

Civil War and “Rebellion” in European History, 1100-1700
History 442 – Spring 2023



Course Information:

History 442-01 (CRN 10809), Spring 2023

Time: MW 2:00-3:15

Place: MHRA 1211

Instructor Information:

Dr. Richard Barton

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Office hours: Wednesdays 12-1 PM, Fridays 9-11 AM, and by appointment

Course Description:

This course studies conflicts between centralized authorities and their subjects across medieval and early modern Europe. We will consider both the ways in which contemporaries categorized such conflicts – whether as wars, rebellions, revolts, or civil wars – and the larger political implications of the act of categorization. After all, the period from 1100-1700 witnessed the emergence and consolidation of the State (what John Locke called ‘Leviathan’), with the accompanying belief that the State possessed a monopoly of the legitimate use of violence and the right to define any actions that opposed itself as illegitimate. While we will not attempt to decide whether any individual conflict was ‘truly’ a revolt, a war, or a rebellion, we will want to consider the ways in which contemporary sources, incipient state power, and modern historians have all shaped the interpretation of a series of conflicts. Among the conflicts we may examine include the wars fought by English kings against their barons in the 1130s, 1170s, 1210s, and 1250s; peasant and urban revolts of the 14th century; religious wars of the sixteenth century; the English Civil War; the Fronde; and selected ‘rebellions’ in Early America.

Required Books

N.A.

All readings will be on Canvas or online.

Teaching Methods

This course is taught as a seminar. That means that I expect everyone to arrive having read and thought about the readings. I will not lecture, but rather will lead a discussion based on the assigned readings. If I feel that students are not doing their part to prepare for discussion, I will begin to impose pop (or even daily) quizzes.

Student Learning Goals

A student who successfully completes this course should be able to:

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.
3. Locate and Evaluate appropriate scholarly materials to our subject matter.
4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original written or oral argument

Course Requirements

Participation/Discussion	10%
Discussion Posts (10)	10%
Essay on War of the Matildas	10%
Research Project	25%
Midterm Take-Home Exam	20%
Final Take-Home Exam	25%

Explanation of Requirements

1. Participation/Discussion (10%) (Learning Goals 2, 4)

I am serious about discussion. If you don't speak you will get a C or worse for discussion. I will also, against my usual inclinations, call on students.

2. Weekly Discussion Posts (10% total) (Learning Goals 2, 4)

Beginning in week 2, students will turn in 250-word response to one or all of the week's readings via Canvas' discussion post feature. Half of the class will make responses for Mondays, and the other half for Wednesdays. Responses are due by midnight the night before class (so, Sunday nights and Tuesday nights). This does NOT mean that you only need to read for the days on which you write a response, though! Your response should address the appropriate prompt found in the Canvas discussion post area. You should also comment (in non-hostile way) on at least one of your peer's responses. You will write 12 responses, and I will drop the two lowest graded responses.

3. Essay on the War of the Matildas (10%) (Learning Goals 2, 4)

This will be a short (2-3 page) essay analyzing the nature of the civil war/rebellion/revolt that

occurred in England between 1136 and 1153.

4. Midterm Take-Home Examination (20%) (learning goals 1, 2, 3, 4)

The take-home midterm will involve several short (1-2 pp) responses to questions concerning the readings we have done to that point.

5. Research Project (25%) (Learning Goals 2, 3, 4)

Students will complete a short research project on a European ‘civil war’, ‘rebellion’ or ‘revolt’ selected from a list provided by me. The list comprises rebellions we haven’t directly focused upon in class. You are expected to locate 10-20 pages worth of primary source materials on your event, as well as 3-5 secondary sources. You will first turn in a preliminary bibliography with these sources as well as a paragraph-length proposed topic; after receiving feedback from me, you will write a 6-8 page paper that analyzes the nature of your topic according to the themes we’ve been discussing. I might allow you to work on a topic we have already discussed provided you can come up with readings (esp. primary sources) that differ from those we have read in class.

6. Final Take-Home Essay (25%) (Learning Goals 1, 2, 3, 4)

The exam will cover the main topics since the midterm. I’ll ask a couple of short, pointed questions (1-2 pp each) and possibly a slightly longer, more philosophical question about rebellion as a phenomenon in European history (3-5 pages). The exam will be due in finals week at the time set by the university.

Grading Scale

A = fulfills assignment entirely while demonstrating original insight and reflection

B = fulfills assignment entirely and thoughtfully

C = mostly fulfills assignment, but without originality or analysis, or with serious problems of presentation (e.g., writing)

D = partially incomplete, perfunctory, or displays fundamental lack of comprehension

F = mostly incomplete, plagiarized, never turned in

100-97% = A

89-87 = B+

59 or lower = F

96-93 = A-

86-83 = B-

92-90 = A-

82-80 = B-

79-77 = C+

69-67 = D+

76-73 = C

66-63 = D

70-72 = C-

60-62 = D-

Additional Requirements and Advice

1. **Note Taking:** This course emphasizes the reading, analysis, and discussion of written texts. To get the most out of the course, you must come to class prepared to discuss the readings that were assigned for that class meeting. You are strongly encouraged to take written notes on the readings. With primary sources, this might involve noting significant passages or events (with the appropriate page number so you can find them again if necessary). With secondary sources, you should try to jot down the main interpretive points of the reading; none of our secondary sources (e.g. Valente, Bartlett, etc.) is a neutral purveyor of fact - you ought to be able to write down 4-10 sentences describing any of their points for each chapter. You also might then include a couple of examples

from that reading which illustrate the reading's larger points. With all secondary sources, it is essential that you know the argument of the article/chapter. You should also try to be alert to differences of opinion between authors; sometimes this will be obvious, other times more subtle.

2. PDFs: it is your responsibility to acquire and master the pdfs I have assigned for the class. Consider that I could have assigned books instead of pdfs, which would have increased the cost of books enormously. Some of you may be able to take notes directly onto your pdfs; others should take notes on doc files.

Schedule of Class Meetings and Readings:

WEEK 1

January 9 (M): Course Introduction

January 11 (W): Conceptualizing "Civil War", "Rebellion", "Revolt" and "Revolution"

Readings:

1. Definitions of War and Civil War from Isidore of Seville and Others
2. Quotations from modern authors on revolt, rebellion, and civil war
3. Clare Valente, "Why Study Revolt?", in Valente, *The Theory and Practice of Revolt in Medieval England* (Ashgate, 2003), 1-11.

Unit 1: Civil Wars or Rebellions? Kings and Nobles in the High Middle Ages, 1100-1300

WEEK 2

January 16 (M): NO CLASS (MLK Jr. Day)

January 18: Noble Attitudes of the Middle Ages: Honor, Kinship, Feud

Reading:

1. Robert Bartlett, "The Structure of the Aristocracy," in Bartlett, *England under the Norman and Angevin Kings, 1075-1225* (Oxford, 2000), 202-218.
2. Bartlett, "The Life of the Aristocracy," in Bartlett, *England Under the Norman and Angevin Kings*, 229-240
3. The Laws of Henry I of England, in *Vengeance in the Middle Ages: a Reader*, ed. Daniel Lord Smail and Kelly Gibson (Toronto, 2009), 157-160
4. Excerpt from *Raoul of Cambrai*, in Smail and Gibson, 266-270

WEEK 3

January 23 (M): Kingship and Lordship

Reading:

1. Bartlett, "Lordship and Government", in Bartlett, *England under the Norman and Angevin Kings*, 121-201.

January 25 (W): War and Rebellion in England, 1066-1217

Reading

1. Bartlett, "Warfare," in Bartlett, *England under the Norman and Angevin Kings*, 252-275, 283-286
2. Bartlett, "Rebellion", in Bartlett, *England under the Norman and Angevin Kings*, 51-67.

WEEK 4

January 30 (M): Case Study: the War of the Matildas, 1136-1153

Reading:

1. Stephen D. White, "Rebellion as War in Anglo-Norman and Angevin England, 1066-1217", in press
2. Henry of Huntingdon, *The History of the English People, 1100-1154*, tr. Diana Greenway (Oxford, 2002), 65-70, 74-81

February 1 (W): Case Study: the War of the Matildas

Reading

1. *Gesta Stephani [The Deeds of Stephen]*, ed. K.R. Potter and R.H.C. Davis (Oxford, 1976), Book 1, pp. 3-15, 31-47, 85-97, 103-109, 111-137
2. William of Malmesbury, *Historia Novella. The Contemporary History*, ed. Edmund King and K.R. Potter (Oxford, 1998), pp. 23-37, 41-43, 61-65, 71-79, 81-107

February 3 (Friday)

DUE: Essay on the War of the Matildas

WEEK 5

February 6 (M): the Barons' Wars in England, 1215-1265

Reading

1. Valente, "Prelude: 1215-1217, the Crisis of Magna Carta", in Valente, *The Theory and Practice of Revolt in Medieval England* (Ashgate, 2003), 49-67
2. A sirvente on King John, in *The Political Songs of England, from the reign of John to that of Edward II*, ed. Thomas Wright (London, 1839), 3-6. Translation modified by Richard Barton
3. The War of King John, in *Political Songs*, ed. Wright, 19-27. Translation modified by Richard Barton
4. Magna Carta, in *Magna Carta*, ed. David Carpenter (Penguin, 2015), 37-69 (alternating pages), only select clauses TBA

February 8 (W): the Second Barons' War, 1255-1266

Reading:

1. Valente, "1258-1265, the Community of the Realm", in Valente, *The Theory and Practice of Revolt in Medieval England* (Ashgate, 2003), p. 68-106
2. The Song of Lewes, in *English Historical Documents. Volume 3, 1189-1327*, ed. Harry Rothwell (London, 1975), 899-912 [hereafter EHD]
3. Song of the Barons, in *EHD*, v. 3, 915-916
4. Lament for Simon de Montfort, in *EHD*, v. 3, 916-917

Unit 2: Popular Uprisings in the Later Middle Ages, 1300-1500**WEEK 6**

February 13 (M): Transformations in Europe, c.1100-1350

February 15 (W): Thinking about Popular Revolt

Reading

1. Samuel Cohn, "Varieties of Revolt," in Cohn, *Lust for Liberty: the Politics of Social Revolt in Medieval Europe, 1200-1425* (Harvard UP, 2006), 76-106
2. Vincent Challet, "Violence as a Political Language: the Uses and Misuses of Violence in Late Medieval French and English Popular Rebellions," in *Routledge History Handbook of Medieval Revolt*, ed. J. Firnhaber-Baker and D. Schoenaers (Routledge, 2107), 279-291

WEEK 7

February 20 (M): The Jacquerie

Reading:

1. Justine Firnhaber-Baker, "The Eponymous Jacquerie: Making Revolt Mean Some Things" in Firnhaber-Baker and Schoenaers, eds., 55-75, 21 pp

February 22 (W): the Jacquerie

Reading

1. "The Jacquerie", in *Popular Protest in Late Medieval Europe*, ed. Samuel Cohn (Manchester, 2004), 143-180

WEEK 8

February 27 (M): the English Peasants' Revolt

Reading

1. Andrew Prescott, "'Great and Horrible Rumour': Shaping the English Revolt of 1381," in in Firnhaber-Baker and Schoenaers, eds., 76-103
2. Introduction and the Grant of the First Poll Tax, 1377, in *The Peasants' Revolt of 1381*, ed. R.B. Dobson, 2nd edition (Macmillan, 1983), 102-105
3. Appointment of Commissioners to enforce payment of the third poll tax, March 1381, in Dobson, ed., 119-122
4. The Outbreak of the Revolt according to the Anonimale Chronicle, in Dobson, ed., 123-130.
5. The Outbreak of the Revolt according to Thomas Walsingham, in Dobson, ed., 131-134
6. The Outbreak of the Revolt according to Henry Knighton, in Dobson, ed., 135-137
7. The Outbreak of the Revolt according to Froissart, in Dobson, ed., 137-144

March 1 (W): the English Peasants' Revolt

Reading:

1. Introduction and The Rebels in London according to the Anonimale Chronicle, in Dobson, ed., 152-168
2. The Rebels in London according to Thomas Walsingham, in Dobson, ed., 168-181
3. The Rebels in London according to Henry Knighton, in Dobson, ed., 181-187
4. The Treachery of London Aldermen according to the London Sheriffs' Inquisitions, in Dobson, ed., 212-226.

March 3 (Friday)

DUE: Midterm Exam

WEEK 9

March 6 (M): NO CLASS (Spring Break)

March 8 (W): NO CLASS (Spring Break)

Unit 3: Religion and “Civil War” in the 16th century**WEEK 10**

March 13 (M): Transformations, Religious and Other, 1350-1600

Reading

1. Documents on the German Reformation, in *The German Reformation and the Peasants' War: A Brief History with Documents*, ed. Michael G. Baylor (Bedford/St Martin's, 2012), 43-60

March 15 (W): Religion and Revolt

Reading

1. John Arnold, “Religion and Popular Rebellion, from the Capuciati to Niklashausen,” *Cultural and Social History* 6 (2009), 149-169.

March 17 (F):

DUE: Research Project: bibliography and argument

WEEK 11

March 20 (M): the German Peasants' War, 1523-1526

Reading:

1. The Twelve Articles of the Upper Swabian Peasants, in Baylor, ed., 76-82
2. The Constitutional Draft, 1525, in Baylor, ed., 83-84
3. Field Ordinances of the Franconian Peasantry, in Baylor, ed., 93-97
4. Thomas Müntzer, Letter to the League at Allstedt, in Baylor, ed., 98-100
5. Martin Luther, Admonition to Peace: a Reply to the Twelve Articles, in Baylor, ed., 106-113
6. Christoph Schappeler(?), To the Assembly of the Common Peasantry, in Baylor, ed., 115-127
7. Martin Luther, Against the Murdering and Robbing Horde of Peasants, in Baylor, ed., 128-134

March 22 (W): the French Wars of Religion, 1559-1598

Reading:

1. Growing Religious Tensions in France, 1559-1563, in *The Saint Bartholomew's Day Massacre: A Brief History with Documents*, ed. Barbara Diefendorf (Bedford/St Martin's, 2009), 63-70.
2. Intensification, in Diefendorf, 73-81
3. Massacre of St Bartholomew's Day, 82-101
4. Political Responses to the Massacre, in Diefendorf, ed., 137-148 [inc. Edict of Nantes]
5. Film Clip: La Reine Margot

WEEK 12

March 27 (M): Religious ‘revolt’ in England, 1520-1603

Reading

1. TBA

March 29 (W): The Thirty Years War

Reading:

1. Selections from *The Thirty Years War: A Sourcebook*, ed. Peter H. Wilson (Palgrave, 2010), TBA

Unit 4: Wars against the State, c.1620-1700**WEEK 13**

April 3 (M): the English State, 1500-1640

Reading

- TBA

April 5 (W): the French State, 1600-1660

Reading

1. TBA
2. William Beik, “Conclusion”, in Beik, *Absolutism and Society in Seventeenth-Century France* (Cambridge, 1985), 329-339.

WEEK 14

April 10 (M): the English Civil War

Reading

1. TBA
2. Selections from *The English Civil War and Revolution: A Sourcebook*, ed. Keith Lindley (Routledge, 1998), TBA

April 12 (W): the English Civil War

1. Selections from *The English Civil War and Revolution: A Sourcebook*, ed. Keith Lindley (Routledge, 1998), TBA

April 14 (Friday)

DUE: Research Project: Final Paper

WEEK 15

April 17 (M): the Fronde

Readings:

1. Selections from *Louis XIV and Absolutism: A Brief Study with Documents*, ed. William Beik (Bedford/St Martin’s, 2000), TBA

April 19 (W): the Fronde

1. Selections from *Louis XIV and Absolutism: A Brief Study with Documents*, ed. William Beik (Bedford/St Martin’s, 2000), TBA

WEEK 16

April 24 (M): the New World? Bacon's Rebellion and Others

Readings:

1. TBA

April 26 (W): Conclusions

April 27 (Th.): READING DAY

WEEK 17

May 3 (Wednesday): **DUE: Final Exam, at noon**

COURSE POLICIES**UNCG COVID-19 and Health and Wellness Statements**

As we return for spring 2023, please uphold UNCG's culture of care to limit the spread of covid-19 and other airborne illnesses. These actions include, but are not limited to:

- Engaging in proper hand-washing hygiene
- Self-monitoring for symptoms of covid-19
- Staying home when ill
- Complying with directions from health care providers or public health officials to isolate if ill
- Completing a [self-report](#) when experiencing covid-19 symptoms or testing positive for covid-19
- Following the CDC's [exposure guidelines](#) when exposed to someone who has tested positive for covid-19
- Staying informed about the University's policies and announcements via the [covid-19](#) website

Academic Integrity Policy

Students are expected abide by UNCG's [Academic Integrity Policy](#). Plagiarism or cheating will result in major penalties, and will be reported to the OSSR. In some cases, plagiarism or cheating can result in suspension or expulsion. Note that use of chatbot software to 'write' papers is a breach of the academic integrity policy.

Plagiarism is a serious academic offense that occurs when someone - whether knowingly or not - uses the words or ideas of someone else without giving that person credit for those words or ideas with a formal citation. I expect that all written (and oral) work will be your own. Should I find evidence to the contrary, I will consider any and/or all of the punitive sanctions made available to me by the university. When in doubt, cite your source! If you are unclear about what constitutes plagiarism, please see me in private - I'm happy to discuss it. In my experience, the most common forms of plagiarism are 1) cutting material from the web and pasting it into your paper without attribution, and 2) failing to cite adequately.

Attendance Policy

Attendance is expected at all class meetings. Missing more than 2 classes without prior permission will result in a one-point deduction from the final grade average for each subsequent absence.

Late Work Policy

Assignments are due on the date and at the time listed on the syllabus; if a crisis (such as illness) arises, it is your

responsibility to contact me. If you do not contact me, the work (when eventually received) will be penalized, usually at the rate of 1/3 of a letter grade per day. Major assignments for the class MUST be completed in order to receive a passing grade; this includes the exams, any papers, and anything else specifically labelled as such.

Additional Policies

1. In case later consultation should prove necessary, students should keep copies of all graded assignments until the end of the semester (at least).
2. All formal course requirements must be completed to receive a grade for the class.

Canvas Site

All materials for the course (except for the required books) will be posted on the Canvas site for the course. This is particularly important for announcements and some course readings. It is a good idea to check the Canvas site regularly. You can get to Canvas from the UNCG homepage.

IMPORTANT UNCG RESOURCES [with thanks to Dr. Rupert]

We are very fortunate that UNCG has a wide array of excellent services to support students at every level. These are your go-to experts for specific problems and issues. While many standard university procedures have been modified in these pandemic times, and some offices may have restricted in-person visiting hours, all are fully open and available to help. The links will take you directly to their updated Websites.

Shield our Spartans: it is important that you regularly review UNCG's Covid-19 updates and strictly follow all required procedures. Show that you care about our community!

History Department: Have you considered majoring or minoring in history? It's easier than you think! Browse our [Website](#) and [Facebook page](#) and feel free to reach out to any professor to discuss how history might fit into your study plans.

Office of Accessibility Resources and Services (OARS): The first stop for students who need accommodations for a documented disability. Make sure to send the required paperwork to your professor the first week of classes. No accommodations can be made without this completed paperwork.

Jackson Library: all historians (and students in general!) should get to know the library. You should be aware of the [main catalog](#), the [databases](#), and the [inter-library loan office](#).

Information Technology Services (ITS): Your source for all tech issues, including computer malfunctions, issues with Canvas, Internet connectivity, etc. They know far more about all this than we do!

Student Health Services: Provides free, confidential support for a variety of mental and physical health issues. Take good care of your body and your mind! Both are vital in these stressful times.

Students First Office: This is your one-stop resource for a variety of support services to help ensure your academic success.

Dean of Students: Provides information, guidelines, and practical information to support students in a wide range of situations, including crises and emergencies.

Office of Student Rights and Responsibilities: This office has information about expectations for student conduct, academic integrity, appeal procedures, due process, and more.

The Writing Center: Provides useful resources for all types of writing assignments, no matter how large or small. You can schedule a meeting to discuss a specific assignment and also access a wide variety of information and tips to strengthen your writing
