



**UNSW**  
SYDNEY

Australia's  
Global  
University



## **ARTS2272**

The European World, 1500-1800

Term Three // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Zita Rohr	<a href="mailto:z.rohr@unsw.edu.au">z.rohr@unsw.edu.au</a>	Tuesdays 11.00 a.m - midday. By appointment only.	Morven Brown, Level 2, Room 211	Appointments via e-mail

#### Lecturers

Name	Email	Availability	Location	Phone
Zita Rohr	<a href="mailto:z.rohr@unsw.edu.au">z.rohr@unsw.edu.au</a>	Tuesdays 11.00 a.m - midday. By appointment only.	Morven Brown, Level 2, Room 211	Appointments via e-mail.

### School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

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Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *History*

This course can also be studied in: *European Studies*

The European world, 1500-1800 is an introductory course to early-modern history. It aims to provide a general knowledge of European politics, society, economy and culture between the Renaissance and the French Revolution. We will focus on the most significant events and developments that shaped European history, including the rise of humanism, religious reform, state formation and centralisation, overseas expansion, global capitalism, and the emergence of representative government. We will look at the consequences brought by these developments, most notably on European political and cultural practices; and study how they impacted traditional understandings of human nature to give rise to modern ideas of human rights.

### Course Learning Outcomes

1. Analyse important turning points, people, ideas and developments relevant to this course
2. Describe the contemporary relevance of aspects of this course
3. Identify and describe key historical concepts
4. Evaluate and contextualise sources
5. Answer historical questions using argument and evidence
6. Communicate ideas amongst peers and engage in discussions and/or debates
7. Follow conventions of academic writing and research integrity

### Teaching Strategies

This course aims to provide students with the opportunity to appreciate the relevance of key issues and debates in early-modern Europe. In line with the course's philosophical basis, three major themes are presented in a roughly chronological framework: 1. Break-Down of Medieval Europe during the Sixteenth Century; 2. Challenges, Crises and Consolidation in the Seventeenth & Eighteenth Centuries; 3. Revolutions in the Eighteenth Century.

Learning and teaching are necessarily a two-way process. Lectures are designed to introduce students in ARTS2272 to the specific topics that illustrate important aspects of each theme. The purpose of lectures is to set out the issue(s), define technical or specialist terms, clarify the historiographical debates, and offer illustrative examples from the historical literature. Tutorial classes give students the chance to demonstrate their historical understanding by constructing explanations, asking questions, relating topics to one another, and debating interpretations. The tutorial program is arranged to run one week behind the lectures, so that topics can be explored from an informed standpoint. For this reason it is essential that students do the reading that is prescribed for each week's tutorial topic. Weekly tutorial class will give students a chance to ask for assistance on points that they feel need elaboration or clarification. We will also analyse a few primary texts in order to develop students' familiarity with the kinds of evidence employed by historians of early-modern Europe. These materials are available on Moodle.

Design and assessment of tutorial participation are based on the UNSW Assessment Toolkit's advice.

# Assessment

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Fieldwork Project	30%	22/10/2019 10:00 PM	2,4,5,6,7
In-class test	20%	19/11/2019 09:00 AM	1,3,5
Research essay	50%	04/11/2019 04:00 PM	1,2,3,4,5,7

## Assessment Details

### Assessment 1: Fieldwork Project

**Start date:** Not Applicable

**Details:** Students will submit an individual portfolio (1500 words) and give a group presentation (10 mins). Each component (portfolio and presentation) carries the same weight. Feedback provided via individual comments and class discussion.

**Submission notes:** Individual Portfolio Due: 22/10/2019 10.00 PM with Group Presentation Component to be presented during tutorial session. Group presentations should include a PowerPoint display.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Assessment 2: In-class test

**Start date:** Not Applicable

**Length:** 120 minutes

**Details:** Short and long answer questions. Students can consult the lecturer for further feedback.

**Submission notes:** In-class test: short and long answer questions and an essay. Students receive a numerical mark and consult the lecturer for further feedback.

**Turnitin setting:** This is not a Turnitin assignment

### Assessment 3: Research essay

**Start date:** Not Applicable

**Details:** Independent research essay. 2500 words. Feedback via individual comments on Moodle.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Attendance Requirements

Attendance of Tutorials is mandatory in this course. Unexcused absence from more than 20% of Tutorials will result in the award a fail grade. In Tutorials you will actively engage with core course content, enabling you to attain CLO 4.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 16 September - 20 September	Lecture	<p>Course Introduction</p> <p>Europe ca. 1450</p> <p>Lecture Preparation: Reading from course textbook. See Moodle for details.</p>
	Reading	<p>Each week students will be allocated two categories of specified, compulsory readings.</p> <p>The first category, drawn from the course textbook, Merry Wiesner-Hanks, <i>Early Modern Europe, 1450-1789</i>, Cambridge: CUP, 2013, is available to you in e-book format via the Library's electronic data bases here: <a href="https://www-cambridge-org.wwwproxy1.library.unsw.edu.au/core/books/early-modern-europe-14501789/03AB83FEEA7531D4AA80E1E25D9BC857#">https://www-cambridge-org.wwwproxy1.library.unsw.edu.au/core/books/early-modern-europe-14501789/03AB83FEEA7531D4AA80E1E25D9BC857#</a> To access it remotely, you will need to sign in with your zID and password. <b>The lecture preparation reading must be read prior to each week's lecture.</b></p> <p>The second category of specified, compulsory readings will consist generally of primary source materials. These are allocated specifically to be preparatory readings for your weekly tutorials. See Moodle.</p>
	Tutorial	No tutorials this week.
Week 2: 23 September - 27 September	Lecture	<p>Culture and Learning</p> <ul style="list-style-type: none"> <li>• The Italian City States</li> <li>• Renaissance Humanism</li> <li>• Pico and Machiavelli</li> </ul> <p><b>Lecture Preparation:</b></p>

		<p>Wiesner-Hanks, "Cultural and Intellectual Life, 1450-1600", 126-161</p> <p><a href="https://doi-org.wwwproxy1.library.unsw.edu.au/10.1017/CBO9781139381192.006">https://doi-org.wwwproxy1.library.unsw.edu.au/10.1017/CBO9781139381192.006</a></p>
	Reading	<b>See Moodle for prescribed and compulsory readings.</b>
	Tutorial	<p>"University Life"</p> <p>Tutorial Preparation: Wiesner-Hanks, Chapter 2, 75-83</p> <p><a href="https://doi-org.wwwproxy1.library.unsw.edu.au/10.1017/CBO9781139381192.004">https://doi-org.wwwproxy1.library.unsw.edu.au/10.1017/CBO9781139381192.004</a></p> <p><b>See Moodle for additional prescribed and compulsory readings.</b></p>
Week 3: 30 September - 4 October	Lecture	<p>Cultural Diversity and Disruption</p> <ul style="list-style-type: none"> <li>• Printing; Urban Centres</li> <li>• Spanish Power in the Sixteenth Century; The Catholic Kings</li> <li>• The Rise of Female Kings in Europe</li> <li>• The Education of Women and Girls</li> </ul> <p><b>Lecture Preparation: Wiesner-Hanks, "Politics and Power, 1450-1600", 86-125.</b></p>
	Reading	See Moodle.
	Tutorial	<p>"Individuals in Society"</p> <p>Tutorial Preparation:</p> <p>Wiesner-Hanks: "Individual in Society", 50-85</p> <p><a href="https://doi-org.wwwproxy1.library.unsw.edu.au/10.1017/CBO9781139381192.004">https://doi-org.wwwproxy1.library.unsw.edu.au/10.1017/CBO9781139381192.004</a></p> <p><b>See Moodle for additional prescribed and compulsory readings.</b></p>

<p>Week 4: 7 October - 11 October</p>	<p>Lecture</p>	<p>Individuality, Self-Fashioning, and Self-Representation in the Late Medieval and Early Modern Periods.</p> <p><b>Lecture Preparation:</b></p> <p><b>Stephen Greenblatt, <i>Renaissance Self-Fashioning from More to Shakespeare</i>, Chicago: Chicago University Press, (1980) 2005, "Introduction", 1-10; and</b></p> <p><b>Laura Delbrugge (ed.), <i>Self-Fashioning and Assumptions of Identity in Medieval and Early Modern Iberia</i>, Leiden and New York, 2015, "Introduction" (extract), 1-7.</b></p> <p><b>***See Moodle for access options***</b></p>
	<p>Reading</p>	<p><b>See Moodle for prescribed and compulsory readings.</b></p>
	<p>Tutorial</p>	<p>"Education, Diversity, Disruption, Politics, and Power".</p> <p>Tutorial Preparation:</p> <p>Giovanni Pico della Mirandola , "Oration on the Dignity of Man", 1486 extract:</p> <p><a href="http://www.historyguide.org/intellect/pico.html">http://www.historyguide.org/intellect/pico.html</a></p> <p><b>See Moodle for additional prescribed and compulsory readings.</b></p>
<p>Week 5: 14 October - 18 October</p>	<p>Fieldwork</p>	<p><b>No Lecture this week.</b></p> <p>Field work at the Art Gallery of New South Wales to be undertaken during the normal three-hour lecture slot:</p> <p>"Individuality, Self-Fashioning, and Self-Representation in Renaissance and/or Early Modern Portraiture (Paintings and Sculpture)".</p> <p><b>You will be allocated into groups (for your groupwork assessment of 15%). Not only must you visit the AG of NSW as a group (preferably during your normal lecture time-slot of Tuesday, 9-12), but you must also take a digital photograph of yourself/yourself standing in front of the artwork for inclusion in your personal portfolio (for your personal portfolio assessment of 15%).</b></p>



	Group Work	<p>No scheduled tutorial this week.</p> <p><b>Field work at the Art Gallery of New South Wales : "Individuality, Self-Fashioning, and Self-Representation in Renaissance and/or Early Modern Portraiture".</b></p> <p>It is anticipated that you will make use of your normal tutorial time-slot (in a venue of your choice) to meet as a group to plan and draft your 10 minute tutorial assessment worth 15% of your final grade for this course.</p>
Week 6: 21 October - 25 October	Lecture	<p>Religious Fragmentation</p> <ul style="list-style-type: none"> <li>• Luther and the Reformation(s)</li> <li>• The Wars of Religion in Sixteenth Century France</li> <li>• Catherine de' Medici, regent and 'queen-mother' of France</li> </ul> <p><b>Lecture Preparation: Wiesner-Hanks, "Religious Reform and Consolidation, 1450-1600", 162-199.</b></p>
	Tutorial	<p><b>You will give your group presentations for your fieldwork assessment this week in tutorials.</b></p> <p>You are expected to provide a 10-minute group presentation, incorporating a PowerPoint presentation.</p>
	Assessment	<p>Individual Fieldwork Portfolios must be submitted via Turnitin <b>no later than 10.00 p.m., Monday October 22.</b></p>
Week 7: 28 October - 1 November	Lecture	<p>Politics and Power in the Seventeenth Century</p> <ul style="list-style-type: none"> <li>• Civil Wars in Britain</li> <li>• Thirty Years War and Crisis</li> </ul> <p><b>Lecture Preparation: Wiesner-Hanks, "Politics and Power, 1600-1789", 314-344.</b></p>
	Reading	<p><b>See Moodle for prescribed and compulsory readings.</b></p>
	Tutorial	<p>"Religious Fragmentation"</p> <p><b>Tutorial Preparation: See Moodle for prescribed and compulsory readings.</b></p>

Week 8: 4 November - 8 November	Lecture	Europe in the World: 1450-1600 <ul style="list-style-type: none"> <li>• Discovery, conversion and colonization</li> </ul> <b>Lecture Preparation: Wiesner-Hanks, "Europe in the World", 1450-1600, 236-276.</b>
	Reading	Tutorial Preparation: See Moodle
	Tutorial	Tutorial: <ul style="list-style-type: none"> <li>• The Road to the English Civil War</li> <li>• The King's Two Bodies - removing the head of the body politic</li> </ul> Tutorial Preparation: See Moodle.
	Assessment	Your 2,500 word research essay is due this week, <b>no later than 4.00 p.m. on Monday, November 4.</b>
Week 9: 11 November - 15 November	Lecture	Consolidation of Monarchy <ul style="list-style-type: none"> <li>• Politics and Power</li> <li>• France under Louis XIV</li> <li>• Russia under Peter I the Great and Catherine I of Russia; the phenomenon of powerful female tzars from Sophia Alekseyevna to Catherine II</li> <li>• Spain under Carlos II and Felipe V</li> </ul> <b>Lecture Preparation: Wiesner-Hanks, "Politics and Power", 328-337.</b>
	Reading	<b>See Moodle for prescribed and compulsory readings.</b>
	Tutorial	"Discovery and Expansion"; and  Topics to be covered in your end of term (2 hour) in-class test.
Week 10: 18 November - 22 November	Assessment	There will be a two-hour (120 minute) closed book test in your normal lecture slot (and in your normal lecture room) today.  It will consist of three parts: <ul style="list-style-type: none"> <li>• Part 1: Short Answer (10 marks)</li> <li>• Part 2: Long Answer (40 marks)</li> <li>• Part 3: An Essay Question (50 marks)</li> </ul>

		<b>Further details and guidelines will be found on Moodle.</b>
	Tutorial	<b>Tutorials will be held this week. Your attendance is still required.</b>  " Early Modern Trivia Challenge" (mini Mars Bars for the winning teams).

## Resources

### Prescribed Resources

The course textbook, **Merry Wiesner-Hanks, Early Modern Europe, 1450-1789, Cambridge: CUP, 2013**, is available to students in e-book format via the Library's electronic data bases here:

<https://www-cambridge-org.wwwproxy1.library.unsw.edu.au/core/books/early-moderneurope-14501789/03AB83FEEA7531D4AA80E1E25D9BC857#>

To access it remotely, they will need to sign in with their zID and password.

Additional compulsory readings on weekly topics can be found on the Moodle course page.

### Recommended Resources

These will be listed on the Moodle course page.

### Course Evaluation and Development

Student feedback will be gathered via MyExperience at the end of the course and through a brief in-class evaluation during the trimester.

## **Submission of Assessment Tasks**

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### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Image Credit

Piero di Cosimo, "Portrait de femme dit Simonetta Vespucci", (1490)

Musée de Condé, Chantilly, France.

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