keep a journal of the readings. You can treat this in one of two ways. You can take notes as you read and have those notes constitute your journal. Or, after finishing a given reading you can record your impressions of the book. **Either way**, you should record what you think the thesis of the work is (it may have only a theme, but we'll talk about that), and your evaluation of how successful the author is in arguing that thesis. Primary sources do not have to be included in your journal. I will collect your reading journals at least twice during the semester. We will talk more about this in class. The journal will constitute 20% of your grade.

3. The final assignment will be a 10 minute in-class presentation of a portion of your paper. The format and purpose of this assignment will be discussed in class. The presentation will make up 10% of your final grade. The presentations will be spread out over the end of the semester. We will have a sign up sheet for preferred dates after the drop/add period has ended.

## GRADE SUMMARY

participation: 25%

EEB/EAI abstract: 5%

Research Paper: 40%

Oral Presentation: 10%

Readings Journal: 20%

## 6. POLICIES:

The Honor Code of the university is in effect at all times, and the submission of work signifies understanding and acceptance of those requirements. If there is ever any question about the application of the Honor Code in any specific instance, please do not hesitate to direct your concern to the course director, instructor or teaching assistant. Never submit work unless you are fully satisfied that you have complied with the requirements of the Honor Code.

The grading scale is the one approved by the faculty of the College of Arts and Sciences for undergraduate courses. A complete version is available on the course website. It is important that you be familiar with those policies before submitting graded work. Papers turned in after the beginning of class on the same day will be assessed a penalty of one-third of a letter grade. After that, late papers will be assessed a penalty of one full letter grade per day for every day it is late, unless there is a *documented* excuse acceptable to the instructor. All assigned work must be completed in order to receive credit for the course. A grade of Incomplete will not be assigned unless the instructor has been consulted and has agreed in advance.

**Finding me:** I will be in my office on a regular basis from **11:00-12:15 on Tues. and Thurs.** If my office hours conflict with your class schedule, please let me know and we can make an alternate appointment.

## Schedule

### **Week 1 1/16**

**Jan. 13: Introduction, the Syllabus, Definitions of Violence**

### **Week 2 1/23 Village Violence**

READ:

Amussen, Susan. "'Being Stirred to Much Unquietness' Violence and Domestic Violence in Early Modern England." *Journal of Women's History*. 6:2 (1994): 70-89.

Primary Documents: "Women's Status Readings" (also from course website).

Ruff, 1-43, 160-183

### **Week 3 1/30 Village Violence (cont.)**

READ:

Ingram, Martin. "Ridings, Rough Music, and the 'Reform of Popular Culture'." *Past & Present*. 105 (1985): 80-113.

Davis, Zemon. "Women on Top." in Society and Culture in Early Modern France, 124-151. Stanford: Stanford University Press, 1965.

Burke, Peter. Popular Culture in Early Modern Europe. New York: Harper & Row, 1978: 185-204, 244-281.

#### **Week 4 2/6 Research, Topic Selection, and Writing**

READ:

(OED and EEB assignments due)

Start Davis, read all by next meeting!!

#### **Week 5 2/13 The Venetian Bridge Wars (TOPICS DUE)**

READ:

Davis, (all)

#### **Week 6 2/20 Riot and Revolt in England - rural**

READ:

Ruff, 184-215

Thompson, E.P. "The Moral Economy of the English Crowd in the Eighteenth Century." Past & Present. 50(1971): 76-136.

Davies, C.S.L. "Peasant Revolt in France and England: A Comparison." Agricultural History Review. 21 (1973): 122-134.

Bindoff, S.T. Ket's Rebellion. London: The Historical Association, 1949.

Froissart, Jean. "The Peasant Revolt in England." in Chronicles, Trans. Geoffrey Brereton, 211-230. New York: Penguin Books, 1968.

Handout on Peasant demands

#### **Week 7 2/27 Riot and Revolt - urban**

READ:

Beik, 1-72

Linebaugh, Peter. "The Tyburn Riot against the Surgeons." in Albion's Fatal Tree, eds. Douglas Hay, et.al., 65-118. New York: Pantheon, 1975.

#### **Week 8 3/6 Riot and Revolt - urban (cont.) (preliminary bibliography due)**

READ:

Beik, 73-144

Ruff, 73-116 (Justice)

#### **Spring Break**

#### **Week 9 3/20 "The Military Revolution"**

READ:

Ruff, 44-71

Grimmelshausen, H.J.C. von. The Adventurous Simplicissimus. trans. A.T.S. Goodrick. Lincoln, Neb: University of Nebraska Press, 1962: 32-35.

Donagan, Barbara. "Codes and Conduct in the English Civil War." Past and Present. 118 (1988): 65-95.

Parker, Geoffrey. "Early Modern Europe." in The Laws of War, ed. Michael Howard, et.al., 40-58. New Haven: Yale University Press, 1994.

Williams, Roger. A Brief Discourse of Warre. London: Thomas Orwin, 1590.

### **Week 10 3/27 Violence in the Colonial World - Native (First 5 Pages due)**

READ:

Malone, Patrick, pp. 9-32, 88-125.

Underhill, John. Newes from America. London: I. D[awson], 1638.

Karr, Ronald Dale. "Why Should You be so Furious?: The Violence of the Pequot War." Journal of American History. 85 (1998): 876-909.

Smith, James. "Prisoner of the Caughnawagas." in Captured by the Indians, ed. Frederick Drimmer, 26-32. New York: Dover Publications, 1961.

### **Week 11: 4/3 Violence in the Colonial World - Riot (Presentations begin)**

READ:

Gilje, Paul. "Disorder and Order in Colonial America." in Rioting in America. Bloomington: Indiana University Press, 1996, 12-34.

Powell, William S. The War of the Regulation and the Battle of Alamance. Raleigh, N.C.: Division of Archives and History, 1976: 5-19. .

extracts from Powell, William S., James K. Huhta, Thomas J. Harnham. The Regulators in North Carolina: A Documentary History. Raleigh, N.C.: State Department of Archives and History, 1971.

### **Week 12: 4/10 The American Revolution (& presentations)**

READ:

Jefferson, Thomas. "Declaration of the Causes and Necessity for Taking up Arms." In Papers of Thomas Jefferson, ed. Julian P. Boyd, 1:213-218. Princeton: Princeton University Press, 1950. the "Bloody Butchery" broadside (download the image, and the .doc file)

Linn, William. A Military Discourse (Philadelphia: n.p., 1776).

### **Week 13: 4/17 The American Revolution (cont.) (& presentations) PAPERS DUE!**

READ:

Starkey, Armstrong. "Paoli to Stony Point: Military Ethics and Weaponry During the American Revolution." Journal of Military History. 58 (1994): 7-27.

Kirkwood, Robert. The Journal and Order Book of Captain Robert Kirkwood of the Delaware Regiment of the Continental Line ... ed. Joseph Brown Turner. Wilmington, Del.: The Historical Society of Delaware, 1910.

**Week 14: 4/24 The American Revolution (cont.) (& presentations)**

READ:

Fanning, David. The Narrative of Col. David Fanning, ed. Lindley S. Butler (Davidson, N.C.: Briarpatch Press, 1981)

Recruiting broadsides of Cornwallis and Ferguson (Scanned with Kirkwood)