

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	School of Historical, Philosophical and Religious Studies
Prefix: HST	Number: 304	Title: Studies in European History: The Thirty Years War, 1618-1648	Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: *Historical Awareness (H)* **Mandatory Review:** Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Marissa Timmerman E-mail Marissa.R.Timmerman@asu.edu Phone 480-727-4029

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Richard Amesbury Date: 11/2/2020

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
HST	304	Crime and Punishment in early modern Europe	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. History is a major focus of the course.	The entire course explores the historical development of the Holy Roman Empire's institutions, the Reformation's impact, the historical origins, progress, and results of the Thirty Years War, as well as the changing historiography of the war..	All modules offer a historical exploration of the origins, progress, and results of the Thirty Years War as this is the course topic. Course uses multiple perspectives, with political, institutional, confessional, and military history all represented.
2. Explains human developments as a sequence of events influenced by a variety of factors.	The course discusses (1) how the wars started (2) Why Sweden joined the war (3) why France joined the war and (4) why the war finally ended	(1) Module Three covers how a local aristocratic protest led, with outside intervention, to an empire-wide conflagration. Students explore the classic question of how important the religious aspect actually was. (2) Module Four covers how Habsburg decisions to draw down forces drew Sweden into the conflict. Students explore how much outside factors influenced Swedish entry (3) Module Six covers how Habsburg success and peace in the Empire ironically brought France into the war, guaranteeing it lasts longer. Students explore France's justifications and consider how legitimate they would have been twenty years earlier (4) Module Seven covers the war's back-and-forth and mutual exhaustion to the Peace of Westphalia, and how it led to fundamental changes in the relationship between state and society. Students explore the treaty's ambiguities and whether or not contemporaries would have confidence in peace . .
3. Disciplined, systematic examination of human institutions as they change over time.	Students learn about (1) the structures of the Holy Roman Empire before, during, and after the war (2) the seventeenth-century system of military captains (3) the new structures of diplomacy and sovereignty that emerge from the Peace of Westphalis.	(1) Module One goes through the complex institutions of the Holy Roman Empire, its focus on consensus, and its confessional bipolarity. Module Six discusses the renegotiated religious settlement to end the civil war. Module Seven covers how the Peace of Westphalia changed the Holy Roman Empire's institutions while pushing back on myths of its weakness. Students throughout analyze the complexities of one of history's most misunderstood political systems. (2) Module Two covers primary structures of military recruitment and captaincy from the military perspective. Module Five covers its

		<p>problems from the civilian perspective. Students analyze the normalization of violence on all sides through first-person reports by soldiers and civilians</p> <p>(3) Module Seven covers the rules about ambassadors and diplomats that first arose with the negotiations surrounding the Peace of Westphalia. It also explores the rise of notions of sovereignty in an early modern context and the problems with the popular term "Westphalian State System." .</p>
<p>Relationship among events, ideas, and artifacts in broad social, political, and economic context</p>	<p>Course covers (1) (2) the mutually-reinforcing relationship between confession and political legitimacy in early modern Europe and (3) relationship between literature and lived trauma</p>	<p>(1) Modules Two, Six, and Seven explore the relationship between confession and the Holy Roman Empire's institutions, including the Peace of Augsburg's legalization of Lutheranism and confessionalization, the Peace of Prague's introduction of the "normal year," which forbade princes from suppressing pre-existing confessions in their land, and the Peace of Westphalia, which formalized the normal year and legalized Calvinism</p> <p>(2) Modules Three and Four show the significance of confession to political legitimacy, including the original revolt by Bohemian aristocrats and the Lutheran propaganda justifying Sweden's intervention. Module Six shows how much things had changed in the second half of the war, with Catholic France joining the Protestant side of the war, justified not by religion but for political liberty</p> <p>(3) In course's major paper, students analyze a seventeenth-century novel, written by a veteran, in the context of first-person accounts from Module Five. They analyze whether or not the novel adequately reflects the lived experience of those in the war, or fantasizes it.</p>

HST 304.44409/44410: The Thirty Years War, 1618-1648

Summer B 2019

Online

Instructor: Stephen Lazer

Email: slazer@asu.edu

Office hours: by appointment via google hangout

While I do not have set office hours for this summer semester, I am happy to make an appointment to meet with you.

The Thirty Years' War was three decades of devastating warfare in central Europe on a scale comparable to the World Wars. As such, it had a significant influence on the subsequent history of Europe. This course analyzes the political, confessional, and military developments that enabled such destruction as well as the experiences of individual soldiers and civilians. The course ends by exploring the long-term effects of the war on the development of the nation-state and the relationship between the state and society.

Student Learning Outcomes

1. Students will be able to understand and describe the origins, conduct, and results of the Thirty Years War.
2. Students will be able to understand the historical intersections of war, state, and society, specifically war's influence on state formation and the development of sovereignty.
3. Students will be able to understand and describe the significance of the Holy Roman Empire's institutions, confessional conflict, and secular competition in the origins and conduct of the Thirty Years War.
4. Students will be able to evaluate competing historiographies on state formation and sovereignty
5. Students will be able to analyze primary, secondary, and literary sources in combination.
6. Students will be able to clearly and effectively articulate an original interpretation in written form.

Readings: The following books are required and are available for purchase at the campus bookstore, although you may, of course, purchase them online (for example, amazon.com). All are available as E-books. Other sources will be posted online directly or as links.

Asch, Ronald. *The Thirty Years War: The Holy Roman Empire and Europe 1618-48*. Palgrave Macmillan: 1997. ISBN: 9781349256174

Grimmelshausen, Johann Jakob Christoffel von. *Simplicissimus*. Translated by Mike Mitchell. Dedalus Books: 2009. ISBN: 9781907650130

- **Note: You are welcome to use the free, older English translation available online but be aware it is not nearly as readable**

Helfferich, Tryntje, ed and trans. *The Thirty Years War: A Documentary History*. Hackett Publishing: 2009. ISBN: 9781624660627

You may find the following websites useful when writing papers:

William Strunk, Jr. *The Elements of Style*. Available at: <http://www.bartleby.com/141/>

The Purdue OWL: <https://owl.english.purdue.edu/owl/>

Class requirements:

Students are expected to complete all assigned readings *before* the quiz and online discussion. While students should always carefully read all assignments, this is particularly important for primary source documents, as you cannot discuss them if you have not read and thought about them beforehand. You will be graded based on your performance in class discussions, weekly quizzes exams, and a final paper. The dates for the paper are listed below.

Note: This course requires a lot of reading. You should look ahead to each module's discussion questions so you do not find yourself rereading the same things multiple times.

Written Assignment 25%

You will write one paper at the end of the semester based on your analysis of *Simplicissimus*, related primary sources, and the lectures. This paper will require you to make and defend a strong academic argument. It will be graded on whether or not it has clear thesis and topic sentences with a clear argument, the strength, clarity and development of the argument, the use of evidence from the sources, and writing style. These must be uploaded to Canvas through the plagiarism detector. Rubrics are available on the assignment page and on the speedgrader page. A smaller, scaffolding assignment will be due about a week prior to the final paper.

All papers (short and long) must be in 12-point Times New Roman font, double-spaced, with one inch margins. **Citations may either be parentheticals (last name, page number) or Turabian-style format footnotes.** I have posted a series of writing tips and strategies on the course website that I encourage you to read as it comes from years of experience with undergraduates, colleagues, and my own writing. It also includes a list of simple errors that, because they are easy fixes (unlike, say, analysis, which is *not* easy), **will result in automatic deductions to your paper's grade.** You will also find a peer-review sheet if you wish to practice peer-review with a classmate. These peer-review sheets are also good checklists for self-review. Finally, I am happy to look at theses and outlines e-mailed to me at least **one week** before the paper is due. No later than that because you must leave yourself time to edit. *The due date is not the to do date.*

Optional Special Project (1/3 of a grade bonus)

You have the opportunity to create your own special project. This can be an additional paper or, even better, something creative. If I approve the special project and you complete it, you will receive an extra third of a grade at the end of a semester. I.e., if you had earned a B for the whole course and completed a special project, your final grade would be a B+.

Please feel free to contact me to discuss ideas and note that I must have approve the idea no later than **the end of week five**, and preferably earlier so you can get started on it. Your topic

must engage with the course content

Weekly Quizzes (18%)

Each week's module (except the first) will have a short, 10 question multiple choice quiz based on the week's lectures and textbook readings. These quizzes are due by 11:59PM on Wednesday each week. The purpose of these quizzes is to help keep you on a positive pace for the semester's work, as the lectures and the textbook are there to help you analyze the sources. Further, we do not use *Simplicissimus* until the final paper, but you are expected to read one book per module. The quizzes are thus meant as a reward for keeping a good pace, as they are designed to be relatively easy.

The lowest weekly quiz grade will be dropped.

Syllabus Quiz (2%)

You are all expected to carefully read the syllabus and then take and get a perfect score on the syllabus quiz. You may take the syllabus quiz as many times as you would like until you get that perfect score. It is thus an easy 2% of the grade. However, I will not accept or grade any work from you **until** you have successfully passed it.

Discussion (55%)

You are expected to participate *actively and vigorously* in weekly discussions on Canvas. These discussions are generally focused on the week's primary or secondary source readings. You will post a minimum of one (1) initial response to one of the week's posted questions by 11:59 PM on Wednesday and at least two (2) carefully-considered and detailed responses to classmates by 11:59 PM on Friday. If there are multiple questions, at least one of your responses must be to a classmate who answered a different question with their initial post than you did.

Initial posts must be strong, clear academic analyses of at least 250 words. They thus require strong academic language and in-text citations of sources (last name, page number). You should write your initial posts a word processing software like Microsoft Word, then copy and paste. You may want to consider initial posts mini papers; avoid weak language like "I think" and edit for spelling, grammar, and style. Clarity is important to any academic argument even when not a formal paper.

The **first** and **last** discussions will only require one post without responses

The lowest week's discussion grade will be dropped.

Grading Scale

This class uses the classic letter-based grading scale with pluses and minuses. So a B+ is 88, a C- is 72, an A is 95, etc. (an A+ is 100). All your grades, even those figured numerically like the midterm and final, will be in letter form, which almost always slightly boosts your grade. If you have any questions, please ask.

Paper	25%
Weekly Quizzes	18%
Syllabus Quiz	2%
Discussion	55%

Online Course

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU at <https://my.asu.edu> or the Canvas home page at <https://asu.instructure.com/>

Email and Internet

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

If you use another email account, it is a good idea to forward messages from your ASU account to the other account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Being a six-week course, expect to spend around 22.5 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Published assignment due dates and times (Arizona Mountain Standard time) are firm. Late papers will be accepted but *severely penalized* at the rate of **five percentage points** for each day your paper is late. Discussion posts and quizzes cannot be made up late without a legitimate excuse. Legitimate excuses for an extension are your own illness or an illness or death in your immediate family, at which point we will work together to determine when and how to make up missed assignments or exams. Travel plans (except in the case of a major religious holiday falling on class day), your job, and a hungry computer are *not* acceptable excuses. Please inform me by email as soon as possible if you need an extension under those circumstances, preferably *before* a due date. I reserve the right to request written documentation to support all claims of emergency.

Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

Any student caught cheating or plagiarizing will *automatically fail the course*. It is this instructor's policy that students caught plagiarizing will receive an XE, that is, course failure due to academic dishonesty. According to ASU's academic integrity page on avoiding plagiarism: "Plagiarism may be the most common form of academic dishonesty and is often unintentional. Protect yourself by understanding how to avoid plagiarism with these resources:

The Governors of Acadia University's [interactive video on plagiarism](#)
The Purdue Online Writing Lab's (OWL) [Avoiding Plagiarism](#)"

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are

notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu.

To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus

University Center Building, Suite 160
602-496-4321 (Voice)

West Campus

University Center Building (UCB), Room 130
602-543-8145 (Voice)

Polytechnic Campus

480-727-1165 (Voice)

Tempe Campus

480-965-1234 (Voice)

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)

Technical Support

This course uses Canvas to deliver content. It can be accessed by clicking the course name at MyASU at <http://my.asu.edu> or the Canvas home page at <https://asu.instructure.com/>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

Tutoring and Academic Success

ASU is committed to ensuring you achieve all your education-related goals by providing a variety of student success resources. I encourage you to check out the [Writing Center](#) which provides both in-person and online tutoring and other forms of [online tutoring](#). Even if you are a good writer, an extra pair of eyes (either a tutor, an in-class peer, or a friend) is never a bad thing. Just make sure you approach a potential reviewer *at least one week before the due date* so you have appropriate time to edit. Remember, the *due date* is **not** the *to do date*.

Class Plan:

Weeklet One, July 1-3: Introduction to the course

Note: This week's discussion will only require one post. The discussion post is due by 11:59pm on July 3 this week. Wednesday due dates for initial posts and weekly quizzes begins on week 2.

- **Syllabus Quiz due by 11:59 PM on July 3**

Week Two, July 4-10: The Holy Roman Empire and the Military Revolution

Readings:

- Asch, *The Thirty Years War*
 - Chapter 1, pages 9-46
- Wilson, *The Thirty Years War: A Sourcebook* (on canvas)
 - Pages 6-32
- Grimmelshausen, *Simplicissimus*
 - Book 1, 17-98

Week Three, July 11-17: The Bohemian Phase and Military Captains

Readings:

- Asch, *The Thirty Years War*
 - **Chapter 2, pages 47-72 and Chapter 6, pages 150-165**
- Helfferich, *The Thirty Years War: A Documentary History*
 - Sources 1-9, pages 14-58
- Grimmelshausen, *Simplicissimus*
 - Book II, 101-195

Week Four, July 18-24: Habsburgs Ascendant; Swedish Intervention

Readings:

- Asch, *The Thirty Years War*
 - Chapter 3, pages 73-100, and Chapter 4, 101-109
- Helfferich, *The Thirty Years War: A Documentary History*
 - Sources 10-13, 15, 18-20, 22 pages 63-66, 77-91, 98-107, 118-144, 148-150
- Grimmelshausen, *Simplicissimus*
 - Book III, 199-279

Week Five, July 25-31: The Civilian Experience

Readings:

- Asch, *The Thirty Years War*
 - Chapter 6, 177-184
- Helfferich, *The Thirty Years War: A Documentary History*
 - Sources 16, 35, 37, 38 pages 107-13, 249-252, 274-324
- Medick and Marschke, *Experiencing the Thirty Years War* (online)
 - Pages 80-94
- Grimmelshausen, *Simplicissimus*
 - Book IV, 283-354

Written Assignment: Thesis with Annotated Bibliography due by 11:59pm on August 1

Week Six, August 1-7: The Peace of Prague and French entry

Readings:

- Asch, *The Thirty Years War*
 - Chapter 4, 110-125
- Helfferich, *The Thirty Years War: A Documentary History*
 - Sources 14, 23-25, 8 pages 91-98, 151-53, 165-179, 198-204
- Grimmelshausen, *Simplicissimus*
 - Book V, 357-434

Week Seven, August 8-11: The Peace of Westphalia etc.

- Asch, *The Thirty Years War*
 - Chapter 5, 126-149, Epilogue, 185-194
- Helfferich, *The Thirty Years War: A Documentary History*
 - Sources 30, 33, 34, 36 pages 212-16, 233-49, 252-274

Written Assignment: Simplicissimus due by 11:59pm on August 9

Initial discussion post due by 11:59 on August 11; no responses required this week

Written Assignment due 9 August: Which experience of the Thirty Years War does Grimmelshausen's book best exemplify? This is not just about accuracy but about being drawn into the experience without it being completely fanciful. This lack of specificity gives **you** more options for the kind of paper you would like to write. I mentioned a few options on the assignment page; there are many more I did not mention. You do not have to focus on the

character Simplicissimus; there are many colorful characters to select if you prefer. You should use material from throughout the course in defense of your argument, i.e., to show that Grimmelshausen's presentation was representative and would have been recognizable to contemporaries. If there is a topic you feel we have not covered in this class, you may use this opportunity to write about it.

Assigned book:

Parker, Geoffrey, ed. *The Thirty Years' War: The Holy Roman Empire and Europe 1618-48*

Table of contents:

Preface

Maps

Introduction

The Origins of the Conflict

1618: Bohemia and the Empire

1629: Counter-Reformation and Habsburg Supremacy

1635: An Abortive Peace

1648: A New Order for Europe?

State Finance and the Structure of Warfare

Epilogue: Germany after 1648

List of Abbreviations

Notes and References

Select Bibliography

Index.

Assigned Book:

Grimmelshausen, Johann Jakob Christoffel von. *Simplicissimus*. Translated by Mike Mitchell. Dedalus Books: 2009.

Table of Contents: N/A (it is a novel)

Assigned Book:

Helffferich, Tryntje, ed and trans. *The Thirty Years War: A Documentary History*. Hackett Publishing: 2009.

Table of Contents:

CONTENTS

Map: The Holy Roman Empire, 1618–1648

General Introduction

I. Outbreak of the Thirty Years War (1618–1623)

1. The Defenestration of Prague (May 23, 1618)
2. *Apology* of the Bohemian Estates (May 25, 1618)
3. Declaration of Elector Frederick V of the Palatinate (November 7, 1619)
4. Edict of Ferdinand II Annulling the Bohemian Election (January 29, 1620)
5. The Treaty of Ulm (July 3, 1620)
6. The Battle of White Mountain (November 8, 1620)
7. Terrifying and Piteous News from Bohemia (1621)
8. Kipper and Wipper Time (1621)
9. Letter of Archbishop Ferdinand of Cologne (July 6, 1622)
10. Letter of Elector John George of Saxony (February 23, 1623)

II. The Intervention of Denmark and Sweden (1623–1635)

11. Letter of King Christian IV of Denmark (February 21, 1626)
12. The Austrian Peasants' Rebellion (1626)
13. General Wallenstein on Two Fronts (August–November 1627)
14. The Edict of Restitution (March 6, 1629)
15. Gustavus Adolphus' Invasion of the Empire (July and October 1630)
16. The Sack of Magdeburg (May 20, 1631)
17. The Battle of Breitenfeld (September 17, 1631)
18. Protestants Triumphant (March 5, 1632)
19. The Swedish Discipline (1632)
20. Memorandum of Hoë von Hoënegg (January 30, 1634)
21. The Assassination of General Wallenstein (February 25, 1634)
22. The Battle of Nördlingen and Its Aftermath (September 6, 1634)
23. Advice of Cardinal Richelieu of France (after September 6, 1634)

III. The Long War (1635–1648)

24. The Peace of Prague (June 12, 1635)
25. Complaint of Elector John George of Saxony (March 15, 1636)
26. Voyage of William Crowne (April–June 1636)
27. The Trial of Ludwig Schmalhausen (February 1638)
28. Religious Security and War (November 1638–January 1639)
29. Diary of Abbot Maurus Friesenegger (1641–1643)
30. Preparations for a General Peace Congress (January 6, 1644)
31. Military Contributions and French Subsidies (Early 1644)
32. Declaration of György Rákóczi, Prince of Transylvania (February 17, 1644)
33. Imperial Instructions for the Peace Congress (October 16, 1645)
34. Letter of Cardinal Mazarin to the French Plenipotentiaries at Münster (January 20, 1646)
35. Diary of Clara Staiger (Spring 1648)
36. The Peace of Westphalia (October 24, 1648)

IV. Two Wartime Lives (1618–1648)

37. A Soldier's Life in the Thirty Years War

38. Hans Heberle's *Zeytregister*

For Further Reading

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Assigned Book:

Grimmelshausen, Johann Jakob Christoffel von. *Simplicissimus*. Translated by Mike Mitchell.
Dedalus Books: 2009.

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