Dr. Newton Key   nekey@eiu.edu
Office 1116 Booth: 1:15–2:00 M–Th; 4:00–5:00 T–W   1116 Booth
Use http://calendly.com/fdic to schedule a meeting   217-581-7056

Catalog description: Introduction to major problems and historiographical debates in premodern world history up to 1700. The course offers broad preparation for the MA comprehensive examination in the field of premodern world history.
Course is 3-credit and required for the major(s) of MA in History Online Option for Teachers.
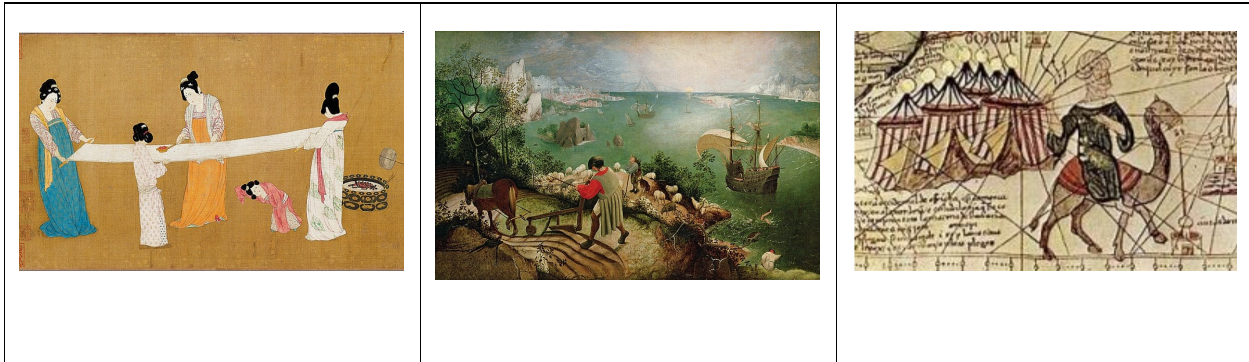
Course Goals. At the end of this course, you will be able to
1.   identify and explain key political, economic, social, and cultural events and developments in world history up to 1700. (That is, you will develop and demonstrate deep content knowledge, as per Graduate School learning goal 1)
2.   understand, analyze, and evaluate major interpretations and historiographical debates in premodern world history. (You will develop and require critical thinking and problem solving skills, as per Graduate School learning goal 2)
3.   plan and execute a research project relating to a major question in premodern world history and convey yourr own interpretation of events and/or analyses of historiography. (You will develop and demonstrate advanced scholarship through research, as per Graduate School learning goal 3)
4.   convey various types of historical analysis and interpretation through effective writing and oral communication. (You will develop and demonstrate effective communication skills, as per Graduate School learning goal 4)

Course Readings. The readings are key to this course. You should have copies of or full access to all of the works assigned. Please inform me promptly if you are unable to access the readings for any module.
•   Books Available through Textbook Rental.
        Dunn, Ross E., Laura J. Mitchell, and Kerry Ward, eds. *The New World History: A Field Guide for Teachers and Researchers*. 2nd ed. Oakland: University of California Press, 2016. [Note: this work is also likely to be used in the Proseminar in Modern World History as well.]
        Geary, Patrick J. *The Myth of Nations: The Medieval Origins of Europe.* Princeton: Princeton University Press, 2002.
        Scott, James C. *Against the Grain: A Deep History of the Earliest States*. New Haven: Yale University Press, 2017.

Books, articles, chapters, videos are either from Textbook Rental Service (TRS) or a Download or a Link through D2L. See **Schedule of Readings** (below) for complete list. See D2L modules for links. Schedule is subject to some minimal changes (esp. from week 9 onwards) if more concise or up-to-date materials become available, or if there is popular demand for an alternate reading.

- Week 1. Periodization
- Week 2. Landscaping the State I: The Earliest States and Teleologies (Theirs/Ours)
- Week 3. Landscaping the State II: Barbarians to the Rescue?
- Week 4. The Premodern *Monde Braudellien*: Are Material Verities Undergirding Premodern History?
- Week 5. Ethnicities and Origins I: Why Do We Do National History Anyway?
- Week 6. Ethnicities and Origins II
- Week 7. Materialities I: Technology and Property Law
- Week 8. Materialities II: Environments
- Week 9. Conceptualizing Periodization II
- Week 10. Renaissances I
- Week 11. Renaissances II
- Week 12. States and War
- Week 13. Reformations: Community and The Individual
- Week 14. Landscaping the State III
- Week 15. Presentations, Comprehensives Exam Prep
- Week 16 (Exam Week). Comprehensives Exam Exercise, Conclusion

Assignments and evaluation.

Weekly discussons	30% [participation in facilitated course discussion]
Discussion facilitation	10% [preparing and moderating week of course discussion]
Close Reading/Quote Response	12.5% [Essays responding to specific writing prompts]
Project	25% [One of three options]
Student-led Comprehensive Exam	22.5% [generating questions, and writing essays]

Grading scale. 90-100%=A 80-89%=B, 70-79%=C, 60-69%=D, <60%=F

Weekly Introductions (ungraded). In written and/or audio and/or video format, each week I will introduce the *problématique* and focus for that week, and contextualize the readings. Read/watch that introduction first, especially as I will be linking what we have done with what is to come.

Weekly Discussion Boards (30%). For each weekly module, there will be at least one graded discussion board, usually two. There is a rubric to help both you and me calibrate length, style, and what to include in your posts and responses. In your final papers, and anything submitted by dropbox, I want you to follow Chicago Manual of Style for citations. In the Discussion Boards, unless otherwise noted, if it is an assigned reading, a parenthetical comment with author's last name, or brief title if none, and page # is sufficient). Most times you will be asked to respond to your fellow premodernists' posts. I will try to note how many you should respond to for full marks. But please read them all (hint: your professor can see who is reading who). Also, I will try to indicate by when you should do your initial post. In any case All students should participate actively in the weekly discussion boards: this means thoughtfully considering the material at hand, asking pertinent questions, participating enthusiastically, actively listening and responding to others, and doing your share to contribute to and even shape class discussion. It is a challenge to simulate the give-and-take of a face-to-face graduate seminar in a virtual setting (and to offer

guidance, but not overstep, as professor), but we will do our best and adapt as needed. Usually, there will be an ungraded board for that module. I may post a question: but you can take it any which way you wish, and communicate with each other relating to the course or readings. I will read, and may post, but this one will be ungraded.

Each week one or two students will facilitate discussion (below), asking questions to which you should respond with specific reference to the readings. Responding to others is in some ways the most difficult part of online discussions. Each response should grapple with what your proseminar colleagues are really stating. You may critique and disagree (following rules of Netiquette laid out in module 1). But you should actually think about what your fellow students write, summarizing, and stating which bit seems most compelling/striking. You should not use the response to simply advance a new thread. You can and should occasionally respond to the responses. Overall, I am less interested in reading the correct post, than in how each of you build your case, deepening your (and our) knowledge of the Premodern. Examples and explanations should be detailed and not just name-dropping (Peasants' Revolt, Leopold von Ranke). Discussion boards will open near the beginning of each module and close at its end. After the close, the boards will remain open for viewing (just not posting). You are welcome to make comparisons and follow up on a topic from one week in future boards, though, and I encourage you to find and make connections from week-to-week.

You will each get brief personal feedback for each Discussion in addition to a grade out of 20 points based on the Graded Discussion rubric (posted on D2L). After each week's discussion, I will send an email to the class summarizing the discussion, highlighting salient points, and addressing any questions or issues that have arisen. The week that you facilitate you will not receive a discussion grade (I will drop your lowest, and probably your two lowest grades).

Discussion Facilitation (10%): Between weeks 4 and 14, you will lead one module's discussion. Look through the schedule and decide your top two-to-three choices; I will asign them the You will first lead a discussion of the book, asking questions and engaging other students in discussion the thesis/argument, evidence, and significance as well as what we learn about the past. You will then shift to the other readings, fleshing out the week's theme and adding to our historical knowledge as well as assessment of the pieces as scholarly writing. Discussion leaders MUST submit questions/a plan to me for feedback and posting by the Monday before which your discussion board opens; I will create the discussion threads for students to post to, and you should then respond more than you would if you were just a participant and actively redirect if discussion steers off course. You may ask to insert a link to a related primary document, book review, or brief podcast/video if you deem it relevant. I am sure that I will participate becasue I find this stuff fascinating or even re-direct if necessary, but this should be as student-generated as possible--just like in the ideal seminar room in a face-to-face classroom.

Close-Reading/Quote Responses (12.5%) These are a few (not every week) exercises I have developed to encourage close reading and approximate research proposal focus in as brief a compass (2-3 pages) as possible. I will give you and example online shortly, and note the exact number of these.

Final Project (25%): In consultation with Dr. Key, choose one of these three options for final projects. Each is designed to allow you creativity and wide range in pursuit of your own interests (while demonstrating your learning in this course). I will flesh these out by the end of week 2. You choose **one**.

Choice 1. Historiographical Essay on the Premodern issue or era. This should begin with a couple of the readings on our syllabus and expand to include a number of additional historians working on a broadly define premodern issue or era. Especially for Choice 1 and Choice 3, the secondary work bibliography should be extensive enough that you would be able to write a comprehensive exam essay on the subject. Students following this choice would be expected to (a) develop a strong, annotated bibliography, and (b) be able to trace the historical development of different

approaches and findings in the particular Premodern issue or era.

Choice 2. Syllabus and Reflection designing a one-semester syllabus for either a high school history elective course or a college-level syllabus on the Premodern world. You define the meaning of the era and coverage chosen. Syllabus includes: course description, course learning goals, course assignment, and course outline divided into units and including primary source and secondary work readings. I have numerous college world history textbooks, and the Ballenger Teaching Center has some awesome materials at Booth. My own syllabi are at http://ux1.eiu.edu/~nekey/syllabi/index.htm (although it has been a while since I taught the world history introduction; I have many versions as computer files that I can share).

Choice 3. Prospectus for Long-Term Project on an aspect of the Premodern World. If you choose this option, you will explore one apsect of the Premodern world and design a research prospectus. The prospectus includes the following components: a one-paragraph introduction; a one-paragraph statement of your research topic; a suggested for solving the research question (that is, what sources would you look at and how might you evaluate them in order to solve or weigh answers to this problem); an historiographical essay (a brief review of historians who have worked on the same or similar problem); a project description; an annotated bibliography of well-chosen secondary and primary sources. This is not a research paper, but all the building blocks of a research paper.

I will lay out the parameters (page-length, etc.) in a separate assignment and drobox for these.

Student-led Comprehensive Exam. (22.5%). You will collaborate to write five final examination questions (Google doc, etc.), then write timed individual essay answers to two examination questions. This exam exercise is designed to help you prepare for Comprehensive Exams at the end of your MA in History.

Course Policies, Information, and Assistance

This is online course (https://online.eiu.edu/d2l/home/141218) is delivered through the learning management system Brightspace (D2L is the company that developed this lms, but we tend to call it D2L). I assume you have explored D2L before the course begins. In the Syllabus, Schedule, and Information module, I have provided a link to a Online Learning Readiness Questionnaire. Please consult the Technology Requirement and Technology Support below. Students are responsible for having a backup plan if the primary computer crashes and/or internet service fails. The course is divided into weekly modules, each beginning with a brief overview of the topic to be covered. Students can view results and feedback on graded assignments in the D2L gradebook.

Academic Integrity. Cheating on essays, plagiarism on any course assignment, and other instances of academic dishonesty diminish our community of learners. It is your responsibility to educate yourself so that you avoid plagiarism (definition: passing off the ideas or words of another's as your own; using another's work without crediting the source; and stealing by presenting as your own an idea, phrase, or concept that was taken from an existing source). For more help on understanding plagiarism, see http://plagiarism.org and http://www.eiu.edu/judicial/studentconductcode.php. Any instance of plagiarism will result in failure on the assignment and/or the course and referral to the Office of Student Standards.

Academic Services Support. Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696.

Accessibility and Disability Services. EIU is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS, http://www.eiu.edu/disability). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

Announcements and Changes. Announcements to the class will be posted regularly in D2L in "News." I also get excited about the course and post materials (or news) that I discover related to what we are discussing in this seminar. Any changes to due dates, assignments, etc., will be minimal, and will be noted as "Change" in the title of the news item. Reminders of due dates, etc. in "News" will be noted as "Reminder."

Booth Library. Booth Library (http://library.eiu.edu) has a wealth of resources for graduate students, both those in our face-to-face and in our online program. All students are eligible to use I-SHARE (borrowing books from 90 colleges in IL), and those books may be picked up at not only EIU but at libraries across the state including the University of Illinois-Champaign-Urbana. In addition to online requests, your panther card allows you to walk in to any I-SHARE library to borrow materials.
- For a list of I-SHARE libraries, see https://www.carli.illinois.edu/membership/i-share_part.
- For information on I-SHARE and to set up your account, see

http://library.eiu.edu/instruction/vufind/.
- For information on I-SHARE use your regular login at the library, and/or go to Account help http://www.library.eiu.edu/cataloglogin/.
- For several short video tutorials chosen to assist History MA students in using the library, see http://booth.library.eiu.edu/subjectsPlus/subjects/guide.php?subject=histutorial.
- For a guide to library research for history materials, see http://booth.library.eiu.edu/subjectsPlus/subjects/guide.php?subject=History.
- For a list of electronic resources including article databases of interest to students in history, see http://www.library.eiu.edu/eresources/databases/index.php?subcode=AHI.
- The History Librarian is Andy Cougill, and his email is aacougill@eiu.edu.

Brightspace email and Panthermail. Course communication will be through Brightspace (D2L). D2L email is a closed system, which makes it safe (as in, virus-proof). (Note: you can and should set up notifications through D2L that signal due dates and communications in D2L be sent to your Panthermail, gmail, or other accounts. But you cannot respond from other accounts direct to D2L.) I will respond to all d2l emails within 36 hours (even weekends), usually more quickly. You may contact me through panthermail (nekey@eiu.edu), but not to submit assignments or anything with attachments (I have a lot of FDIC mail, and His 5810 email might get buried there). A brief query might get the quickest response via panthermail.

Contact information. I am occasionally in my History Dept. office (3725 Coleman, 3rd floor West side), and often in my office as Director of the Faculty Development and Innovation Center (1116 Booth Library, lower floor, North side). I have standard office hours 1:15–2:00 M–Th. But, if you use http://calendly.com/fdic to schedule a meeting with me, we can meet almost any time. For online consultations, send me a message, and I will send you a Collaborate Ultra link. We can thus "meet" in the evening, but arrange this beforehand.

Technical Support. As noted at the bottom of your home D2L page, D2L provided Brightspace Support (1-877-325-7778, toll free 24/7), or you can email issues to them from that same home page. For login and other issues, contact EIU User Services (217-581-4357; support@eiu.edu).

Technology Requirements. In order to manage and complete this course effectively, you will need to have a laptop or desktop running with a fairly recent operating system, an internet connection of a decent speed, and earbuds with a microphone (recommended). Mobile devices can be used but are not recommended. In terms of software, you will need an up-to-date antivirus installed and running, a pdf reader, and the suite of Microsoft products. As an EIU student you already have most of the software freely available. Software Downloads for Students found at https://www.eiu.edu/panthertech/software.php includes three SafeConnect-compatible Antivirus options (SafeConnect is needed if you are using your laptop on campus, etc.). Download instructions for Microsoft Office 365 ProPlus (MS Word, Excel, PowerPoint, OneNote), can be found at https://www.eiu.edu/panthertech/swdownloads/o365.php, or an online version of all these apps can be found after logging into Panthermail. A free pdf reader is available at https://get.adobe.com/reader. I recommend a printer, a citation management system like Zotero (free), a phone scanner such as CamScanner (free), and the Microsoft Learning Tools download https://www.onenote.com/learningtools that works with OneNote because, among other things, it has an awesome OCR (Optical Character Recognition--in other words you begin with a photo and end with text, also free). But I will show you why and how to use the latter during the seminar.

Schedule of Readings. Books, articles, chapters, videos are either from Textbook Rental Service (TRS) or a Download or a Link through D2L. Schedule is subject to some minimal changes (esp. from week 9 onwards) if more concise or up-to-date materials become available, or if there is popular demand for an alternate reading.

- Week 1. Periodization
  - Bentley, Jerry H. "Cross-Cultural Interaction and Periodization in World History." In *The New World History: A Field Guide for Teachers and Researchers*, eds. Ross E. Dunn, Laura J. Mitchell, and Kerry Ward, 296-304. Oakland: University of California Press, 2016. TRS
  - Northrup, David. "When Does World History Begin? (And Why Should We Care?)" (2003). In *The New World History*, eds. Dunn, Mitchell, and Ward, 304-11. TRS
  - Christian, David. "History and Science after the Chronometric Revolution" (2009). In *The New World History*, eds. Dunn, Mitchell, and Ward, 311-317. TRS
- Week 2. Landscaping the State I: The Earliest States and Teleologies (Theirs/Ours)
  - Scott, James C. *Against the Grain: A Deep History of the Earliest States*. New Haven: Yale University Press, 2017. Preface, Introduction, chs. 1-4 (1-149) TRS
  - Sager, Alex. "Book Review: Against the Grain: A Deep History of the Earliest States by James C. Scott." *LSE Review of Books* (blog), Oct. 30, 2017. D2L Link
  - Maza, Sarah. *Thinking About History*. Chicago: University of Chicago Press, 2017. (Introduction, 1-9) D2L Download
  - *The Epic of Gilgamesh*, trans. N.K. Sandars (Penguin, 1960, 1972), 1-5. D2L Download
- Week 3. Landscaping the State II: Barbarians to the Rescue?
  - Scott, *Against the Grain.* Preface, Introduction, chs. 5-7 (150-256) TRS
  - Scott, James C. "Crops, Towns, Government." *London Review of Books*, Nov. 21, 2013. D2L Link (review of Jared Diamond's very popular book about Big History; neither Diamond nor Scott are historians–Does it matter?)
  - *The Epic of Gilgamesh*, trans. N.K. Sandars (Penguin, 1960, 1972), all. D2L Download
- Week 4. The Premodern *Monde Braudellien*: Are There Material Verities Undergirding Premodern History?
  - Braudel, Fernand. *Afterthoughts on Material Civilization and Capitalism*. Trans. Patricia Ranum. Baltimore: The Johns Hopkins University Press, 1977, 3-35. (old, but a brief summary of 3 massive, and hugely influential volumes; levels of history) D2L Download
  - Vries, Peer. "Europe and the Rest: Braudel on Capitalism." In *Aufbruch in Die Weltwirtschaft. Braudel Wiedergelesen*, eds. Guillaume Garner and Matthias Middell, 81-144. Leipziger Universitaetsverlag, 2012. D2L Link
  - Allardyce, Gilbert. "Toward World History: American Historians and the Coming of the World History Course." In *The New World History*, eds. Dunn, Mitchell, and Ward, 48-78. TRS. (Stavrianos, McNeill, and rethinking world history); OR, McNeil, William H. "The Rise of the West after Twenty-Five Years." In *The New World History*, eds. Dunn, Mitchell, and Ward, 304-11. TRS. (Considerations for changes that were needed, esp. in classical civilizations, in the period 600–1000 CE and generally before 1500) TRS
- Week 5. Ethnicities and Origins I: Why Do We Do National History Anyway?
  - Geary, Patrick J. *The Myth of Nations: The Medieval Origins of Europe*. Princeton: Princeton University Press, 2002. (1-119) TRS
  - Hall, Jonathan M. *Ethnic Identity in Greek Antiquity*. Cambridge: Cambridge University Press, 1997 (chs. 1 "Phrasing the problem" & 2 "The nature and expression of ethnicity: an anthropological view," 1-33) D2L Download
- Week 6. Ethnicities and Origins II
  - Geary, *Myth of Nations* (120–174) TRS
  - Bachrach, Bernard S. "Medieval Identity: People and Place (Review Article)." *The International History Review* 25, no. 4 (2003): 866–70. D2L Download
  - Davies, Rees. "Nations and National Identities in the Medieval World: An Apologia." *Revue Belge d'Histoire Contemporaine* 34 (2004): 567-579. D2L Download
  - Ramey, Lynn. "Race and Identity in Medieval Europe." *Black Perspectives (AAIHS)* (blog), July

20, 2018. D2L Link.
- Week 7. Materialities I: Technology and Property Law
  - Abels, Richard. "The Historiography of a Construct: 'Feudalism' and the Medieval Historian." *History Compass* 7, no. 3 (May 2009): 1008–31. D2L Link
  - Cheyette, Frederic L. and Paul R. Hyams. "Two Reviews of Susan Reynolds' 1994 Book, *Fiefs and Vassals: The Medieval Evidence Reinterpreted*." reprinted. (1996, 1997). D2L Link
  - Roland, Alex. "Once More into the Stirrups: Lynn White Jr., *Medieval Technology and Social Change*." *Technology and Culture* 44, no. 3 (2003): 574–85. D2L Download
  - Sloan, John. "The Stirrup Controversy." *Internet History Sourcebooks*, November 22, 1994.
- Week 8. Materialities II: Environments
  - Cunliffe, Barry. "Looking Back, Looking Forwards." *By Steppe, Desert, and Ocean: The Birth of Eurasia*. Oxford: Oxford University Press, 2017. Ch. 12. D2L Download
  - de Vries, Jan. "The Crisis of the Seventeenth Century: The Little Ice Age and the Mystery of the 'Great Divergence.'" *Journal of Interdisciplinary History* 44, no. 3 (2014): 369–77. (Review of Parker, *Global Crisis*) D2L Download
  - "Interview With Author-Historian Geoffrey Parker." *HistoryNet* (blog), May 1, 2013. D2L Link
  - Joyner, Richard. "*The Invention of Science: A New History of the Scientific Revolution*, by David Wootton (Review)." *Times Higher Education (THE)*, September 10, 2015. D2L Link
- Week 9. Conceptualizing Periodization II
  - Bouwsma, William J. "The Waning of the Middle Ages Revisited." In *A Usable Past: Essays in European Cultural History*, 325–35. Berkeley: University of California Press, 1990. D2L Download
  - Goldstone, Jack A. "The Problem of the 'Early Modern' World." *Journal of the Economic and Social History of the Orient* 41 (1998): 249–84. D2L Download
  - Loomba, Ania. "Early Modern or Early Colonial?" *Journal for Early Modern Cultural Studies* 14, no. 1 (2014): 143–48. (Part of a JEMCS Forum: What Is Early Modern?) D2L Link
  - Starn, Randolph. "Review Article: The Early Modern Muddle." *Journal of Early Modern History* 6, no. 3 (2002): 296–307. D2L Link
- Week 10. Renaissances I (Moore, and ?)
  - Moore, R. I. *The Formation of a Persecuting Society: Authority and Deviance in Western Europe 950-1250*. 2nd ed. Malden, MA: John Wiley & Sons, 1987, 2007. Prefaces, Introduction, ch. 1. D2L Download
  - Ladner, Gerhardt. "Terms and Ideals of Renewal." In *Renaissance and Renewal in the Twelfth Century*, ed. Robert L. Benson, Giles Constable, and Carol D. Lanham, 1-34. Toronto: University of Toronto Press, 1991. D2L Download
  - TBA
- Renaissances II (probably not *The Invention of Science*)
  - Grafton, Anthony. *Magic and Technology in Early Modern Europe*. Washington, DC: Smithsonian, 2005. D2L Link
  - *Mignolo, Walter D. "The Darker Side of the Renaissance: Colonization and the Discontinuity of the Classical Tradition." *Renaissance Quarterly* 45, no. 4 (1992): 808–28. D2L Link
  - Joyner, Richard. "*The Invention of Science: A New History of the Scientific Revolution*, by David Wootton (Review)." *Times Higher Education (THE)*, September 10, 2015. D2L Link
  - Wootton, David. *The Invention of Science: A New History of the Scientific Revolution*. New York: HarperCollins, 2015. (Introduction, 3-56) D2L Download
- States and War (subject to change)
  - Black, Jeremy. "Was There a Military Revolution in Early Modern Europe?" *History Today* 58, no. 7 (July 2008): 34–41.
  - Börekçi˙, Günhan. "A Contribution to the Military Revolution Debate: The Janissaries Use of Volley Fire During the Long Ottoman—Habsburg War of 1593—1606 and the Problem of Origins." *Acta Orientalia Academiae Scientiarum Hungaricae* 59, no. 4 (2006): 407–38.
  - Burkholder, Peter. "Popular [Mis]Conceptions of Medieval Warfare." *History Compass* 5, no. 2 (March 2007): 507–24.
  - Lawrence, David R. "Reappraising the Elizabethan and Early Stuart Soldier: Recent

- Historiography on Early Modern English Military Culture." *History Compass* 9, no. 1 (January 2011): 16–33.
    - Textbook selections
- Reformations: Community and The Individual
    - Carlo Ginzburg and the Use of Inquisition Records: ""Carlo Ginzburg – Benadanti." Serious Science (June 25, 2015, originally http://serious-science.org/benandanti-2906) Accessed August 26, 2018 (17:30); "Carlo Ginzburg – Microhistory." Serious Science (June 25, 2015, originally http://serious-science.org/microhistory-2893) Accessed August 26, 2018 (14:30). D2L Links
    - Muir, Edward. "The Idea of Community in Renaissance Italy." *Renaissance Quarterly* 55:1 (2002): 1–18. D2L Link
    - TBA: Peter Marshall or Diarmaid MacCulloch on the Reformations of the 16th century. D2L Download
- Landscaping the State III
    - Ertman, Thomas. *Birth of Leviathan: Building States and Regimes in Medieval and Early Modern Europe*. Cambridge: Cambridge University Press, 1997, 1-34. D2L Download
    - Pincus, Steven. "The state and civil society in early modern England: capitalism, causation and Habermas' bourgeois public sphere.'" In *The Politics of the Public Sphere in Early Modern England*, eds. Steven Pincus and Peter Lake, 213-231. Manchester, 2007. D2L Download
    - Tilly, Charles. *Coercion, Capital, and European States AD 990-1992.* Oxford: Blackwell, 1990. (ch. 3 "How War Made States, and Vice Versa," 67-95) D2L Download
- Presentations, Comprehensives Exam Prep
- Comprehensives Exam Exercise, Conclusion