

Brescia University College
Department of History
2013-2014

History 2403E (530)
Europe and England in the Sixteenth and Seventeenth Centuries (c. 1500-1714)

Instructor: Dr. Sara Morrison
Class Times: Monday: 9:30-10:30 (MRW 153)
Wednesday: 9:30-11:30 (MRW 153)
Office: Portable Building 5
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Office Hours: Wednesday: 11.30-12.30 (or by appointment)
Email: smorri5@uwo.ca. The best way to contact me is by email, or office hours.

Course Description:

These two centuries were unusually significant for the development of our European heritage. Threats to the social order appeared from every direction: unstable economies, social unrest, religious turmoil, the New World, urban growth, changing ideas about good governance, conflicts between the rulers and the ruled, shifting household relationships, and rising crime rates. There was great uncertainty in Western Europe during the early modern period, resulting in dramatic change and innovation within all aspects of life: political, cultural, religious, scientific, economic, social, professional and military. This course considers the challenges that faced early modern European society, how different regions dealt with these threats, and the interrelationships between these changes. A comprehensive treatment of two centuries and the numerous territorial units of the era will be impossible; however, the course addresses the major characters, pivotal ideas and significant issues in the political, social, economic, religious, scientific and cultural life of Western Europe (particularly in England, France, Spain, Italy, Germany and the Holy Roman Empire.)

As a secondary goal, this course aims to familiarize students with the concept of historiography. Historiography considers the way that history is written and the way in which historians interact with one another; it is a fundamental methodological tool of the historical discipline. Students will be challenged in lectures, in tutorials, and in written assignments to employ historiography as a means of developing their critical faculties and engaging in the wider debates of early modern European historians.

Course Requirements:

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|-------------------------|-----|--|
| First Term Essay | 10% | (6 November 2013- Beginning of Class) (5-8 pages) |
| First Term Exam: | 20% | (20 November 2013- In Class) |
| Major Essay: | 30% | in TWO Parts: Register topic debate by 4 December 2013 |
| Library Visit | | (15 January 2014 – Use of documentary databases) |
| Annotated Bibliography: | 5% | (5 February 2014 – Beginning of Class) |
| Essay: | 25% | (5 March 2014 – In Class) (12-15 pages) |
| Final Exam: | 25% | (Final Exam Period – TBA) |
| Participation: | 15% | (Tutorial Passport required: 1 page) |

Required Course Texts (all paperbacks)

Used copies, many in mint condition may be available. Other assigned readings for discussion in tutorials will be available on-line through Western's electronic sources.

Cellini, Benvenuto. Autobiography. London: Penguin, 1998.

Davis, N.Z. The Return of Martin Guerre. Cambridge: CUP, 1983.

Elliott, J.H. Richelieu and Olivares. Cambridge: CUP, 1991.

Mattingly, G. The Armada. (1st edn. 1959) New York: Mariner, 2005.

Rabb, T. The Struggle for Stability in Early Modern Europe. Oxford: Oxford University Press, 1975.

Sobel, Dava. Galileo's Daughter: A Historical Memoir of Science, Faith, and Love. New York: Walker & Co., 1999.

Wiesner-Hanks, M. Early Modern Europe: 1450-1789. Cambridge: Cambridge University Press, 2006. (Excellent thematic chapters; comparative themes for 16th and 17th centuries)

On Reserve in Brescia Library:

Wiesner-Hanks, M. Women and Gender in Early Modern Europe, Cambridge: CUP, 2000.

Recommended

Rampolla, M. *A Pocket Guide to Writing in History*. 4th Ed. Bedford/St.Martin's, 2003.

SELECTED LEARNING OBJECTIVES

Includes a student's understanding, appreciation, synthesis & critical examination of:

CONTENT

1. The implications of the term 'Europe' during the early modern period and the geographical expression of various European countries over time
2. The characteristics of political, social, economic and religious life in pre-industrial Europe and an ability to compare them between 1500 and 1700
3. The significance of the Renaissance in sixteenth century Europe and its relationship to modern western culture
4. The Reformation: its impact and the very different experiences within Europe
5. The Catholic Reformation or response
6. The nature of violence & warfare in early modern Europe; changes 1500-1700
7. The importance of religion in early modern society and warfare

8. The role of monarchy in 16th century and the increased importance of the State
9. Understanding the explanations for and timing of the European Witch craze
10. The Spanish Empire: its rise and fall and the explanations
11. The rise of Absolutism in France and England
12. The Dutch Republican experience & the English experiment
13. Origins of English democratic government & the rise of Parliamentary power
14. To understand and explain international affairs and the shifts in the balance of power within Europe between 1500 and 1700
15. By the end of the course students will understand the concept of Europe in 1700 as compared to 1500. They will also be able to demonstrate and critically examine the ways in which life changed between 1500 and 1700 (e.g. the role of the church, the economy, society, the state, mobility - social and geographical)

SKILLS

1. Enhanced ability to read, understand, analyze & synthesize primary documents
2. Understand the meaning of the term “historiography.” In the second term to employ this skill in writing a major essay based on primary sources
3. Acquire greater confidence in summarizing and analyzing secondary readings and display this in tutorial discussions

ASSESSMENT

First Term Essay: 10% 6 November 2013 at the beginning of class. Submit electronic copy to turnitin.com plus a paper copy.

The goal of this first assignment is to introduce you to, and familiarize you with, the concept of historiography. Briefly stated, historiography is the study of what historians write and how they write it. Although there are many facts about which historians agree, there is also broad leeway about how those facts are interpreted and understood. Presented with the same historical data, different historians might draw vastly different conclusions about the meaning and significance of those facts. By studying these interpretations and attempting to determine the reasons for why they have emerged, it is possible to gain a clearer understanding of both the interpretation being offered and of the historical phenomena in question.

In this paper you will focus on examining the different interpretations provided by historians for a given historical event. As such, a simple narrative recounting of historical events will not be acceptable. Your task is not to determine what happened, but to attempt to survey and evaluate the various interpretations of what happened, as they have been put forth by other historians.

For this paper you must choose **ONE** of the options presented below:

Option #1: Martin Luther

Write a short paper (5-8 type-written, double-spaced pages) which examines the efforts of later authors to interpret the actions and motives of Martin Luther that precipitated the Reformation. For centuries now historians and theologians have engaged in heated debates about what motivated Martin Luther to break with the Roman Catholic Church and to establish a new Christian church. Your task will be to choose and examine **three** (one from Group A; one from Group B; and a third source from either group) of the following attempts by later writers (all of whom were writing at different times and with different agendas) to interpret Luther's motives. All of these sources are available on the internet:

Group A

Philip Melancthon, *History or the Life and Actions of the Very Reverend Dr. Martin Luther Part I* (1548).

Philip Schaff, *History of the Christian Church*, Vol. VII, Chapter II & III (1858/1882).

Group B

H.G.Ganss, "Martin Luther" in *The Catholic Encyclopedia* (1913 ed.)

M.J. Lagrange, *Luther on the Eve of His Revolt* -- (Introduction and Epilogue only)

F.J. McGarrigle, "The Psychoanalysis of Luther: Escape From Pessimism" in *American Ecclesiastical Review*, 1935, pp. 252-270.

Once you have read and digested your sources, you must then write a paper in which you attempt to present and critically assess the explanations which you have read. As you critically evaluate the work of each writer, you may wish to ask yourself what motivations they might have had for drawing the conclusions they did (to answer this you will have to find out a little bit of biographical detail about each author you choose). After presenting and critically evaluating the positions of your authors, you must then decide which author's work you found to be the most persuasive. In many ways this is the most important element of the paper. Faced with a variety of answers to the same historical question, you must decide which author has proven their case the most convincingly. Your decision must be substantiated with the reasons for your choice; you must state clearly why you find a particular interpretation particularly believable.

NOTE: Please recognize that these are not necessarily the best, or even the most accurate, treatments of Luther's actions and motives. They have been chosen because of their radically different interpretations and tone.

Option #2: Anne Boleyn

Begin by locating and reading the following articles, all of which are available on JSTOR. While they are listed alphabetically here, make sure to **read them in chronological order**.

Bernard, G.W. "The Fall of Anne Boleyn." *The English Historical Review*. Vol. 106, No. 420. July, 1991, pp. 584-610.

Bernard, G.W. "The Fall of Anne Boleyn: A Rejoinder." *The English Historical Review*.

Vol.107, No. 424. July 1992, pp.665-674.

Ives, E.W. "The Fall of Anne Boleyn Reconsidered." *The English Historical Review*. Vol. 107, No. 424. July 1992, pp. 651-664.

Warnicke, Retha. "The Fall of Anne Boleyn Revisited." *The English Historical Review*. Vol. 108, No. 428, July 1993, pp. 653-665.

These articles all deal with the question of whether Anne Boleyn was guilty of the crimes for which she was executed. What is interesting about these articles is that all three historians have used exactly the same pieces of evidence, and yet they come to very different conclusions about Anne and her eventual execution.

Your task is to write a short paper (8-10 type-written, double-spaced pages), which critically assesses these articles. What conclusion did each historian reach about Anne's guilt? What key pieces of evidence did they use to form these conclusions? Which pieces of evidence were most heavily valued or discredited by each historian? Ultimately, which historian did you find to be the most persuasive? This final question is the most important element of the paper. Faced with three interpretations of the same historical data, you must decide which historian has proven their case most convincingly. Your decision must be substantiated with the reasons for your decision; you must state clearly why you find a particular interpretation particularly believable.

First Term Exam: 20% 20 November 2013 (In class) 1 hour 20 mins.

You will not need all this time. Essay questions and identifications will be based on the lectures, tutorials and assigned readings.

Final Exam: 25% in Final Exam period, 3 hours.

The final exam will consist of essay questions drawn from the broad themes emerging from the course as a whole. Students are also expected to be familiar with the major debates about early modern history and the arguments made by different historians, which we explore in tutorials. Review sheets and a discussion session will be provided.

Note: →No electronic devices will be permitted during tests or examinations
 →You must pass the Final exam to pass the course
 →No paper will be graded without **both paper and electronic copies.**
 →Keep all preparatory notes, early drafts, and a spare copy of your work
 →History 2403E is an essay course: A student who fails to submit all the required written assignments, which together make up the "Essay" component of the course, will not receive credit for the course

Tutorials, discussions and class participation are worth **15%**.

This is designed to promote a spirit of participation. Tutorials will be held as convenient during the lecture schedule, allowing students to discuss the assigned readings in a small, collegial environment. While some marks will be given for attendance and completion of the passport (a précis of 1 page minimum), most will be earned by participation in tutorials and class. Short of written exams, there is little other way to assess your grasp of

the assigned readings, so it is hoped you will contribute. To ensure fair evaluation of these marks, attendance will be taken at each tutorial.

The Passport: Bring **TWO** copies to class.

Guidelines: -Summarize the main theme(s) of the readings, the major argument(s), and your response to the reading.

-Ask at least **TWO** of your own questions in response to the readings. Do not summarize the cover of the book or use book reviews as a substitute for producing an original response to the book.

The passport will be submitted to me when you enter the room; **it is not a substitute for tutorial participation.** Passports are only accepted in tutorials, not by email or after the class for which they were written. You cannot make up tutorials, although reasonable infrequent absences might result in re-weighting of grades. The passports will not be returned; they indicate your preparation to discuss the tutorial readings and provide me with an idea of your level of understanding.

NOTE: EXAM PREP

Tutorial Readings are included in exams. By keeping up with the tutorial readings and **writing good summaries this will benefit you when studying for exams.**

Major Essay in TWO parts, **total 30%**

Register topic and debate by **2 December 2013** Please consult with Dr Morrison in office hours.

Bibliography: 5% Topic Proposal and Annotated Bibliography (**TWO COPIES**) due: **6 February 2014**

Second Essay: 25% due **6 March 2014**

Your second term essay has been designed to further develop your historiographical skills and awareness. Your task will be to choose a topic which deals with an issue or person contemporary to the sixteenth or the seventeenth century. Your topic should be a person, event, trend about which there is some historical controversy. Examples include (but are not limited to), the following topics:

1. Elizabeth I: Why did she never marry?
2. How should we best understand the character of Philip II of Spain?
3. What were the key factors that led to the defeat of the Spanish Armada?
4. What were the major causes of the Sixteenth Century Price Revolution?
5. What were the major causes of Spanish Decline?
6. Witchcraft: Why were most of those accused and executed for witchcraft women?
7. The Thirty Year's War: How destructive was it?
8. Peter the Great: Did he succeed in modernizing Russia?
9. Oliver Cromwell: Was he responsible for the slaughter of civilians at Drogheda?
10. Catholic Reformation or Counter Reformation?
11. Did Mary Queen of Scots murder her husband Lord Darnley?
12. Was Mary Queen of Scots involved in the Babington Plot?
13. Princes in the Tower: Did Richard III murder his nephews to seize the throne?

Having chosen a topic, you will be required to find a minimum of five sources dealing directly and explicitly with the specific topic that you have chosen. You will then write a paper of approximately 12-15 typed, double-spaced pages which presents and evaluates the different ways in which historians have attempted to answer these questions. In your paper you should consider the following questions:

What interpretation did each historian have of the historical evidence?

What were the key pieces of evidence they used to form those conclusions?

Were the same pieces of evidence available to all the historians you considered?

Did your historians 'weigh' particular pieces of evidence differently?

Did the author's gender, faith, historical context, political ideologies, et cetera shape their interpretations?

Ultimately, which historian did you find to be the most persuasive? This final question is the most important element of the paper. Here you must exercise your critical faculties. Which historian has most correctly and most persuasively, interpreted the historical record? Your decision must be substantiated with the reasons for your decision; you must state clearly why you find a particular interpretation particularly persuasive.

Grammar, spelling and organization will weigh heavily in the final assessment of the paper. There is no reason for misspellings, inaccurate punctuation, and the like. Careless writing will result in a significantly lower final grade for your paper.

Please do not feel you have to choose one of these topics; they are intended only as illustrations of the broad range of topics available for writing an historiographical paper. You are encouraged to pursue topics in your own areas of interest, so long as the treatment remains historiographical. Please consult with me before **5 December 2013**.

Submit essays to turnitin.com. Also hand in TWO COPIES of your paper: a clean copy for my records and one copy for grading. Marks will not be recorded unless the professor also has an electronic and hard copy of your paper. If you wish the final paper to be returned to you, it is necessary to hand in both copies.

To help you get started, you will be required to hand in an annotated bibliography (worth 5% of your course grade) **by 6 February 2014** at the latest. Your bibliography must provide full bibliographic citations of your sources for each of the required centuries. It must also be annotated. This means that you must write 3-4 sentences about why this particular book will prove valuable to your paper. Topics considered unfeasible may be rejected. Please consult with Professor Morrison during office hours concerning your choice of topic. **NO BIBLIOGRAPHIES OR ESSAYS WILL BE ACCEPTED BY EMAIL.**

Finding Sources:

Finding the sources you will need for this paper is a critical step in completing this assignment. To aid you in your search, special library tutorials using in the Electronic Resources and Manuscripts will be scheduled in Brescia's Library and at the **Weldon Library**. These sessions will be held during class times and attendance will be taken.

These sessions are designed to make you aware of all the resources (especially on-line resources) available to you. **The importance of attendance at these information sessions cannot be overstated. It is hard to do well in the essay without attending.**

The Weldon Library has also set up a web-site to help with topic and source selection for this course: History 2403E for direct links. Brescia librarians will explain this.

HISTORY 2403E (530) LECTURE SCHEDULE 2013-2014

TERM I

- 1 9-11 Sept. **INTRODUCTION** EME, pp. 1-13, Map 3.
THE MAKING OF EUROPE
Concepts of Time and Space; Levels of Violence
EME, Chapter 1, pp. 14-42; Wiesner, pp. 1-9. (Reserve)
- 2 16-18 Sept. **DEGREES OF PEOPLE: THE SOCIAL**
ENVIRONMENT OF EARLY MODERN EUROPE
I Urban Life and Rural Life
EME, Chapter 2, pp. 44-76; 207-9.
- 3 23 -25 Sept. **THE SOCIAL ENVIRONMENT:**
II Noble Society, the Role of Women & Population Trends
Wiesner, pp. 30-41, 51-101.
- 4 30 Sept-2 Oct. **FORCES OF CHANGE: THE EARLY MODERN**
ECONOMY
The Price Revolution; Rise and Fall of Commercial Capitalism
EME, Chapter 6, pp. 184-214; Wiesner, pp. 102-140. (Reserve)
Discuss: Cellini
- 6 7-9 Oct. **THE EARLY MODERN STATE**
The 16th Century State; International Rivalries
8 Oct. Thanksgiving
EME, Chapter 3, pp. 78-113.
- 7 14-16 Oct. **THE NEW MONARCHIES**
Success and Failure
Discuss: Popular Culture (Online articles)

THANKSGIVING 14 OCTOBER

- 8 21-23 Oct. **THE DOMINANCE OF THE CHURCH; POPULAR RELIGION AND RITUAL IN THE LATE MIDDLE AGES**
The Role of the Church; Popular Piety as an alternative
 Wiesner, pp. 213-220. (Reserve)
- 9 28-30 Oct. **HUMANISM & ITS CHALLENGES**
Erasmus and the Christian Humanists
 EME, Chapter 4, pp. 117-46; 153, 30-32; Wiesner, pp. 13-26, 143-158. (Reserve)
Discuss: Witchcraft (Online articles)

ESSAY # 1 DUE 6 NOVEMBER

- 10 4-6 Nov. **THE REFORMATION**
Martin Luther
 EME, Chapter 5, especially pp. 148-57.
Lutheranism; Spread of the Reformation in Europe: Zwingli; Anabaptists EME, Chapter 5, pp. 148-172; 18; Wiesner, pp. 26-30, 220-230. (Reserve)
11. 11-13 Nov. **THE REFORMATION II: RELIGION AND THE STATE**
The German Princes; Gustav Vasa of Sweden; Henry VIII and the English Reformation
 EME, pp. 107; 156-60; 368-71.
Discuss: The Return of Martin Guerre
12. 18-20 Nov. **REFORMATION TO COUNTER REFORMATION**
20 November Mid-Term Exam
Religion and Art

20 NOVEMBER MID-TERM EXAM

13. 25-27 Nov. **RESPONSES TO THE REFORMATION**
The Catholic Response: Spain and the Jesuits
Catholic Reform or Counter Reformation? EME, Chapter 5, pp. 172-81; Wiesner, 231-240, 249-254. (Reserve)

30 NOVEMBER LAST DAY TO DROP FULL COURSE WITHOUT PENALTY
RECORD ESSAY TOPIC & DEBATE (1 page) BY 2 DECEMBER

14. 2-4 Dec **SPAIN: THE FIRST WORLD POWER?**
THE DECLINE OF SPAIN EME, pp. 97-103; 111; 180-1; 301-3; Wiesner, pp. 249-254. (Reserve)
Discuss: The Armada

CHRISTMAS VACATION

TERM II

15. 6-8 Jan. **THE REFORMATION III: CALVINISM (PURITANISM)**
John Calvin: The Second Generation of Reform; Geneva
 EME, Chapter 5, pp. 169-172.

BRESCIA LIBRARY VISIT – DOCUMENTARY DATABASES 15 JANUARY 2014

16. 13-15 Jan. **FINDING EARLY MODERN MANUSCRIPTS**
Printing & Print Culture
 15 Jan meet at Brescia Library
17. 20-22 Jan. **ELIZABETHAN ENGLAND**
Elizabethan Religious Settlement; Elizabeth I the Virgin
Queen; England's Golden Age EME, pp. 94-5; 158-9; 175; 303-4;
 John N. King, "Queen Elizabeth I: Representations of the Virgin Queen," *Renaissance Quarterly*, 43, 1 (1990), pp. 30-74. (Online)
Discuss: Galileo's Daughter
18. 27-29 Jan **DUTCH INDEPENDENCE**
Imperial Lands before Thirty Years' War
 EME, pp. 309-12; Wiesner, pp. 288-311. (Reserve)

TOPIC PROPOSAL & BIBLIOGRAPHY DUE 5 FEBRUARY (IN CLASS)

19. 3-5 Feb. **THE FRENCH WARS OF RELIGION**
Founding the Bourbon Monarchy
 EME, pp. 95-97; Chapter 5, pp. 177-81; 297-301.
20. 10-12 Feb. **CRISIS AND RESISTANCE:**
The Thirty Years' War
 EME, Chapter 9, pp. 284-324; also pp. 181; 349, 366, 416;
 Rabb pp. 1-34.
21. 17-19 Feb. *****CONFERENCE WEEK*****
22. 24-26 Feb. **THIRTY YEARS' WAR**
The Impact and Consequences in Europe
 A New European Equilibrium?
 Rabb, pp. 60-82.
Discuss: New Warfare: A Military Revolution? (Online articles)

PAPER DUE 5 MARCH (IN CLASS)

23. 3-5 March **THE EUROPEAN ECONOMY**
The Seventeenth Century Economy; Dutch Golden Age
EME, Chapter 9, pp. 309-12; Rabb, pp. 83-9.
Essay # 2 due
24. 10-12 Mar. **LAYING THE FOUNDATIONS OF ABSOLUTISM**
The Hapsburg Monarchy
EME, pp. 284-297.
25. 17-19 Mar. **FRANCE UNDER LOUIS XIV**
Louis XIV's Personal Rule
EME, Chapter 9, pp. 297-301; 371-4; Rabb, pp. 100-115.
Discuss: Richelieu and Olivares
26. 24-26 Mar. **ENGLAND UNDER THE EARLY STUARTS**
James I and Charles I. Absolutism Checked. EME, pp. 303-9.
27. 31Mar-
2 Apr. **THE ENGLISH REVOLUTION: 1640-1660**
An Alternative Response to the mid-17th Century Crisis.
EME, pp. 289; 303-309; 369-71.
Discuss: Rabb
28. 7-9 Apr. **EUROPE IN 1700 – A REVIEW**
EME, Chapter 13, pp. 438-80.
- FINAL EXAM April Exam period**

TUTORIAL READINGS AND TOPICS

Tutorial discussions will be interspersed throughout the year. These use assigned texts; all additional tutorial readings can be found on (JSTOR) and in Brescia's Library.

1 • Cellini's Italy [30 September]

B. Cellini, Autobiography, London: Penguin, 1998.
Cellini, a leading goldsmith of Florence in the 1500's, worked for Popes, Kings and Dukes. A supremely self-centered egoist, partaking in all the sensuous and worldly aspects of his Renaissance age, he produced one of the most memorable autobiographies in western culture.

2 • Popular Culture [16 October]

N. Z. Davis, "The Reasons of Misrule: Youth Groups and Charivaris in Sixteenth-Century France" Past and Present, 50 (Feb., 1971), pp. 41-75. (JSTOR)
Peter Burke, "The Invention of Leisure in Early Modern Europe" Past and Present, 146 (Feb., 1995), pp. 136-150. (JSTOR)

3 • Witchcraft [28 October]

M. Wiesner Hanks, Women and Gender in Early Modern Europe, Cambridge: CUP, 2000, pp. 264-83.
C. Holmes, 'Women: Witnesses and Witches', Past and Present 140 (1993), pp. 45-78. (All JSTOR)
W. Monter, "Toads and Eucharists: The Male Witches of Normandy: 1564- 1660" French Historical Studies 20, 4 (1997), pp. 563-595.
R. Briggs, "Women as Victims? Witches, Judges and the Community," French History 5 (4) 1991, 438-450.

4 • Gender Roles, Women & Identity [11 November]

N.Z Davis. The Return of Martin Guerre, Cambridge: CUP, 1983.

5 • England vs. Spain [2 December]

G. Mattingly, The Armada, 1st edn. 1959. New York: Mariner, 2005. An historical classic, which examines the background, personalities, and motivations of all states and individuals in Europe involved in the events from 1586-1588. This culminated in the Spanish Armada's attack on England.

- 6** · **Galileo's Italy, the Church and the Inquisition [22 January]**
 Dava Sobel, Galileo's Daughter: A Historical Memoir of Science, Faith, and Love, New York: Walker & Co., 1999.
 Sobel shows the persecution of Galileo by the Church, and the impact on his family. The "Age of Reason" begins in the mid-1600's.
- 7** · **The New Warfare [24 February]**
What is the Military Revolution?
 Geoffrey Parker, "The Military Revolution: A myth?" Journal of Modern History, 48 (2), 1976, pp.195-214.
 F. Gonzalez de Leon, "'Doctors of the Military Discipline": Technical Expertise and the Paradigm of the Spanish Soldier in the Early Modern Period', The Sixteenth Century Journal 27, 1 (1996), pp. 61-85.
 K. Jespersen, "Social Change and Military Revolution in Early Modern Europe: Some Danish Evidence" The Historical Journal 26, 1 (1983), pp.1-13. (All JSTOR) EME, pp. 289.
- 8** · **Richelieu and Olivares: A comparison of France and Spain's first ministers. [17 March]**
 Elliott, J.H. Richelieu and Olivares. Cambridge: CUP, 1991.
 Elliott describes the careers of the two most significant statesmen of the early 17th century. Richelieu guided France on her ascension to European primacy, while Olivares struggled with the problems of a Spain in decline from that position as the first world power.
 Make detailed notes on each minister.
- 9** · **Seventeenth Century Europe [31 March]**
 T. Rabb, The Struggle for Stability in Early Modern Europe, Oxford: Oxford University Press, 1975. Rabb provides an interpretation of Europe's need for stability after more than a century of religious and civil war. Many thoughtful people turned from religion to science, after 1648. This is the background for the emerging "Enlightenment" of the post 1660 period.

IMPORTANT INFORMATION

Tests/Examinations

Students are responsible for seeking accommodation with appropriate documentation, **prior** to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances. **NOTE:** Contact **Brescia's Senior Academic Advisors**.

Policy Regarding Essay Submission, Late Essays, and Written Work Not Submitted

1. A penalty of five (5) marks will be assessed for essays submitted the first day after the deadline.
2. A penalty of one (1) mark will be assessed for each subsequent day, including weekends.
3. No essays will be accepted after the 7th day beyond the deadline, including weekends.
4. Exceptions to the above provisions will be granted only on the basis of
 - (a) humanitarian grounds (**Note:** In fairness to all students, documented evidence will be required when a death or serious illness in the family has occurred);
 - (b) medical grounds for which written proof must be provided (**Note:** This may be submitted to the Dean's Office). **NOTE:** Contact **Brescia's Senior Academic Advisors**.
5. Computer breakdowns will not be considered under provision 4 (a).
6. A student who fails to submit all the required written assignments, which together make up the "Essay" component of the course, will not receive credit for the course.
7. Brescia is committed to Academic Integrity. All required papers are subject to submission for textual similarity review to the commercial plagiarism detection software at Turnitin.com (<http://www.turnitin.com>).

Support Services

To book an appointment with an Academic Advisor, call 519-432-8353 ext. 28266.

30 July 2013

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>. If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2013/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or

assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be

appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.