This course examines the linked phenomena of Early Modern religious persecution and migration. Prior to the Reformation four major religious groupings, Catholic and Orthodox Christians, Muslims and Jews, together with some more minor groupings, were present in the continent of Europe. The Reformation vastly complicated the confessional mosaic of Europe with the emergence of many different forms of Protestantism. In the same timeframe, large swathes of the Northern Balkans came under Turkish control. Over the course of two centuries many different forms of religious persecution ensued which resulted in considerable mobility as individuals and communities left their homelands in search of more congenial societies.

The first part of this course examines the emergence of the new confessional map of Europe between 1517 and 1650 and considers why most of the states of Europe were consciously repressive of religious difference while a minority, such as Poland and Transylvania, were markedly more willing to accept religious heterogeneity. The course will then examine the phenomenon of Confessional mobility in sixteenth century Europe establishing what type of people were pushed to leave their homelands and the role that religion played in influencing their choices. The last part of the course examines a number of largescale migrations, from the Habsburg lands in the first half of the seventeenth century, the expulsion of the Moriscos in Spain, population transfer in Ireland and finally the expulsion of the Huguenots from France in the last decades of the seventeenth century.

What will I learn?

Learning Outcomes:

At the end of this course students should have achieved a thorough understanding of the operation and extent of religious persecution in Early Modern Europe and the degree to which it was responsible for migration.

Students should have gained experience of analysing primary documents and secondary historiographical literature to a level appropriate for the final year of a BA programme.

Students should have gained experience of writing essays and contributing to seminar discussions at a level appropriate for the final year of a BA programme.

Indicative Module Content:

Week 1

Confessional Europe

Reading


Available electronically through UCD Library, http://quod.lib.umich.edu.ucd.idm.oclc.org/cgi/t/text/pageviewer-idx?c=acls;cc=acls;rgn=full%20text;idno=heb30739.0001.001;didno=heb30739.0001.001;node=heb30739.001.001%3A4.4;view=image;seq=00000113

Week 2

Early Modern Migration

Reading

Steve Hochstadt, Migration in Preindustrial Germany, Central European History, Vol. 16, No. 3 (Sep., 1983), pp. 195-224 available on JSTOR


Week 3

Infection and Purification of the Body Politic

Reading


Terpstra, Religious Refugees, pp. 38-104

Week 4
The Expulsion of Jews

Reading
Terpstra, Religious Refugees pp. 105-112, 135-9;

Week 5
Jews and the Christian Commonwealth in the Seventeenth Century

Reading
Sina Rauschenbach, Mediating Jewish Knowledge: Menasseh ben Israel and the Christian Republica litteraria, The Jewish Quarterly Review, Vol. 102, No. 4 (Fall 2012), pp. 561-588, available on JSTOR
Menasseh Ben Israel, To his Highness the Lord Protector of the Commonwealth of England, Scotland and Ireland. The Humble Address of Menasseh Ben Israel, a Divine and Doctor of Physick, in behalf of the Jewish Nation, available on Brightspace.

Week 6
Sixteenth-century Protestant exiles

Reading
Terpstra, Religious Refugees, pp. 112-132;

Week 7
The expulsion of Moriscos

Reading
Newes From Spaine, The King of Spaines Edict for the Expulsion and Banishment of more then nine hundred thousand Moores, available on Brightspace

Week 8
Austrian and Bohemian Expulsions

Reading
Tadhg Ó hAnnracháin, Catholic Europe, 1592-1648: Centre and peripheries (Oxford, 2015), pp. 97-118, available on Blackboard
Johann Amos Comenius, The History of the Bohemian Persecution, pp. 250-239, available on Brightspace

Week 9
Migration and persecution in seventeenth-century Ireland

Reading
Aidan Clarke, The 1641 Massacres, in Micheál Ó Siochráin and Jane Ohlmeyer (eds), Ireland 1641: Contexts and Reactions (Manchester, 2013), pp. 37-51, available on Brightspace
Selection from the 1641 Depositions, available on Brightspace

Week 10
Huguenots

Reading
Ruth Whelan, The Huguenots and the Imaginative Geography of Ireland: A Planned Immigration Scheme in the 1680s, Irish Historical Studies, Vol. 35, No. 140 (Nov.,
2007), pp. 477-495.
Carolyn Lougee Chappell, "The Pains I Took to Save My/His Family": Escape Accounts by a Huguenot Mother and Daughter after the Revocation of the Edict of Nantes, French Historical Studies, Vol. 22, No. 1 (1999), pp. 1-64, available on JSTOR
Escape accounts of Marie and Suzanne de Champagne, available on Brightspace

Week 11
Conclusions
Terpstra, Religious Refugees, pp. 309-29

How will I learn?

<table>
<thead>
<tr>
<th>Student Effort Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>11</td>
</tr>
<tr>
<td>Seminar (or Webinar)</td>
<td>22</td>
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<tr>
<td>Specified Learning Activities</td>
<td>95</td>
</tr>
<tr>
<td>Autonomous Student Learning</td>
<td>95</td>
</tr>
<tr>
<td>Total</td>
<td>223</td>
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Am I eligible to take this module?

Not applicable to this module.

How will I be assessed?

<table>
<thead>
<tr>
<th>Description</th>
<th>Timing</th>
<th>Open Book Exam</th>
<th>Component Scale</th>
<th>Must Pass Component</th>
<th>% of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Assignment: 4,000 word research paper</td>
<td>Coursework (End of Trimester)</td>
<td>n/a</td>
<td>Graded</td>
<td>No</td>
<td>40</td>
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<tr>
<td>Continuous Assessment: Seminar participation, document analysis and mid-term essay</td>
<td>Throughout the Trimester</td>
<td>n/a</td>
<td>Graded</td>
<td>No</td>
<td>60</td>
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Carry forward of passed components No
What happens if I fail?

<table>
<thead>
<tr>
<th>Result In</th>
<th>Type of Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>No</td>
</tr>
</tbody>
</table>

Assessment feedback

- Feedback individually to students, post-assessment
- Peer review activities

Feedback Strategy/Strategies

Feedback will be delivered individually to students, post-assessment, and through peer review activities.

How will my Feedback be Delivered?

Students will receive individual written and one to one oral feedback, by appointment, on their first written assessment and on their general participation performance in the course of the module.

Feedback on their overall module performance and on all aspects of their written and oral performance will be available by appointment following the School Review of grades at the end of the Semester.

Peer-review activities are built into the module seminars.

Reading List

When is this module offered?

<table>
<thead>
<tr>
<th>Module</th>
<th>Week(s)</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>Spring: All Weeks</td>
<td>Thurs 09:00 - 10:50</td>
</tr>
<tr>
<td>Lecture</td>
<td>Spring: All Weeks</td>
<td>Wed 15:00 - 15:50</td>
</tr>
</tbody>
</table>

Religious persecution and migration in early modern Europe (HIS32250)