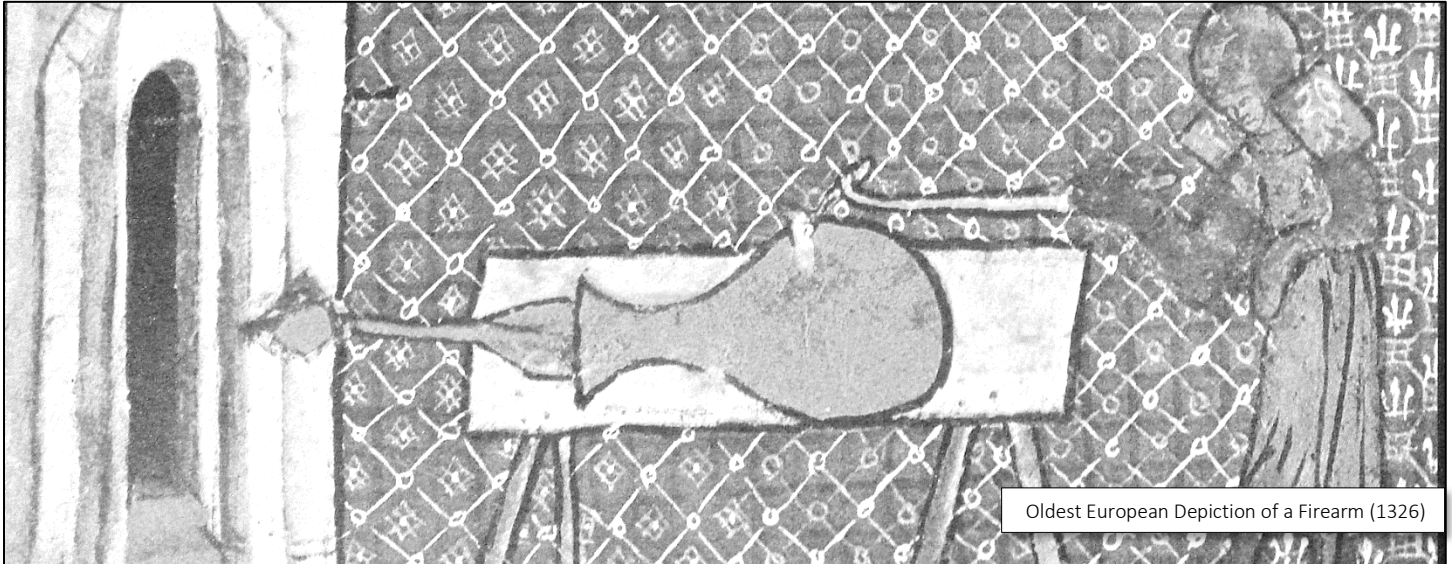


HISTORY 500 – FIREARMS: A GLOBAL HISTORY

INSTRUCTOR: PROF. MICHAEL MARTOCCIO (HE/HIM/HIS) | OFFICE HOURS: EMAIL: MARTOCCIO@WISC.EDU

CLASS HOURS: MON/WED., 2:30 – 3:45 PM (L151 ED. BLDG) | OFFICE HRS: TUES., 1:00 – 3:00 PM & ZOOM BY APPOINTMENT



Oldest European Depiction of a Firearm (1326)

OVERVIEW

Firearms: A Global History provides students with a history of war, technology, morality, masculinity, and political culture from the late middle ages to the mid-19th century. Rather than center on tactics, key battles, or even particular critical conflicts, however, this course approaches the global history of warfare through a unique perspective: the technology, politics, and culture of firearms. Beginning with the invention of gunpowder weapons in 9th century China, students explore the role that firearms of many varieties have played in world history. Specific classes examine the invention and transmission of gunpowder technologies across Eurasia, the military divergence of Europe, and 18-19th century American debates over the Second Amendment.

As the capstone class for the History Certificate at the University of Wisconsin, this course allows students to put to work skills they have mastered in earlier history courses. In addition to daily responses (1-page), the central event of the class will be a number of historical debates. All students will discuss and debate, using the language and ideas of real people alive in the past, the legal, military, theological, moral, and political consequences of gunpowder weapons. In this way, students will learn to communicate their newfound historical skillset.

Learning Objectives:

- **Combine** core historical concepts about technology, culture, morality, masculinity, and violence in the pre-modern world.
- **Debate** using primary sources a number of different historical questions.
- **Develop** your reading and writing skills through shorter assignments.
- **Communicate** historical concepts through debates and small group exercises.
- **Make Relevant** current debates about gun rights and prohibitions by tracing across many different types the origins of modern American gun culture.

COURSE DESIGN – REACTING TO THE PAST

All good historical inquiry arises from vigorous debate. *Reacting to the Past* (RTTP) consists of elaborate games, set in the past, in which students are assigned roles informed by classic texts in the history of ideas. Class sessions are run entirely by students; I will advise and guide students and grade their oral and written work, but I do not guide the debates – YOU DO! By role-playing a number of critical debates associated with the history of firearms, this course seeks to draw students into the past, promote engagement with big ideas, and improve intellectual and academic skills.

Firearms: A Global History is chiefly about ideas and evidence, not passion or belief. All students will be obliged to debate the merits of each other's views in a calm, respectful manner. The materials for each debate may be found in a range of class-provided texts. In addition, students are encouraged to go outside of the class material and introduce new evidence, with the professor's approval. Remember: you must argue *with evidence drawn from the past* and in the character of past people!



First Illustration of a Fire Lance (10th c.)

COURSE MATERIALS

Books: Students should arrange to purchase the following books. Please know I strongly encourage students to buy the hard copies of these books. Reserve copies also exist at the Memorial Library.

Priya Satia, *Empire of Guns: The Violent Making of the Industrial Revolution* – ISBN: 9781503610484

Geoffrey Parker, *The Military Revolution: Military Innovation and the Rise of the West, 1500-1800* – ISBN # 9780521479585

Hans Jakob Christoffel von Grimmelshausen, *The Adventures of Simplicius Simplicissimus* – ISBN # 9780241309865

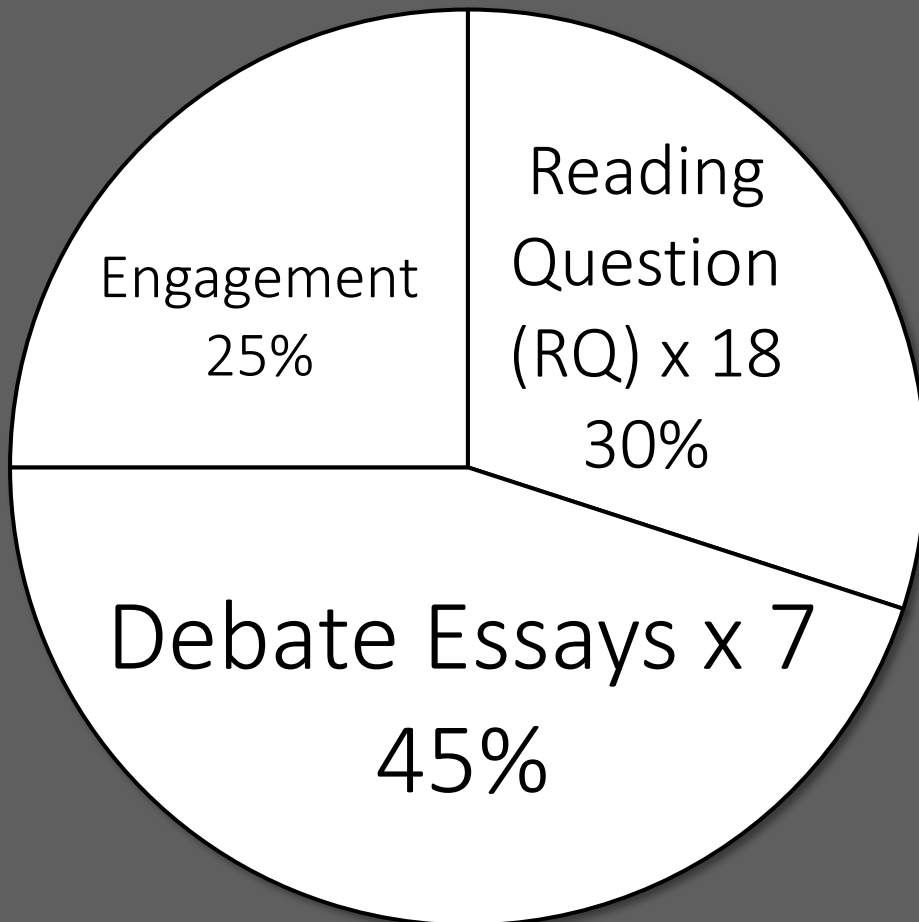
Saul Cornell, *A Well-Regulated Militia: The Founding Fathers and the Origins of Gun Control in America* – ISBN # 9780195341034

Canvas Material: In addition to these books, students will find additional course materials available on Canvas. Students may print these materials out if they wish or bring in a digital copy on their laptops.

My Philosophy of Teaching

I firmly believe that each student learns differently. For this reason, you and I will keep a digital record of your work throughout the semester. After each assignment, I will provide you with individualized improvements for your next assignment. These may relate to your use of sources, argumentation, or writing style (see the attached rubric). In this way, you will be evaluated on your own progress and learn at your pace.

GRADE BREAKDOWN



YOUR EVALUATION

Engagement (25%): One of the core themes of this class is debate. You will be evaluated by your engagement in the course materials. While the easiest way to engage in course materials is to attend class and participate in discussion, please know I also consider my office hours and emails to be a form of engagement for those of you who are less included to speak during class.

Reading Questions (30%): There is no mid-term, final, or research paper in this course! Instead, I ask you to engage daily with the readings. Nearly every day there will be a Reading Question (RQ) for you to answer. This question will require you to write a paper of about 250 words. The goal of these assignments is to motivate you to read deeply and write consistently. Please know that there are 18 RQs throughout the semester, but I will drop your 3 lowest grades.

Debate Papers (45%): The debate papers are in effect extended RQs. Each requires you to write ~ 1,000 words. As with the RQs, please make these papers *formal* – e.g. with footnotes, specific examples, and a clear, succinct thesis. Please know that there are 7 Debate Papers, but I will drop your 2 lowest grades.

YOUR RIGHTS & RESPONSIBILITIES

You have the Right to ...

Diversity and Inclusion - Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Disability Accommodation - The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course accommodations.

Privacy - Students have the right to inspect and review most education records maintained about them by the University of Wisconsin–Madison and, in many cases, decide if a third person can obtain information from them. Students may challenge information in their records which they believe to be inaccurate, misleading, or inappropriate.

File a Grievance - Any student at UW–Madison who feels that they have been treated unfairly has the right to voice a complaint and receive a prompt hearing of the grievance. The basis for a grievance can range from something as subtle as miscommunication to the extreme of harassment. Each school or college has a procedure to hear grievances. For assistance in determining options, students can contact the drop-in staff member within the Dean of Students Office at 608-263-5700, within Bascom Hall, Room 70, Monday–Friday, 8:30 a.m.–4 p.m.

Observe your Faith - The University of Wisconsin-Madison supports accommodation of religious observances that might conflict with the course schedule. Students must notify the instructor within the first two weeks of class of the specific days or dates on which they request relief.

Serve your Country - Military students who have the potential to participate in military activities should consult with instructors within the first two weeks of class.

You have the Responsibility to...

Maintain Academic Integrity - By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary sanctions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Keep the Classroom Safe - Every member of the University of Wisconsin–Madison community has the right to expect to conduct their academic and social life in an environment free from threats, danger, or harassment. Students also have the responsibility to conduct themselves in a manner compatible with membership in the university and local communities.

Preserve Data Integrity - Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording.

Maintain Classroom Etiquette - Tablets, cell phones, and all non-class electronic equipment unrelated to disability accommodation must be put away during class.

Complete Assignments on Time - Late papers will be accepted without penalty in the case of a medical emergency, or some other contingency approved in advance. Otherwise, late papers will be graded down 5% each day. If you know you cannot complete a paper on time, please consider emailing me ahead of time. I keep the penalty for late papers deliberately low to allow students flexibility.

Format Assignments Properly - All essays must be double-spaced Times New Roman 12-font, Chicago Style footnotes, and should be sent to me via Canvas.

Evaluate the Course - Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution. UW-Madison strongly encourages student participation in course evaluations.

If you are feeling overwhelmed...

Visit office hours in person or online

I have office hours weekly specifically to meet and help students.

Email me

I answer email about every 24 hours, except on weekends and holidays.

Revise previous work

All students may revise their essays for a 10% increase in the grade for ONE WEEK after they receive back their papers.

Visit the History Lab or Writing Center

The History Lab is a resource center where PhD students will assist you with your history papers.

Sign up here: <http://go.wisc.edu/hlab>

Sign up here:

<https://writing.wisc.edu/individual/>

Check out the Library Website!

Talk to a librarian. They are happy to help!

<https://researchguides.library.wisc.edu/introhist>

Go to the History Academic Advisor

Head down to the third floor of Humanities and visit one of our department advisors.

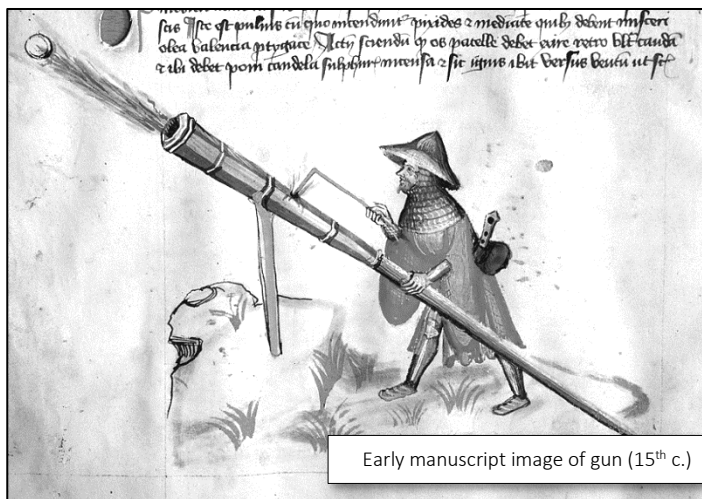
Go to the Dean of Students Office

The Dean of Students Office is a primary resource for connecting students who are navigating personal, academic, or health issues, to supportive campus and community resources.

Seek university mental health services

Your wellbeing is paramount, and the university has trained professionals to help.

Counseling Services is located at 333 East Campus Mall and by phone 608-265-5600.



Early manuscript image of gun (15th c.)

Grading Scale

≥92.50	A	69.50-77.49	C
87.50-92.49	AB	60-69.49	D
82.50-87.49	B	<60	F
77.50-82.49	BC		

Credit Hours

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times, reading, writing, individual consultations with the instructor, and other student work as described in the syllabus. The expectation is that you will work at least 2 hours outside of the class for every hour in the classroom.

Covid-19 Policy

This course meets in person. To protect one another, we will all follow UW-Madison policies. Currently, there is no individual requirement to mask indoors in buildings and classrooms. If anyone falls ill or needs to quarantine, the TA and I will adjust assignments. Please, if you feel ill or test positive for Covid-19 do not attend class.

Found an error in the syllabus?

Nice reading skills! Notify the Professor and you can get a 1% bonus on your final paper!

HISTORY 500| GRADING RUBRIC

Student's Name: _____

	Exemplary	Praiseworthy	Satisfactory	Marginal	Failing
Thesis (40%) [T] Paper makes clearly worded claim, which meets the criteria for a strong thesis as discussed in class.					
Claims and Evidence (30%) [C/E] Paper advances the thesis with mini-arguments (topic sentences). Paper supports these claims with strong evidence from the text. All evidence is explained.					
Structure and Organization (10%) [S/O] Paper is well organized and flows logically. Paper makes effective use of paragraphs.					
Introduction and Conclusion (10%) [I/C] Paper introduces object of study and provides all information necessary for understanding the paper. Conclusion appropriately wraps up paper.					
Readability & Form (10%) [R/F] Paper reads well and is free from errors. Paper adheres to the conventions outlined on the assignment (Chicago, MLA, etc.).					

Final Grade:

Revisions* [all papers may be revised for a 10% increase in the grade within one week after you receive the grade. Please email me these revisions directly].

For specific additional criteria, please see the full rubric provided with the assignment.

COURSE SCHEDULE | SPRING 2023

UNIT I: The Invention and Evolution of Firearms (900-1500)

25 January | Introductions and Course Questions

Reading:

Ian Lewtas et. al., 'The Ballistic Performance of the Bombard Mons Meg'

Francesco Petrarca (1304-1374), *De remediis utriusque fortunae* (Read in class)

RQ: N/A

30 January | Chinese & European Beginnings (900-1350)

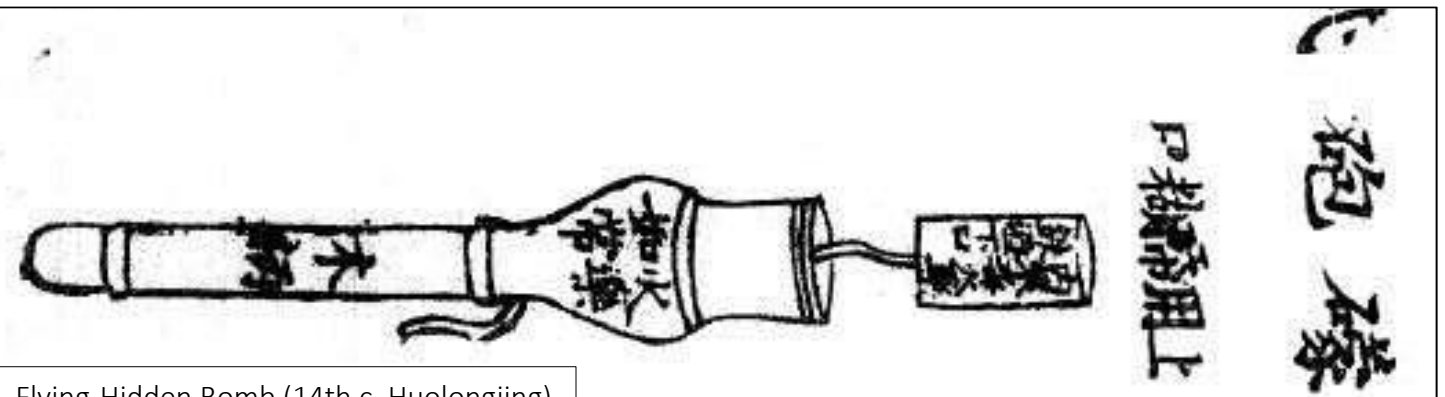
Reading:

Andrade, 'Ch. 2 Early Gunpowder Weapons' & 'Ch. 5 The Medieval Gun'

Huolongjing (The Fire Drake Manual) (14th c.)

The Office of the Exchequer for Edward III (14th c.)

RQ 1 (~250 words): Compare/contrast Chinese and European early uses of gunpowder weapons. How did they differ? How were they similar? Use both the secondary readings (Andrade) and the primary sources.



Flying-Hidden Bomb (14th c. Huolongjing)

1 February | Alchemy, *Scientia*, and Early Gunpowder Recipes

Reading:

Trevor Russell Smith, 'The earliest European recipe for 'powder for guns' and three other misunderstood or unremarked recipes of the fourteenth century.'

Roger Bacon, *Epistola de secretis operibus artis et naturae, et de nullitate magia* (13th c.)

RQ 2 (~250 words): Using just the early gunpowder recipes like those in London, Society of Antiquaries, MS 101 and Bacon's *Epistola*, what was the nature of medieval science/chemistry? How did it differ from modern notions of science?

6 February | Debate # 1 – Were firearms honorable?

Reading:

Ludovico Ariosto, *Orlando Furioso*
An Act Concerning the Shooting of Long Bows
John Milton, *Paradise Lost*
Roger Williams, *A Brief Discourse of War*

Debate Paper # 1 (~1,000 words): According to late medieval European writers, were firearms honorable? Be sure to reference *ALL* the primary sources included here.

8 February | Bringing out the Big Guns

Reading:

Andrade, Ch. 6 'Big Guns'

Kritoboulos of Imbros, *Description of the Dardanelles Gun*

RQ 3 (~250 words): Two part question: According to Andrade, why did Europe, rather than China, design forms of gunpowder artillery? Does the description of the Dardanelles Gun by Kritoboulos affirm or refute Andrade's argument?



Early Cannon, *Les croniques de Pise* (15th c.)

13 February | Debate # 2 – Why did Constantinople Fall in 1453?

Reading:

Niccolò Barbaro
George Sphrantzes
Kritoboulos of Imbros

Debate Paper # 2 (~1,000 words): You have three selections here on the siege and fall of Constantinople in 1453. Which do you find the most convincing? Why? Whichever account you choose, please be sure to refer as well to the two other accounts.

Unit II: The Military Revolution Thesis

15 February | The Military Revolution Thesis Part I: A Revolution in Drill?

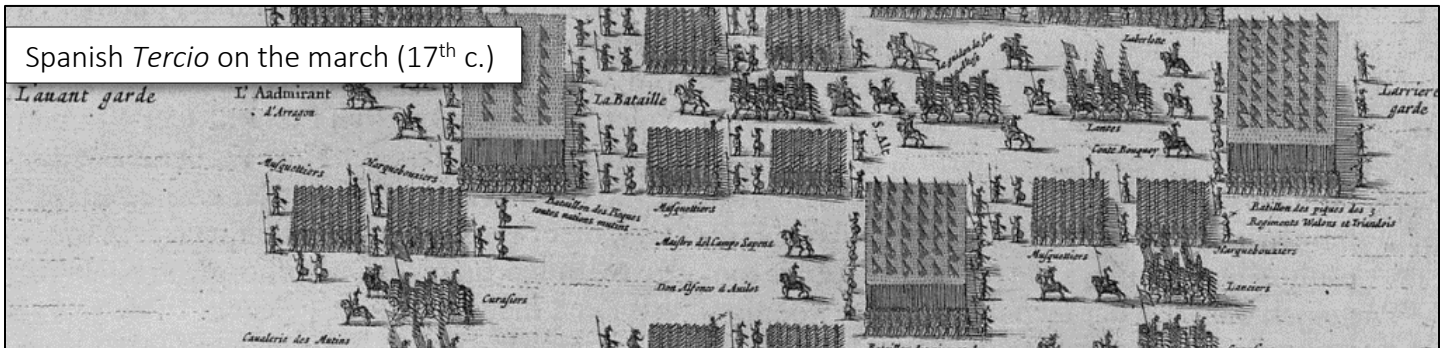
Reading:

Michael Roberts, 'The Military revolution, 1560-1660'
William Barriff, *Military Discipline: or, the Young Artillery Man* (1635)
Vegetius, *De re militari* (4th c. CE)

RQ 4 (~250 Words): Compare and contrast Barriff and Vegetius' views on *drill* and *organization*. How did early modern Europeans adapt Roman military ideals to early gunpowder weapons?

Reading:

Vauban, *The new method of fortification*



Reading:

Korea Day by Day (16th c.)

Reading (Note: all these readings are OPTIONAL, but can help you better make your case during the debate so may be of interest to you)

Andrade, Ch. 14 “A European Naval Advantage.”

Debate Paper # 3 (~1,000 words): You have now read numerous different arguments for or against Roberts' original Military Revolution Thesis. Now it's your turn! Do you accept his arguments? Does the evidence on fortifications (Parker) or East Asia modify, invalidate, or confirm Roberts' thesis?

1 March | Living the Military Revolution I: Peter Hagendorf and Hans Heberle in the Thirty Years' War

Reading:

Diary of Peter Hagendorf

Hans Heberle, *Zeytregister*

RQ 7 (~250 words): Hagendorf was a soldier; Heberle a noncombatant. Describe their experiences during the Thirty Years War. Be specific! Use examples. (Bonus point!: Find the moment when Hagendorf and Heberle are TOGETHER in the same place!)



Landsknechte, c. 1530.

6 March | Living the Military Revolution II: *The Adventures of Simplicius Simplicissimus*

Reading:

Hans Jakob Christoffel von Grimmelshausen, *The Adventures of Simplicius Simplicissimus*, pages vii-xxix, 1-17, 24-26, 34-39, 42-44, 80-90, 101-105, 134-145, 176-181, 187-189, 207-216, 247-253, 261-266, 289-291, 307-309, 315-317, 324-327, 332-334, 350-352, 385-387.

RQ 8 (~250 words): What is the role of gunpowder weapons in Grimmelshausen's novel? In particular, comment on the relationship between firearms, morality, and masculinity.

8 March | Living the Military Revolution III: Bonaccorso Ghiberti and Jacob Levi

Reading:

Fabrizio Ansari, 'The life of a Renaissance gunmaker. Bonaccorso Ghiberti and the development of Florentine artillery in the late fifteenth century'

Alan Smithee, 'A man of particular ability': A Jewish-Genoese military contractor in the fiscal-military system

RQ 9 (~250 words): Which article was better: Ansari and Smithee? Why? Argue *forcefully*! Don't just say why you preferred Ansari/Smithee, argue why the other is a 'bad' article/essay! Pull no punches!

SPRING BREAK (March 11-19)

UNIT III: Colonialism and the Gun

20 March | *Empire of Guns*: Part 1

Reading:

Satia, Introduction & Ch. 2 (Who Made Guns)

Charter of the Company of Gunmakers London

RQ #10 (~250 words): Compare and contrast the business structure of the Galton firearms company with that of the Worshipful Company of Gunmakers of London. How did the two organizations differ? BONUS!: Write an 'org. chart' of the Farmer-Galton firm. (hint: it's VERY confusing!)

22 March | NO CLASS, JUST READ!

27 March | *Empire of Guns*: Part 2

Reading:

Satia, *A Brief Lesson from African History* & Ch. 7 (Guns in Arms: Part 2: Abroad)

RQ #11 (~250 words): According to Satia, what role did Birmingham firearms have in British colonialism? Be as specific as possible!

29 March | Debate # 4: Is *Empire of Guns* a good piece of historical scholarship?

Reading:

Gupta, Macola, Smith, Stephenson and Valenze Reviews of Satia & Satia Response

Debate Paper # 4 (~1,000 words): Write a review of Satia's *Empire of Guns*. Argue for or against the book. Does Satia achieve her objective of tying the Industrial Revolution to the gun industry? Be sure to not state your *opinion*, but use the other reviews as evidence as well as the book itself.



3 April | Gun Frontiers: The Americas

Reading:

David Silverman, *Thundersticks*, 'Introduction'
Wayne Lee, 'The Native American Military Revolution'

RQ # 12 (~250 words): Pick your side: Silverman or Lee! Is the 'Military Revolution' or the 'Gun Frontier' a better way of thinking about the effect guns had on the native peoples of the Americas?

5 April | Gun Frontiers: Africa

Reading:

J.E. Inikori, 'The Import of Firearms into West Africa, 1750-1807'

Rory Pilosof, 'Guns don't colonise people ...': the role and use of firearms in pre-colonial and colonial Africa.'

RQ # 13 (~250 words): How has the study of the role of firearms in African history evolved since Inikori's article? According to Pilosof, where is the field today?

UNIT IV: Gun Control and Gun Rights in Anglo-America

10 April | Debate # 5 – Did Gun Rights Emerge from the Glorious Revolution (1688)?

Reading:

Joyce Lee Malcolm, "The Right of the People to Keep and Bear Arms: The Common Law Tradition"

Lois Schworer, "To Hold and Bear Arms: The English Perspective"

Satia, *Empire of Guns* (Ch. 6: Guns in Arms, Part 1: Home)

Debate Paper # 5 (~1,000 words): According to Malcolm, the right to bear arms emerged in England during the late seventeenth century. What are Schworer and Satia's arguments? Which one do you find provides the best *evidence* for their argument?

12 April | Gun Control in Early Modern Europe

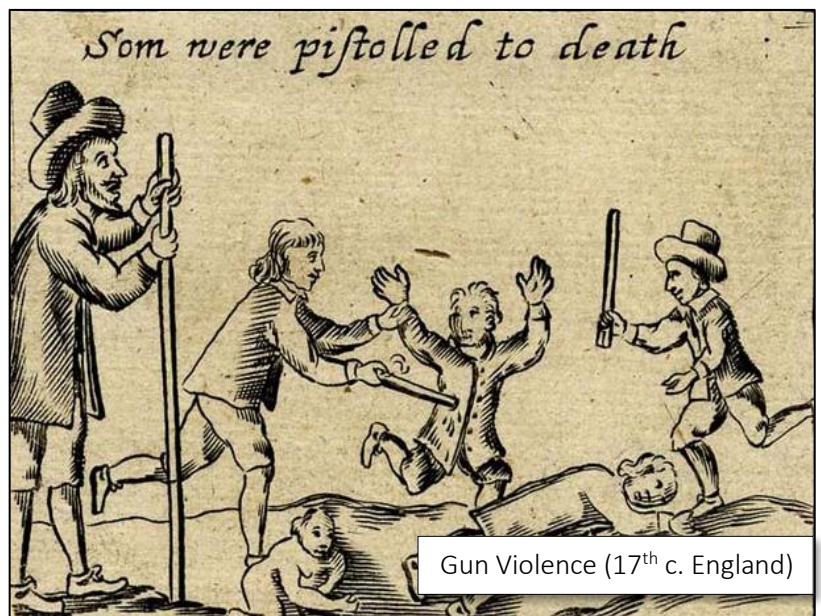
Reading:

The Statutes of the Realm of Henry VIII

List of gun licenses, Ireland (1705)

Catherine Fletcher, 'Firearms and the State in Sixteenth-Century Italy'

RQ # 14 (~250 words): Who could use firearms in early modern Europe? Why? Be sure to use all three sources in your response!



17 April | Guns and Early American Culture

Reading:

Michael A. Bellesiles, 'The Origins of Gun Culture in the United States'

Chronicling America (Library of Congress Website) (<https://chroniclingamerica.loc.gov/search/titles/>)

RQ # 15 (~250 words): Using *Chronicling America*, find one, just one, instance of gun violence between 1690 and 1776. Does it match up with Bellesiles' findings?

19 April | Guns and American Culture Part II

Reading:

Note – this day's readings are a surprise! I will hand them out/post them at the end of class on 17 April!

RQ # 16 (~250 words): Note – I will circulate the RQ for the day as well on 17 April. Trust me!



24 April | The Second Amendment: An Introduction

Reading:

Cornell, *A Well-Regulated Militia*, Introduction, Ch. 1, "English Tyranny versus American Liberty;" & Ch. 2, "A Well-Regulated Militia: The Origins of the Second Amendment."

Sources on Gun Regulations in Pre-Revolutionary America

RQ # 17 (~250 words): What is Cornell's argument in the first two chapters of the book? Make reference to the primary sources provided.

26 April | Debate # 6: Should the Fourth (or Second?) Amendment be Added to the US Constitution (1791)?

Reading:

The Complete Bill of Rights, Amendment II, Keep and Bear Arms Clause

Sources from Federalists and Anti-Federalists

Debate Paper # 6 (~1,000 words): A simple question: using the evidence available, should the Continental Convention adopt the Second Amendment to the U.S. Constitution?

1 May | Debate # 7: Can Firearms be Regulated (1820s-1850s)?

Reading:

Cornell, *A Well-Regulated Militia*, Ch. 5, "Rights, Regulations, Revolution"

Joseph Gales, *Prevention of Crime* (1858)

Selected State Statutes on Limited Weapons Use

Bliss v. Commonwealth (1822)

Debate Paper # 7 (~1,000 words): Writing as if you lived in the 1820s/30s, do the states have a right to regulate gun ownership? Why or why not?

3 May | Second Amendment Debate Wrap up and Class Conclusions

Reading:

Cornell, *A Well-Regulated Militia*, Ch. 6, "Individual or Collective Right" & Conclusion: A New Paradigm for the Second Amendment.

RQ # 18 (~250 words): Reflect on the class as a whole. What did you learn? What challenged you? Relax! There is no wrong answer!