Senior Seminar
History 4499/02
Persecution, Tolerance, and Coexistence in Early Modern Europe (c. 1500-1800)

Spring semester, 2015
W 2:00 – 4:45 PM
SO 3032

Professor: Gerrit Voogt
Office: SO 4106
Office hours: MW 10:00 – 11:30 AM, or by appointment

Content (course catalog description): This seminar will examine the forms and motivations of religious persecution and repression in Early Modern Europe, and the coinciding pleas for tolerance and their motivation, as well as the practical forms in which religious coexistence was realized, lived, or attempted in the increasingly pluralistic world that was Europe from 1517 onward. Students will become familiar with the trends in the historiography of this topic which will provide the context for the production of their senior theses.

Course prerequisites: HIST 2270 and HIST 3376 with a grade of ‘C’ or better

Academic Honesty: Please refer to policy stated in the current KSU Undergraduate Catalog. See the Student Code of Conduct regarding section II Academic Honesty (plagiarism and cheating). It reads as follows:

Academic integrity: No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Required texts:

Recommended Texts:

- Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (7th ed.)

Nature and purpose of this course

The Senior Seminar is unlike other History courses you have taken. It is meant to be the culmination of previous classes and will rely on your application and use of the tools and the experience you have accumulated in your years as a History major. I assume you retain the research basics that were covered in History 2270 and that you are familiar with the use of footnotes, endnotes, bibliography etc. (Chicago Style) as well as historiographical issues (3376) –but there will be some opportunity for practicing or refreshing these skills. The assignments and activities in this class are all geared towards your production of a 20 to 25-page original and scholarly research paper on a topic related to the theme of Persecution, Tolerance, Coexistence (by themselves, or a combination). During the first weeks we will study the general contours of the topic: the persecutions and persecutory mindset, the first principled debates on religious tolerance (occasioned by the widespread reality of intolerance in post-Reformation Europe), and the practical and diverse ways in which people in European societies coped with the new pluralistic reality. At the same time, we will familiarize ourselves with the historiographical trends in the study of pluralism and persecution.

But the main point of this class, rather than simply to master the details of religious conflict, is to demonstrate that you have mastered the research skills and knowledge that one might reasonably expect of a graduating history major at Kennesaw.

The work load in this class is challenging, but executing the task successfully can also prove to be one of the most rewarding experiences you have in college.

As a seminar, this class is predicated upon the full and serious participation of students. Students will present and discuss the progress and results of their research in class, and there will be few lectures. I will ask students to lead a class discussion of readings, for which you will have to prepare discussion questions. You are expected to come to class having done the readings and/or assignments and prepared to contribute to the discussions.

Structure: Assignments, activities, requirements

The grade for this course will be determined as follows (due dates added):

I. Preparedness and participation 5%
II. List of tentative topics (1/21) 5%
To expand on the aforementioned requirements:

I. Preparedness and participation

Class attendance and participation are expected (see above) – you are allowed one absence – unexcused absences in excess of one will reduce your participation grade by 10 points per absence.

Arrive promptly; late arrivals will be counted as absent if over fifteen minutes late. If you have to leave class early, inform the instructor at the beginning of class. Turn off all cell phones – in case of an anticipated emergency, please set phone to vibrate and inform the instructor.

II. Two tentative topics

Early in the semester I will ask you to present a description of two tentative topics for your senior paper. Even if you think you already know what you want to write about, you also need to develop a second possible topic.

For the purpose of this assignment you will have to examine what scholars have already written on your tentative topics. You can start in the bibliographies of the assigned books and in the selective bibliography I have provided (separately, on D2L), in the library holdings and electronic resources.

The topics you present should meet the following criteria:

- They are interesting and significant to you
- They are doable within the framework of one semester and a 20-25 page paper
- They have historical significance
- They promise an original angle or approach with regard to the subject matter
- Sufficient sources are available

Describe your topics on a single sheet of paper: the main heading and possible subpoints. Name minimally two relevant primary and two secondary sources per topic. For example:

Topic 1: The Persecution and Martyrdom of Michael Servetus

a. Michael Servetus: backgrounds
b. Servetus’s chief heresies
c. The trial of Servetus in Geneva
d. John Calvin’s and Other Reformers’ chief motives
e. The debate occasioned by Servetus’s death
f. Other points

Some relevant sources:

Primary sources:


Secondary sources:


*You should be prepared to talk about these potential topics with your classmates on the day that they are due.

III. Topic proposal

Work out one of the topics into a more elaborate “definitive” topic proposal. In maximally 600 words, describe your thesis, outline the historiographical context and list chief primary and secondary sources, explaining how they might contribute to proving your thesis. After you submit the proposal, I will schedule individual conferences to discuss the proposals.

IV. Article search and summaries

Find two articles from scholarly journals that relate to one of your topics (from II, above). Provide a brief summary of the articles (one or two paragraphs per article). The articles should be cited according to Chicago style. They should be read in their entirety. Your summary should home in on the major argument made in each article and the way the case is made. You should be prepared to discuss the articles you have read on the day this assignment is due.

V. Book review

Find a monograph that you think is relevant to one of your topics (from II, above). Read it and write a scholarly book review of maximally 800 words. In your review, address at least the following questions:

- What is the book’s main thesis?
- What type of sources does the author use?
- Is the author successful in making her case?
- Is the book well-written? Interesting? (motivate your view)
- Are there lacunae? (areas not addressed etc.)

Further considerations regarding the writing of good reviews will be posted on D2L.

In addition, find three reviews of the book in question written by scholars in journals and list them at the end of your own review. Be sure to cite them in accordance with the Chicago Manual of Style.

You should be prepared to discuss this book in class the day that this assignment is due.

VI. Prospectus

By now, you should have begun serious work on your topic. The prospectus lays down your plan of action. It should be 5-7 pages, well-organized and grammatically correct, and include the following:
o a good working title
o a concise and precise statement of your topic: this is your “abstract” where you summarize and make the case for your topic
o a synopsis of the argument: summarize the main line of argument in the paper – you can do this paragraph by paragraph
o a discussion of how your project will fit into the historiographical context – with reference to existing secondary literature on your topic
o a review of the available literature
o a preliminary bibliography. This bibliography should contain the sources that you have found so far and that you deem useful. It should adhere to Chicago style
o a research plan with your own schedule for completing this project

Prospectuses will be distributed to me and to your fellow students. You should be prepared to present and discuss your prospectus briefly on the day that it is due. We will schedule another round of individual conferences.

VII. First draft/ peer review

- You need to submit two copies of this draft: one for your instructor, and one for your peer reviewer – both will read and comment on your paper
- Peer reviewers will return their marked copy to you and will submit a copy of the paper with their comments to me
- There are no extensions on the due date for the first draft
- The drafts should be at least 15 pages in length; they don’t have to start from page one, but the majority of the pages (c. 12) must be consecutive
- The text you turn in should manifest the following features:
  o Polished prose and well-crafted sentences
  o No typos and/or grammatical errors
  o Carefully constructed argumentation
  o A scholarly apparatus (footnotes that adhere to the Chicago Manual of Style)
- The peer reviewer will carefully read the draft, critique it and suggest corrections and improvements.
- A final round of individual meetings with the professor to discuss the drafts will be held during the week following their submission.

VIII Oral presentation

This is a formal presentation of your research results to your classmates and to invited faculty members of the History department. Your presentation should be well-organized and interesting, and last for c. 15 minutes.

IX Final paper

This is the finished product. Make sure to incorporate the comments and suggestions made by your professor and peer reviewer. The following stipulations apply:
The paper is due on December 5. As a rule, no extensions will be granted. There will be no class that day –but you must deliver the paper in person to the professor’s office (hard copy).

The paper should have the following sections:


At least 20-25 pages of text –double spaced in a normal font (Times New Roman, Book Antiqua). This length does not count the title page, the bibliography and the bibliographical essay.

Margins should be normal-sized (75’ – 1’); the footnotes in footnote text.

Bloc quotes should be indented, single-spaced, without quotation marks.

A bibliographical essay (maximally two pages) briefly discussing the chief primary and secondary sources used for the paper. Note possible discrepancies between these sources.

A comprehensive bibliography listing all the sources that you consulted (not just those you cited). This bibliography should be divided into primary and secondary sources (in that order).

Your final paper will be evaluated according to the following criteria:

- Quality and extent of research
- Quality of writing
  - Syntax and grammar
  - Organization and clarity
  - Style and flow
- Demonstrated analytical ability
  - Sophistication and significance of argument
  - Coherence and cogency
  - Use of source material
- Originality and Creativity
- Adherence to guidelines and instructions

Schedule of meetings and deadlines

PLEASE NOTE: This schedule is tentative and may be changed at the discretion of the instructor. You are responsible for being aware of all changes that are announced in class or on D2L. Readings and due dates are **bolded**.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>January 7</td>
<td>Introductions; parameters of and expectations for this course;</td>
<td>Zagorin Preface &amp; ch. 1; Kaplan Introduction</td>
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<td></td>
<td>Persecution, Tolerance, and Coexistence: historiographical trends</td>
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<td>January 14</td>
<td>Library orientation: a refresher (2:30 PM) Persecution: manifestations</td>
<td>Zagorin ch. 2; Kaplan ch. 1; Brad Gregory, “The Willingness to Kill”</td>
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<td>and motivations</td>
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<td>January 21</td>
<td>Intolerance in Reformation Europe and the toleration debate (the</td>
<td>Zagorin chs. 3 (Protestantism and Toleration Problem) &amp; 4 (Castellio);</td>
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<td>Servetus affair and Castellio); obstacles to tolerance</td>
<td>Kaplan chs. 2 (Community as Religious Body), 3 (Flashpoints) and 4</td>
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<td>(Religion and Politics)</td>
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<td>*Due: List of two tentative topics</td>
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<td>January 28</td>
<td>Persecution and the tolerance debate in England and the Dutch</td>
<td>Zagarin chs. 5 (Toleration in the Netherlands), 6 (England 1540-1660),</td>
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<td>Republic; John Locke and Pierre Bayle</td>
<td>7 (Locke and Bayle)</td>
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<td>February 4</td>
<td>Ways of practical coexistence in Early Modern Europe</td>
<td>February 11 Required individual conferences with Professor – no</td>
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<td>*Topic proposal due</td>
<td>group meeting</td>
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<td>February 11</td>
<td>Coexistence in the form of interactions</td>
<td>February 25 Tolerance and Enlightenment Europe</td>
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<td>*Due: article search summaries</td>
<td>Zagarin ch. 8 (Enlightenment and after); Kaplan ch. 12 (Enlightenment?)</td>
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<td>March 4</td>
<td>Discuss book reviews and research</td>
<td>March 11 No group meeting; professor available for individual</td>
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<td>*Due: Book review</td>
<td>consultation</td>
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<td>March 18</td>
<td>No group meeting; professor available for individual consultation</td>
<td>March 25 Required individual conferences with Professor – no group</td>
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<td>*Prospectus due</td>
<td>meeting</td>
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<td>April 1</td>
<td>*Required individual conferences with Professor – no group meeting</td>
<td>April 15 No group meeting; professor available for individual</td>
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<td>consultation</td>
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<td>April 22</td>
<td>Group meeting: reflections and questions regarding research</td>
<td>April 29 *Final Paper due</td>
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<td>*First Draft Peer Review due</td>
<td>Oral presentations I</td>
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<td>May 6</td>
<td>1:00-3:00 PM</td>
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<td>Oral presentations II</td>
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