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ARTS2272

The European World, 1500-1800

Semester One // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Zita Rohr	z.rohr@unsw.edu.au	Tuesday 9.00-11.00 a.m. By appointment only.	Morven Brown, Level 2, Room 211	Appointments via e-mail

Lecturers

Name	Email	Availability	Location	Phone
Zita Rohr	z.rohr@unsw.edu.au	Tuesday 9.00-11.00 a.m. 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 - 4:45pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: hal@unsw.edu.au

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; 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/>

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.

At the conclusion of this course the student will be able to

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
Research essay	50%	01/05/2018 04:00 PM	1,2,3,4,5,7
Tutorial facilitation	15%	Not Applicable	5,6
In-class test	20%	29/05/2018 11:00 AM	1,3,5
Tutorial participation	15%	Not Applicable	3,6

Assessment Details

Assessment 1: Research essay

Start date: Not Applicable

Length: 2000

Details: Major essay, broken down into essay outline and bibliography (10%) and 2000-word research essay (40%). Students write an outline (500 words) presenting the argument and structure of their essay; and the bibliography collected (at least four primary sources and five secondary sources) to substantiate their argument. Feedback via individual comments and rubric. Students revise that structure and write an essay (2000 words) based on independent research. Feedback via individual comments and rubric. The research essay is the final assessment for attendance purposes.

Additional details:

The **2000 word Research Essay is due to be submitted by** the gazetted date and time (**Tuesday, May 1 at 4.00 p.m.**). However, **all students will be required to submit a 500 word essay outline and proposed bibliography** via Turnitin (worth 10% of the final mark) no later than **Wednesday, April 4 at 4.00 p.m.** Additional details, guidelines, and topics will be available via Moodle.

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

Assessment 2: Tutorial facilitation

Start date: Not Applicable

Details: Students are assigned topics to prepare and facilitate discussion (30 minutes). Assessment by tutor of level of preparation and skills in facilitating the group discussion. Feedback via rubric also provided by peers.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: In-class test

Start date: Not Applicable

Details: Students complete a two-hour test including short and longer-answer questions. Students receive a mark and can consult the lecturer for further feedback.

Turnitin setting: This is not a Turnitin assignment

Assessment 4: Tutorial participation

Start date: Not Applicable

Details: Students participate in class discussions after having done background reading based on course readings and materials. Students receive rubrics with assessment criteria at the beginning of term, and also evaluate their own participation in each tutorial on the basis of a self-assessment rubric. Feedback provided via individual comments, rubric and in-class discussion.

Turnitin setting: This is not a Turnitin assignment

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

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. 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.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

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 information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

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>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Lecture	<p>Course Introduction</p> <p>Europe ca. 1450</p> <p>Lecture Preparation: Reading from course textbook. See details under heading below, "Reading"</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: https://www-cambridge-org.wwwproxy1.library.unsw.edu.au/core/books/early-modern-europe-14501789/03AB83FEEA7531D4AA80E1E25D9BC857# To access it remotely, you will need to sign in with your zID and password. The lecture preparation reading must be read prior to each week's lecture.</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. While all students are expected to prepare for the weekly tutorial sessions, each week, designated students (2-3 per tutorial) will be rostered on to initiate and enhance tutorial discussion based on the specified tutorial preparation readings for their allocated week. This will form part of the compulsory assessment (15%) of your coursework. The roster for this assessment task will be uploaded to Moodle during Week 1 of the course.</p> <p>As there is no scheduled tutorial this week, you have only one category of reading to tackle prior to the two-hour lecture on February 27 at 11.00 a.m.</p> <p>Lecture Preparation: Wiesner-Hanks, "Introduction"</p>

		pp. 1-16 and "Europe in the World of 1450", 18-49. https://doi-org.wwwproxy1.library.unsw.edu.au/10.1017/CBO9781139381192.001 https://doi-org.wwwproxy1.library.unsw.edu.au/10.1017/CBO9781139381192.003
	Tutorial	No tutorials this week.
Week 2: 5 March - 11 March	Lecture	Individuality? <ul style="list-style-type: none"> • Individuals in Society • Making a life, the life-cycle of a person <p>Lecture Preparation: Reading from course textbook. See details under heading below, "Reading"</p>
	Reading	Lecture Preparation: Wiesner-Hanks: "Individual in Society" 50-85 https://doi-org.wwwproxy1.library.unsw.edu.au/10.1017/CBO9781139381192.004 Tutorial Preparation: <ol style="list-style-type: none"> 1. Jacques de Vitry, "On Student Life in Paris", ca. 1225, <i>Translations and Reprints from the Original Sources of European History</i>, Vol. 2, N°3, Philadelphia: University of Philadelphia Press, ca. 1907, 19-21 https://archive.org/stream/translationsrepr02univiala#page/n93/mode/2up or https://sourcebooks.fordham.edu/source/vitry1.html 2. "Statutes of Gregory IX for the University of Paris 1231", these were issued following the two-year closure of the University of Paris from 1229-1231. The closure was ordered by the then fourteen-year old Louis IX, upon the advice of his mother, Blanche of Castile, following the Shrove Tuesday riots of 1229, and their accompanying strikes by staff and students. The young king's royal authority was strengthened by his actions, and the University was reformed and empowered by Gregory's statutes. https://sourcebooks.fordham.edu/source/UParis-stats1231.html 3. "The Day of a University Student in

		<p>Louvain", Belgium 1476, Hastings Rashdall, <i>The University of the European Middle Ages</i>, Oxford: The Clarendon Press, 1895, Vol. 2, Part II, 766 for the Latin original: https://archive.org/stream/universitiesofeu22unse#page/766/mode/2up Don't panic, Wiesner-Hanks has helpfully translated this text into English for us. Go to http://www.cambridge.org/features/wiesnerhanks/primary_sources.html click on the 'Primary Sources for Chapter 1' button and scroll down to document 8.</p> <p>4. The "Carmina Burana" Go again to the companion website for Wiesner-Hank's textbook: http://www.cambridge.org/features/wiesnerhanks/primary_sources.html , click on the 'Primary Sources for Chapter 1' button and scroll down to document 9. You might also wish to listen to Carl Orff's version of it here: https://archive.org/details/CarminaBurana_451</p>
Tutorial	Tutorial Topic: "University Life".	<p>Discussion Questions:</p> <ul style="list-style-type: none"> • What was the medieval university? • Why were they founded? • Where were they located? • Who attended? • What was the curriculum? • What was the pedagogy? • To what extent does the modern university rest upon its medieval model? Think about things like dress; administrative structure; curriculum; student life; town vs gown; types of degrees etc.. • What is the <i>Carmina Burana</i>? • Who were the Goliards? • What are the themes and topics covered in the <i>Carmina Burana</i>? • How does the capricious nature of the goddess Fortuna bind together the various parts of the manuscript? • Why has the <i>Carmina Burana</i> proved so durable? • Why did Carl Orff choose to set it to music in the mid-1930s?

<p>Week 3: 12 March - 18 March</p>	<p>Lecture</p>	<p>Culture and Learning</p> <ul style="list-style-type: none"> • The Italian City States • Renaissance Humanism • Pico and Machiavelli <p>Lecture Preparation: Reading from course textbook. See details under heading below, "Reading"</p>
	<p>Reading</p>	<p>Lecture Preparation: Wiesner-Hanks, "Cultural and Intellectual Life, 1450-1600", 126-161</p> <p>https://doi-org.wwwproxy1.library.unsw.edu.au/10.1017/CBO9781139381192.006</p> <p>Tutorial Preparation:</p> <ol style="list-style-type: none"> 1. Wiesner-Hanks, Chapter 2, 75-83 https://doi-org.wwwproxy1.library.unsw.edu.au/10.1017/CBO9781139381192.004 2. Royal Ordinances Regarding Inheritance in Sixteenth Century Portugal" Darlene Abreu-Ferreira ed. and trans. <i>Ordenações do Senhor Rey D. Manuel</i>, Volume IV, Coimbra: Na Real Imprensa da Universidade, 1797, 183-188. Go to Wiener-Hanks's Primary Sources for Chapter 2, scroll down to document 4. For the extract go to http://www.cambridge.org/features/wiesnerhanks/primary_sources.html 3. Newspaper article, "How Shakespeare's 'second best bed' bequest was an act of love" http://www.telegraph.co.uk/news/2016/04/04/how-shakespeares-second-best-bed-bequest-was-an-act-of-love/
	<p>Tutorial</p>	<p>Tutorial: Individuals in Society - Possession: objects and ownership.</p> <p>Thinking Points for Reading and Discussion:</p> <ul style="list-style-type: none"> • The ways in which objects were acquired, but also look at their 'material culture', at patterns of ownership in different social

		<p>groups, and also at what objects and their acquisition can tell us about, among other things, the ties between people, the history of comfort, and notions of luxury, necessity and connoisseurship.</p> <ul style="list-style-type: none"> • Think about some particular objects and their possible significances, such as beds, books, clocks, clothes, coffee pots, pots and pans, mirrors and animals.
Week 4: 19 March - 25 March	Lecture	<p>Cultural Diversity and Disruption</p> <ul style="list-style-type: none"> • Printing; Urban Centres • Spanish Power in the Sixteenth Century; The Catholic Kings • The Rise of Female Kings in Europe • The Education of Women and Girls <p>Lecture Preparation: Reading from course textbook. See details under heading below, "Reading"</p>
	Reading	<p>Lecture Preparation: Wiesner-Hanks, "Politics and Power, 1450-1600", 86-125</p> <p>https://doi-org.wwwproxy1.library.unsw.edu.au/10.1017/CBO9781139381192.005</p> <p>Tutorial Preparation:</p> <ol style="list-style-type: none"> 1. Giovanni Pico della Mirandola , "Oration on the Dignity of Man", 1486 extract: http://www.historyguide.org/intellect/pico.html 2. Niccolò Machiavelli, <i>The Prince</i>, 1532, Chapters 17 and 18, "Fear and Punishment": http://www.constitution.org/mac/prince17.htm and "Concerning the Way in which Princes Should Keep Faith": http://www.constitution.org/mac/prince18.htm 3. Explanatory reading to assist with the Machiavelli selection: Erica Benner ed., <i>Machiavelli's Prince: A New Reading</i>, Oxford: OUP, 2014, "Fear and Punishment" e-book available from Oxford Scholarship Online via the Library electronic databases. For remote access you will need to login with your zID and password.

<http://www.oxfordscholarship.com.proxy1.library.unsw.edu.au/view/10.1093/acprof:oso/9780199653638.001.0001/acprof-9780199653638-chapter-18> (different chapter numeration for Chapter 17) and
<http://www.oxfordscholarship.com.proxy1.library.unsw.edu.au/view/10.1093/acprof:oso/9780199653638.001.0001/acprof-9780199653638-chapter-19> (different chapter numeration for Chapter 18).

Further Reading:

- Quentin Skinner, *Machiavelli*, Oxford: OUP, 1981. UNSW Library: Canberra, Academy Library Main Collection, **JC 143 .M4 S57 1981**
- Quentin Skinner, *The Foundations of Modern Political Thought*, Vol. 1, Cambridge: CUP, 1978. UNSW Library e-book access <https://quod-lib-umich-edu.proxy1.library.unsw.edu.au/cgi/t/text/text-idx?c=acls;idno=heb04034.0001.001>
- Quentin Skinner, *Machiavelli. A Very Short Introduction*, Oxford: OUP, 2000. Available as an e-book via UNSW Library: <http://www.veryshortintroductions.com.proxy1.library.unsw.edu.au/view/10.1093/actrade/9780192854070.001.0001/actrade-9780192854070>
- Stanford Encyclopedia of Philosophy, "Giovanni Pico della Mirandola", <https://plato.stanford.edu/entries/pico-della-mirandola/>
- Harvey C. Mansfield, *Machiavelli's Virtue*, Chicago and London: University of Chicago Press, 1998. UNSW Library, **S 320.1092/13**
- Timothy Fuller ed., *Machiavelli's Legacy: The Prince After Five Hundred Years*, Philadelphia, University of Pennsylvania Press, 2016. UNSW Library, **320.1/255**

Tutorial

Tutorial: Politics and Power, Virtue, and Human

		<p>Dignity</p> <p>Thinking Points for Reading and Discussion:</p> <ul style="list-style-type: none"> • What is Pico's understanding of human dignity? • What is self-fashioning? • What is humanity's special ability in creation? • What distinguishes 'real' humans from other forms of creation? • What is the purpose of human life, and how is it achieved? • What kind of behaviour is 'natural' to humankind? • How does Machiavelli understand virtue? Does his understanding diverge from Platonic, Aristotelean, and Christian understandings of virtue? If so, how and why? • What is there in common between Miranda and Machiavelli? What perspectives and assumptions might they share? Where do they diverge? • Machiavelli's work was controversial from the start, but why? Was it wrong, or only too raw in its assessment of politics and the levers of power?
<p>Week 5: 26 March - 1 April</p>	<p>Lecture</p>	<p>Religious Fragmentation</p> <ul style="list-style-type: none"> • Luther and the Reformation(s) • The Wars of Religion in Sixteenth Century France • Catherine de' Medici, regent and 'queen-mother' of France <p>Lecture Preparation: Reading from course textbook. See details under heading below, "Reading"</p>
	<p>Reading</p>	<p>Lecture Preparation: Wiesner-Hanks, "Religious Reform and Consolidation, 1450-1600", 162-199.</p> <p>Tutorial Preparation:</p> <ul style="list-style-type: none"> • Stanford Encyclopedia of Philosophy, "Thomas More", https://plato.stanford.edu/entries/thomas-more/ <p>From Gerard B. Wegemer and Stephen W. Smith</p>

eds, *A Thomas More Source Book*, Washington DC: The Catholic University of America Press, 2004. **These readings are not yet available via the UNSW Library. Access options to be advised via Moodle.** Follow the link address and guidelines for reading 5 (Thomas More)

1. "Letters to his Children", 201-203
2. "Letter to Oxford University", 204-211
3. "Petition for Free Speech", 240-241
4. "Trial and Execution", 352-355
5. Thomas More, *Utopia*, <http://theopenutopia.org/wp-content/uploads/2012/09/Open-Utopia-fifth-proofs-facing-amended.pdf> Scroll down the pdf. document to page 90 (Book 1: "Of the Discussion which the Exceptional Man Raphael Hythloday Held Concerning the Best State of a Commonwealth, by Way of the Illustrious Man Thomas More, Citizen and Undersheriff of the Glorious City of London in Britain") and read up to page 121 (end at the sentence, "That it could never take place in England without endangering the whole nation.")

Further Reading:

- Quentin Skinner, *The Foundations of Modern Political Thought*, Vol. 1, Cambridge: CUP, 1978, UNSW Library e-book
access: <https://quod-lib-umich-edu.wwwproxy1.library.unsw.edu.au/cgi/t/text/text-idx?c=acls;idno=heb04034.0001.001> , pp. 215-218, 255-262
- Gerard Wegemer, *Thomas More on Statesmanship*, Washington DC: The Catholic University Press of America, 1996, UNSW Library, **S321.07/98**
- A. D. Cousins and Damian Grace eds, *A Companion to Thomas More*, Madison: Fairleigh Dickenson University Press, 2009, UNSW Library, **828.2/MOR/C-29**
- John Willinsky, *The Intellectual Properties of Learning: A Prehistory from St Jerome to John Locke*, Chicago: Chicago University Press, 2017. I have requested the purchase of the e-book version by UNSW Library.

Tutorial

Tutorial: Education, Diversity, Disruption, Politics, and Power.

		<p>Thinking Points for Reading and Discussion:</p> <p>Various scholars have made diverse claims regarding Thomas More; the man, the humanist, and his work. Here are a few of them to consider as you read and prepare for your tutorial.</p> <ul style="list-style-type: none"> • His letters are rhetorically crafted - does this mean they contain no truth? • His writings stand as works of art - are they merely 'artful' or do they contain hints as to the 'real' man and his commitment to English humanist endeavour? • His writings cannot be taken at face value. Read against the grain, what inner meanings and hidden truths might they reveal? • Can they be said to represent the best account of his state of mind at the time of their writing? • Was he a humanist in action? • Reality vs illusion? • Was he engaged in using humanist learning to advance and defend the humanist project? • What can be said of his complex self-representation? His motives? The context of the time in which he lived? The monarch whom he served? • What about More's <i>Utopia</i> of 1516? Is a 'perfect' society possible without absolute obedience and an interdiction against personal property? • In what ways is More's <i>Utopia</i> consistent with the values of humanism and in what ways does he critique them?
Break: 2 April - 8 April	Assessment	<p>Your 500 word essay outlines are due this week via Turnitin (worth 10% of the final mark) no later than Wednesday, April 4 at 4.00 p.m. More information and guidelines are to be found on Moodle.</p>
Week 6: 9 April - 15 April	Lecture	<p>Politics and Power in the Seventeenth Century</p> <ul style="list-style-type: none"> • Civil Wars in Britain • Thirty Years War and 'Crisis' <p>Lecture Preparation: Reading from course textbook. See details under heading below, "Reading"</p>

	Reading	<p>Lecture Preparation: Wiesner-Hanks, "Politics and Power, 1600-1789", 314-344</p> <p>Tutorial Preparation:</p> <ol style="list-style-type: none"> 1. An Introduction to Augustine and Human Nature: https://www.youtube.com/watch?v=3pPfPM0aDZA 2. A quick and dirty introduction to Augustine and Human Nature: https://www.youtube.com/watch?v=3pPfPM0aDZA 3. Quentin Skinner, <i>The Foundations of Modern Political Thought</i>, Vol 2, Cambridge: CUP, 1978, UNSW Library e-book access: https://quod-lib-umich-edu.wwwproxy1.library.unsw.edu.au/cgi/t/text/text-idx?c=acls;idno=heb04034.0002.001 , pp. 3-19 4. Martin Luther, <i>The Ninety Five Theses</i>, http://www.luther.de/en/95thesen.html
	Tutorial	<p>Tutorial: Augustine and Human Nature; Luther's 95 <i>Theses</i>, Renaissance Individualism</p> <p>Thinking Points For Reading and Discussion:</p> <ul style="list-style-type: none"> • What is an Augustinian understanding of human nature? • How is it evident in Luther's <i>Ninety-Five Theses</i>? • What is justification by faith alone (sola fide)? • Does it contribute to a broader Renaissance discourse of individualism? If so, how?
Week 7: 16 April - 22 April	Lecture	<p>Europe in the World Part 1, 1450-1600</p> <ul style="list-style-type: none"> • Discovery, conversion and colonization <p>Lecture Preparation: Reading from course textbook. See details under heading below, "Reading"</p>
	Reading	<p>Lecture Preparation: Wiesner-Hanks, "Europe in the World", 1450-1600, 236-276</p>

	<p>Tutorial Preparation:</p> <ol style="list-style-type: none"> 1. Ernst Hartwig Kantorowicz, <i>The King's Two Bodies: a study in mediaeval political theology</i>, Princeton N.J.: Princeton University Press, 1997. UNSW Library e-book access: https://quod-lib-umich-edu.wwwproxy1.library.unsw.edu.au/cgi/t/text/text-idx?c=acls;idno=heb01504.0001.001 2. James I of England, extract from "The True Law of Free Monarchies" (<i>The Trve Lawe of free Monarchies: Or, The Reciproock and Mvtvall Dvtie Betwixt a free King, and his naturall Subiectes</i>), 1598, https://www.wwnorton.com/college/english/nael/noa/pdf/27636_17th_U42_James-1-2.pdf 3. Wiesner-Hanks, 338-344. 4. Wiesner-Hanks, Source 25, "Gerrard Winstanley and the True Levellers", text box, p. 341. 5. "The Charge of the Commons of England against Charls Stuart King of England" (1648), https://ia802308.us.archive.org/20/items/chargeofcommonso00grea/chargeofcommonso00grea.pdf 6. "King Charls Scaffold Speech" (1649), http://anglicanhistory.org/charles/charles1.html
Tutorial	<p>Tutorial:</p> <ul style="list-style-type: none"> • The Road to the English Civil War • The King's Two Bodies - removing the head of the body politic <p>Thinking Points for Reading and Discussion:</p> <ul style="list-style-type: none"> • What were the political implications for the succession to the English throne of Elizabeth I dying childless? • What is the central thesis of King James I's essay, "The True Law of Free Monarchies"? • To whom was it addressed? • What necessitated it? • Why is it considered to be so remarkable?

		<ul style="list-style-type: none"> • Why could the Commons not accept the social criticism offered up by the True Levellers? • What was the principal point of disagreement between the Commons and Charles I regarding its/his laws and his kingship, 'by the grace of God'? Refer to James I/IV's essay (reading 2 for this week). In a nutshell, James saw the divine right of kings as an extension of the apostolic succession. Remember, he was Charles I's father and immediate successor. It is also worth recalling that Charles's mother, Anna of Denmark (d. 1619) was known for her assertive independence. • Explain the concept of the king's two bodies and its importance, if any, to Charles I's execution by beheading. • As the commonwealth/republic did not endure for very long after his death, was Cromwell's revolution ultimately a failure?
Week 8: 23 April - 29 April	Lecture	<p>Consolidation of Monarchy</p> <ul style="list-style-type: none"> • Politics and Power: • France under Louis XIV • Russia under Peter I the Great and Catherine I of Russia • Spain under Carlos II and Felipe V <p>Lecture Preparation: Reading from course textbook. See details under heading below, "Reading"</p>
	Reading	<p>Lecture Preparation: Wiesner-Hanks, "Politics and Power", 328-337,</p> <p>Tutorial Preparation:</p> <ol style="list-style-type: none"> 1. "Spain cracks King Ferdinand I of Aragon's 500-year-old secret code", https://www.bbc.com/news/amp/world-europe-42931940 2. Christopher Columbus, <i>Journal</i> extract (1492) http://http:sourcebooks.fordham.edu/Halsall/source/columbus1.asp 3. Columbus's Letter to the King and Queen of Spain (ca.

1494)

<http://sourcebooks.fordham.edu/halsall/source/columbus2.asp>

4. Sidi Ali Reis "Mirat ul Memalik" (Mirror of Countries)
1557,
<https://sourcebooks.fordham.edu/source/16CSidi1.asp>
5. Francisco de Vitoria, *Political Writings*, Cambridge: CUP, 1991, "On the American Indians", 239-250, UNSW Library, **S 303.3/30**

Further Primary Readings:

- Anon., "A true declaration of the estate of the colonie in Virginia", London; 1610, pp. 6-9, available electronically via UNSW Library Electronic Databases, Early English Books Online:
http://eebo.chadwyck.com/wwwproxy1.library.unsw.edu.au/search/full_rec?SOURCE=c onfig.cfg&ACTION=ByID&ID=99857417
- John Donne, "A sermon preached to the honorable company of the Virginian plantation", (London, 1622), pp. 25-27, available via UNSW Library Electronic Databases,
http://eebo.chadwyck.com/wwwproxy1.library.unsw.edu.au/search/full_rec?SOURCE=p gthumbs.cfg&ACTION=ByID&ID=99857177 &FILE=../session/1517578577_17967&SEARCHSCREEN=CITATIONS&SEARCHCON FIG=var_spell.cfg&DISPLAY=AUTHOR
- Robert Gray, *A Good Speed to Virginia*, (London, 1609),
http://eebo.chadwyck.com/wwwproxy1.library.unsw.edu.au/search/full_rec?SOURCE=p gthumbs.cfg&ACTION=ByID&ID=99841565 &FILE=../session/1517711100_16579&SEARCHSCREEN=CITATIONS&SEARCHCON FIG=var_spell.cfg&DISPLAY=AUTHOR

Further Secondary Readings:

- Anthony Pagden, *Lords of All the World. Ideologies of Empire in Spain, Britain and France*, New Haven: YUP, 1995, Chapter 3, UNSW Library, **S 325.320903/1**

	<ul style="list-style-type: none"> • Andrew Fitzmaurice, "Moral Uncertainty in the dispossession of native Americans", in Peter Mancall ed., <i>The Atlantic World and Virginia 1550-1624</i>, Chapel Hill, 2007, 383-409. Not yet available via UNSW Library. Check Moodle for access options.
Tutorial	<p>Tutorial: Discovery and Expansion</p> <p>Thinking Points for Reading and Discussion:</p> <ul style="list-style-type: none"> • What might the cracking of Ferdinand I of Aragon's secret code for communicating with his generals reveal to us about the power and the authority of one of the first iterations of absolute monarchy - that of Isabel I of Castile and Ferdinand I of Aragon, the Catholic Kings - and their reach and territorial ambitions? • Was Columbus an intrepid explorer who brought two worlds together, or a ruthless exploiter who brought colonialism and slavery? • How did his discovery change the course of history? • Columbus's letter to the King and Queen of Spain is more than a report of discovery and exploration; it is rather a reflection upon the nature of the Spanish conquest of the Americas. What does it tell us? • Was Francisco de Vitoria a critic or a defender of the Spanish Empire? • What did European explorers, conquerors, and colonists have in common with their non-European counterparts? Are there points of divergence? Reflect upon these issues by referring to the seafarer-explorer Columbus's Letter to the King and Queen of Spain ca. 1494 and the extract from the 'Mirror of Countries' of the Turkish Admiral Sidi Ali Reis 1557. • Another way to understand what it was to be an individual was through the idea of possessing rights. How does Vitoria understand the relationship between natural law and rights? What is the context for his writings? • How do rights come to be turned against first peoples and existing populations? Think about this broadly - both in terms of European and non-European territorial

		expansion and imperial aspirations.
Week 9: 30 April - 6 May	Lecture	<p>Intellectual Challenge(s) in the Eighteenth Century</p> <ul style="list-style-type: none"> • The Enlightenment and the Circulation of Ideas <p>Lecture Preparation: Reading from course textbook. See details under heading below, "Reading"</p>
	Reading	<p>Lecture Preparation: Wiesner-Hanks, "Cultural and Intellectual life, 1600-1789"</p> <p>Tutorial Preparation:</p> <ol style="list-style-type: none"> 1. Louis XIV's revocation of the Treaty of Nantes, 1685, http://history.hanover.edu/texts/nonantes.html 2. Peter the Great and the Rise of Russia: Peter the Great in the eyes of foreigners, 1698-1730, http://sourcebooks.fordham.edu/halsall/mod/petergreat.asp 3. Lady Mary Wortley Montagu, <i>Turkish Embassy Letters</i>, "Dining with the Sultana", 1718, http://sourcebooks.fordham.edu/halsall/mod/1718montague-sultana.asp
	Tutorial	<p>Tutorial: Consolidation of Monarchy</p> <p>Biographical Note:</p> <ul style="list-style-type: none"> • <i>Lady Mary Wortley Montagu</i>, "The Turkish Embassy Letters", 1763: Lady Mary Wortley Montagu was an English essayist and poet, whose husband was the English ambassador to Turkey. She accompanied her husband to Istanbul, and wrote a series of letters to family and friends describing her impressions of the country. These were not simply impromptu personal letters; Montagu shaped the whole body of letters as a group, and entrusted copies to a friend, who published them shortly after her death. As a woman, Montagu had access to the women of the Ottoman court and in our primary source reading for this week's tutorial, she discusses her experiences having dinner with the sultan's wife.

		<p>Thinking Points for Reading and Discussion:</p> <ul style="list-style-type: none"> • The Edict of Nantes, proclaimed in 1598, sought to end the Wars of Religion in France. It granted French Protestants freedom of conscience and allowed them to worship publicly. But we should perhaps understand the Edict as an armistice rather than a durable and definitive end to hostilities. Read the relevant primary source carefully to discover Louis XIV's motivations and arguments for revoking it in 1685. What was his agenda? What context for his actions should we take into account? Think about his early reign as a minor (underage) king. While Louis's Fontainebleau proclamation of 1685 was greeted with widespread enthusiasm, did it eventually cause more harm than good? • In what ways did Peter the Great reform the economy and government of Russia through Westernization? • What were the primary differences between Russia and the West by the 18th century? • In what ways did Peter the Great's reforms transform the concept of the Empire? • <i>The Turkish Embassy Letters</i> chronicle the encounters of a curious mind with numerous aspects of a foreign culture in frank and witty language. Discuss. • Why is such epistolary important to the twenty-first century researcher? What might it reveal to us?
	Assessment	<p>Your 2000 word Research Essay (40%) is due this week. It must be submitted via Turnitin no later than Tuesday, May 1 by 4.00 p.m.</p>
Week 10: 7 May - 13 May	Lecture	<p>'Enlightened' Absolutism</p> <ul style="list-style-type: none"> • 'Enlightened' rule in Russia, France, and the Habsburg Territories <p>Lecture Preparation: Reading from course textbook. See details under heading below, "Reading"</p>
	Reading	<p>Lecture Preparation: Wiesner-Hanks, <i>Politics and Power 1600-1789</i>, 344-363".</p> <p>Tutorial Preparation:</p>

		<ol style="list-style-type: none"> 1. Francis Bacon, <i>New Atlantis</i>, 1627, http://sourcebooks.fordham.edu/halsall/mod/1627bacon-atlantis.asp 2. Montesquieu, <i>The Spirit of the Laws</i>, 1748, extract: http://sourcebooks.fordham.edu/halsall/mod/montesquieu-spirit.asp , full text: http://www.constitution.org/cm/sol.htm
	Tutorial	<p>Tutorial: Intellectual Challenge in the Eighteenth Century</p> <p>Thinking points for Reading and Discussion:</p> <ul style="list-style-type: none"> • How does Bacon's <i>New Atlantis</i> differ from More's <i>Utopia</i>? How do the objectives of each differ? • In Bacon's <i>New Atlantis</i>, what relationship between humans and the natural world is implied by the experimental goings-on at Solomon's House? • Would you prefer to live in Bensalem, or in Utopia? Why? • How does Bacon in the <i>New Atlantis</i> treat religious issues? Why? What is his agenda here? Does he seek to believe, or to deceive? • What is the central theme of Montesquieu's <i>The Spirit of the Laws</i>? • In his <i>The Spirit of the Laws</i>, who does Montesquieu argue should hold executive and legislative powers? • According to Montesquieu, what is the main purpose of government? What did he determine was the best form of government? Why? • What was the context of Montesquieu's writing of <i>The Spirit of the Laws</i>? How did various political events influence his reflections? • In what way did Montesquieu partially misinterpret the exercise of political power in England?
Week 11: 14 May - 20 May	Lecture	<p>The French Revolution</p> <ul style="list-style-type: none"> • The outbreak of revolution in France • Robespierre and the Reign of Terror

	<ul style="list-style-type: none"> • Responses to the French Revolution • Condorcet: the 'woman' question (1790) • Women's voices raised in protest; Olympe de Gouges (1791), and Mary Wollstonecraft (1792) <p>Lecture Preparation: Reading from course textbook. See details under heading below, "Reading"</p>
Reading	<p>Lecture Preparation:</p> <ul style="list-style-type: none"> • Gwynne Lewis, " The 'People' and the French Revolution", http://www.tees.ac.uk/schools/lahs/rev_france/frenrev/resource/people.htm <p>Tutorial Preparation:</p> <p>Biographical Note: <i>Luise Gottsched</i> was one of the brightest women of the 18th Century. She wrote exceedingly well. But after her husband began his <i>Dictionary of the German Language and Model Grammar</i> she dropped all her own literary work to assist him. As is often the case, fame has been unjust: her husband received all the credit, while his wife did all, or nearly all, of the work. Morning, noon, and night for thirty years Luise toiled at this verbal drudgery; and when she was sick, worn out at age forty-seven, her husband whined, publicly, because she did not always "answer pleasantly" when he called her from her invalid's couch to copy his interminable manuscripts. She died at the age of fifty-nine.</p> <ol style="list-style-type: none"> 1. Luise Gottsched: "Description of the Empress Maria Theresa", 1749, https://sourcebooks.fordham.edu/mod/1749/gottschen-mariatheresa.asp 2. "Catherine II the Great", http://sourcebooks.fordham.edu/Halsall/mod/18catherine.asp 3. "The Decline of the Holy Roman Empire and the Rise of Prussia", http://sourcebooks.fordham.edu/Halsall/mod/hre-prussia.asp
Tutorial	Tutorial: 'Enlightened' Absolutism

		<p>Thinking Points for Reading and Discussion:</p> <ul style="list-style-type: none"> • What does Luise Gottsched's account of her encounter with Empress Maria Theresa reveal to us about both the observed and the observer? • Describe some of the outward displays of monarchical absolutism used by European rulers (such as Maria Theresa) to illustrate their ideas of royal authority. • To what extent did the Enlightenment philosophy influence European rulers in the 18th century? • To what extent did absolutist monarchs such as Maria Theresa (and Joseph II) of Austria, Friedrich II the Great of Prussia, and Catherine II the Great of Russia, advance, or fail to advance Enlightenment ideals? Or, were they just in the business of manipulating them to further their absolutist agendas? Think about these issues critically and objectively rather than cynically and subjectively (leave your twenty-first century baggage at the door). • Why, and how, was Catherine the Great able to establish a greater degree of absolutism in Russia than her contemporary Habsburg rulers managed to achieve in Austria? • Were these rulers 'Enlightened', merely despotic, or an amalgam of both?
<p>Week 12: 21 May - 27 May</p>	<p>Lecture</p>	<p>Europe in the World Part 2, 1600-1789</p> <ul style="list-style-type: none"> • Explorations • Trade and Colonies • Colonies, difference and race • The effects of colonialism <p>Lecture Preparation: Reading from course textbook. See details under heading below, "Reading"</p>
	<p>Reading</p>	<p>Lecture Preparation: Wiesner-Hanks, "Europe in the World, 1600-1789", 490-538</p> <p>Tutorial Preparation:</p> <ol style="list-style-type: none"> 1. "Jeremy

- Bentham", <http://www.iep.utm.edu/bentham/>, especially section 5.b. "Rights"
2. "Declaration of the Rights of Man and Citizen" (1789), http://avalon.law.yale.edu/18th_century/rightsof.asp
 3. "The History of Feminism: Marie-Jean-Antoine-Nicolas de Caritat, marquis de Condorcet", <https://plato.stanford.edu/entries/histfem-condorcet>
 4. Condorcet, "The Admission of Women to the Rights of Citizenship" (1790), <http://oll.libertyfund.org/titles/condorcet-on-the-admission-of-women-to-the-rights-of-citizenship>
 5. Olympe de Gouges, "The Declaration of the Rights of Woman" (1791), <https://sourcebooks.fordham.edu/mod/1791degouge1.asp>
 6. Mary Wollstonecraft, "A Vindication of the Rights of Women", (1792), <https://sourcebooks.fordham.edu/mod/mw-vind.asp>

Further Primary Reading:

- Jeremy Bentham, 'On the use and abuse of the word Right', in *The Collected Works of Jeremy Bentham. Rights, representation and reform: Nonsense upon stilts and other writings upon the French Revolution*, Philip Schofield, Catherine Pease-Watkin and Cyprian Blamires eds, Oxford: OUP, 2002, 398-401. Not available via UNSW Library, request interlibrary loan. Check Moodle for additional access options.
- Jeremy Bentham, 'Nonsense upon stilts', *The Collected Works of Jeremy Bentham. Rights, representation and reform: Nonsense upon stilts and other writings upon the French Revolution*, Philip Schofield, Catherine Pease-Watkin and Cyprian Blamires eds, Oxford: OUP, 2002, 318-330. Not available via UNSW Library, request interlibrary loan. Check Moodle for additional access options.

	<ul style="list-style-type: none"> • Jeremy Bentham, "Offenses against one-self" (ca. 1785) http://www.columbia.edu/cu/lweb/eresources/exhibitions/sw25/bentham/index.html <p>Further Secondary Reading:</p> <ul style="list-style-type: none"> • "Jeremy Bentham", https://plato.stanford.edu/entries/bentham/ • Amanda Alexander, "Betham, Rights and Humanity", in <i>Journal of Betham Studies</i>, Vol. 6 (2003), http://discovery.ucl.ac.uk/654/2/006_Alexander_2003.pdf • Jeremy Waldron, ed., <i>Nonsense upon stilts: Bentham, Burke and Marx on the Rights of Man</i>, London, 1987 UNSW Library: Law Library Law L/ KM201/W1/1 and ADFA Canberra, Academy Library Main Collection JC 571 .W145 1987
Tutorial	<p>Tutorial : Triggers and Responses to the French Revolution</p> <p>Thinking Points for Reading and Discussion:</p> <ul style="list-style-type: none"> • What understanding of rights led to the revolutions of the 18th century? Whence did they emerge? • How revolutionary was the French Revolution in political, social and cultural terms? To what extent did the French Revolution deliver on its promises? • Consider the political, economic and social position of women in 18th century France. Did the women of France have more motivation or potential for revolution than the men? • What role did women play in the Revolution? Were they simply a reactionary force—as when bread shortages prompted a march on Versailles—or an active part of the revolutionary public? • Did women have an Enlightenment? • How are men responsible for women's low social and moral status, according to Condorcet, Gouges, and Wollstonecraft?

		<ul style="list-style-type: none"> • How does Wollstonecraft subvert traditional gender norms in the style of her writing? • According to Wollstonecraft, how were women responsible for their own denigrated status in her time? • What is Bentham's objection to the idea of natural rights?
	Assessment	Guidelines and questions for the in-class, closed book test to be held during the lecture time slot of Week 13 will be released this week (Week 12). Details will appear on Moodle.
Week 13: 28 May - 3 June	Assessment	<p>This two-hour CLOSED-BOOK in-class test is a compulsory course requirement, and counts for 20% of overall assessment. While you will have one week to prepare your responses, CLOSED BOOK means just that; you will not be permitted to refer to notes, or use your laptops, tablets, smartphones etc. for the duration of the test, which will be conducted under examination conditions. It will be held on Tuesday May 29, at 11.00 a.m. to 1.00 p.m. in the usual space we have met for our weekly lectures.</p> <p>In case(s) of emergency or other compelling circumstances that prevent you from attending this Test on Tuesday, May 29 from 11.00 a.m.-1.00 p.m. in Central Lecture Block 4 (our usual Lecture Room) you will need to provide appropriate documentation. If that happens please contact me without delay. An alternative test time may then be arranged at a mutually convenient time and place.</p>
	Tutorial	<p>Tutorials will be held this week. Your attendance is still required.</p> <p>Tutorial: Early Modern Trivia Challenge (mini Mars Bars for the winning teams).</p>

Resources

Prescribed Resources

ARTS 2272 Course Textbook:

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

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

Week 2 Tutorial Resources:

- Jacques de Vitry, "On Student Life in Paris", ca. 1225, *Translations and Reprints from the Original Sources of European History*, Vol. 2, N°3, Philadelphia: University of Philadelphia Press, ca. 1907, 19-21 <https://archive.org/stream/translationsrepr02univiala#page/n93/mode/2up> or <https://sourcebooks.fordham.edu/source/vitry1.html>
- "Statutes of Gregory IX for the University of Paris 1231", these were issued following the two-year closure of the University of Paris from 1229-1231. The closure was ordered by the fourteen-year old Louis IX, upon the advice of his mother, Blanche of Castile, following the Shrove Tuesday riots of 1229, and their accompanying strikes by staff and students. The young king's royal authority was strengthened by his actions, and the University was reformed and empowered by Gregory's statutes. <https://sourcebooks.fordham.edu/source/UParis-stats1231.html>
- "The Day of a University Student in Louvain", Belgium 1476, Hastings Rashdall, *The University of the European Middle Ages*, Oxford: The Clarendon Press, 1895, Vol. 2, Part II, 766 for the Latin original: <https://archive.org/stream/universitiesofeu22unse#page/766/mode/2up> Don't panic, Wiesner-Hanks has helpfully translated this text into English for us. Go to http://www.cambridge.org/features/wiesnerhanks/primary_sources.html click on the 'Primary Sources for Chapter 1' button and scroll down to document 8.
- The "Carmina Burana" Go again to the companion website for Wiesner-Hank's textbook: http://www.cambridge.org/features/wiesnerhanks/primary_sources.html , click on the 'Primary Sources for Chapter 1' button and scroll down to document 9. You might also wish to listen to Carl Orff's version of it here: https://archive.org/details/CarminaBurana_451

Week 3 Tutorial Resources:

- Royal Ordinances Regarding Inheritance in Sixteenth Century Portugal" Darlene Abreu-Ferreira ed. and trans. *Ordenações do Senhor Rey D. Manuel*, Volume IV, Coimbra: Na Real Imprensa da Universidade, 1797, 183-188. Go to Wiesner-Hanks's Primary Sources for Chapter 2, scroll down to document 4. http://www.cambridge.org/features/wiesnerhanks/primary_sources.html
- Newspaper article, "How Shakespeare's 'second best bed' bequest was an act of love" <http://www.telegraph.co.uk/news/2016/04/04/how-shakespeares-second-best-bed-bequest-was-an-act-of-love/>

Week 4 Tutorial Resources:

- Giovanni Pico della Mirandola , "Oration on the Dignity of Man", 1486 extract: <http://www.historyguide.org/intellect/pico.html>
- Niccòlo Machiavelli, *The Prince*, 1532, Chapters 17 and 18, "Fear and Punishment": <http://www>.

[constitution.org/mac/prince17.htm](http://www.constitution.org/mac/prince17.htm) and "Concerning the Way in which Princes Should Keep Faith: <http://www.constitution.org/mac/prince18.htm>

- Explanatory reading to assist with the Machiavelli selection: Erica Benner ed., *Machiavelli's Prince: A New Reading*, Oxford: OUP, 2014, "Fear and Punishment e-book available from Oxford Scholarship Online via the Library electronic databases. For remote access you will need to login with your zID and password.
<http://www.oxfordscholarship.com.wwwproxy1.library.unsw.edu.au/view/10.1093/acprof:oso/9780199653638.001.0001/acprof-9780199653638-chapter-18> (different chapter numeration for Chapter 17)
and
<http://www.oxfordscholarship.com.wwwproxy1.library.unsw.edu.au/view/10.1093/acprof:oso/9780199653638.001.0001/acprof-9780199653638-chapter-19> (different chapter numeration for Chapter 18).

Week 5 Tutorial Resources:

- Gerard B. Wegemer and Stephen W. Smith eds, *A Thomas More Source Book*, Washington DC: The Catholic University of America Press, 2004
- Thomas More, *Utopia*, <http://theopenutopia.org/wp-content/uploads/2012/09/Open-Utopia-fifth-proofs-facing-amended.pdf> Scroll down the pdf. document to page 90 (Book 1: "Of the Discussion which the Exceptional Man Raphael Hythloday Held Concerning the Best State of a Commonwealth, by Way of the Illustrious Man Thomas More, Citizen and Undersheriff of the Glorious City of London in Britain") and read up to page 121 (end at the sentence, "That it could never take place in England without endangering the whole nation.")

Week 6 Tutorial Resources:

- An Introduction to Augustine and Human Nature: <https://www.youtube.com/watch?v=3pPfPM0aDZA>
- A quick and dirty introduction to Augustine and Human Nature: <https://www.youtube.com/watch?v=3pPfPM0aDZA>
- Quentin Skinner, *The Foundations of Modern Political Thought*, Vol 2, Cambridge: CUP, 1978, UNSW Library e-book
access: <https://quod-lib-umich-edu.wwwproxy1.library.unsw.edu.au/cgi/t/text/text-idx?c=acls;idno=heb04034.0002.001> , pp. 3-19
- Martin Luther, *The Ninety Five Theses*, <http://www.luther.de/en/95thesen.html>

Week 7 Tutorial Resources:

- Ernst Hartwig Kantorowicz, *The King's Two Bodies: a study in mediaeval political theology*, Princeton N.J.: Princeton University Press, 1997. UNSW Library e-book
access: <https://quod-lib-umich-edu.wwwproxy1.library.unsw.edu.au/cgi/t/text/text-idx?c=acls;idno=heb01504.0001.001>
- James I of England, extract from "The True Law of Free Monarchies" (1598), https://www.wvnorton.com/college/english/nael/noa/pdf/27636_17th_U42_James-1-2.pdf
- Wiesner-Hanks, 338-344.
- Wiesner-Hanks, Source 25, "Gerrard Winstanley and the True Levellers", text box, p. 341.
- "The Charge of the Commons of England against Charls Stuart King of England" (1648),

<https://ia802308.us.archive.org/20/items/chargeofcommonso00grea/chargeofcommonso00grea.pdf>

- "King Charls Scaffold Speech" (1649), <http://anglicanhistory.org/charles/charles1.html>

Week 8 Tutorial Resources:

- "Spain cracks King Ferdinand I of Aragon's 500-year-old secret code", <https://www.bbc.com/news/amp/world-europe-42931940>
- Christopher Columbus, *Journal* extract (1492) <http://sourcebooks.fordham.edu/Halsall/source/columbus1.asp>
- Columbus's Letter to the King and Queen of Spain (ca. 1494) <http://sourcebooks.fordham.edu/halsall/source/columbus2.asp>
- Sidi Ali Reis "Mirat ul Memalik" (Mirror of Countries) 1557, <https://sourcebooks.fordham.edu/source/16CSidi1.asp>
- Francisco de Vitoria, *Political Writings*, Cambridge: CUP, 1991, "On the American Indians", 239-250, UNSW Library, **S 303.3/30**

Week 9 Tutorial Resources:

- Louis XIV's revocation of the Treaty of Nantes, 1685, <http://history.hanover.edu/texts/nonantes.html>
- Peter the Great and the Rise of Russia: Peter the Great in the eyes of foreigners, 1698-1730, <http://sourcebooks.fordham.edu/halsall/mod/petergreat.asp>
- Lady Mary Wortley Montagu, *Turkish Embassy Letters*, "Dining with the Sultana", 1718, <http://sourcebooks.fordham.edu/halsall/mod/1718montague-sultana.asp>

Week 10 Tutorial Resources:

- Francis Bacon, *New Atlantis*, 1627, <http://sourcebooks.fordham.edu/halsall/mod/1627bacon-atlantis.asp>
- Montesquieu, *The Spirit of the Laws*, 1748, extract: <http://sourcebooks.fordham.edu/halsall/mod/montesquieu-spirit.asp> , full text: <http://www.constitution.org/cm/sol.htm>

Week 11 Tutorial Resources:

- Gwynne Lewis, "The 'People' and the French Revolution", http://www.tees.ac.uk/schools/lahs/rev_france/frenrev/resource/people.htm
- Luise Gottsched: "Description of the Empress Maria Theresa", 1749, <https://sourcebooks.fordham.edu/mod/1749gottschen-mariatheresa.asp>
- "Catherine II the Great", <http://sourcebooks.fordham.edu/Halsall/mod/18catherine.asp>
- "The Decline of the Holy Roman Empire and the Rise of Prussia", <http://sourcebooks.fordham.edu/Halsall/mod/hre-prussia.asp>

Week 12 Tutorial Resources:

- "Jeremy Bentham", <http://www.iep.utm.edu/bentham/> , especially section 5.b. "Rights"
- "Declaration of the Rights of Man and Citizen" (1789), http://avalon.law.yale.edu/18th_century/rightsof.asp
- "The History of Feminism: Marie-Jean-Antoine-Nicolas de Caritat, marquis de Condorcet", <https://plato.stanford.edu/entries/histfem-condorcet>

- Condorcet, "The Admission of Women to the Rights of Citizenship" (1790), <http://oll.libertyfund.org/titles/condorcet-on-the-admission-of-women-to-the-rights-of-citizenship>
- Olympe de Gouges, "The Declaration of the Rights of Woman" (1791), <https://sourcebooks.fordham.edu/mod/1791degouge1.asp>
- Mary Wollstonecraft, "A Vindication of the Rights of Women", (1792), <https://sourcebooks.fordham.edu/mod/mw-vind.asp>

Recommended Resources

Additional Reading (non-exhaustive):

--- Amanda ALEXANDER, "Betham, Rights and Humanity", in *Journal of Betham Studies*, Vol. 6 (2003), http://discovery.ucl.ac.uk/654/2/006_Alexander_2003.pdf

--- Anon., "A true declaration of the estate of the colonie in Virginia", London; 1610, pp. 6-9, available electronically via UNSW Library Electronic Databases, Early English Books

Online:

http://eebo.chadwyck.com.wwwproxy1.library.unsw.edu.au/search/full_rec?SOURCE=config.cfg&ACTION=ByID&ID=99857417

--- Jeremy BENTHAM, "Offenses against one-self" (ca. 1785) <http://www.columbia.edu/cu/lweb/eresources/exhibitions/sw25/bentham/index.html>"Jeremy Bentham", <https://plato.stanford.edu/entries/bentham/>

--- 'On the use and abuse of the word Right', in *The Collected Works of Jeremy Bentham. Rights, representation and reform: Nonsense upon stilts and other writings upon the French Revolution*, Philip Schofield, Catherine Pease-Watkin and Cyprian Blamires eds, Oxford: OUP, 2002, 398-401. Not available via UNSW Library, request interlibrary loan. Check Moodle for additional access options.

--- 'Nonsense upon stilts', *The Collected Works of Jeremy Bentham. Rights, representation and reform: Nonsense upon stilts and other writings upon the French Revolution*, Philip Schofield, Catherine Pease-Watkin and Cyprian Blamires eds, Oxford: OUP, 2002, 318-330. Not available via UNSW Library, request interlibrary loan. Check Moodle for additional access options.

--- Jeremy BLACK, *Eighteenth-Century Europe*, Basingstoke, UK: Macmillan, 1989, UNSW Library: **S 940.253/27**

--- Thomas A. BRADY Jnr, Heiko A. OBERMAN and James D. TRACY, *Handbook of European History. Vol. 1: Structures and Assertions. Late Middle Ages, Renaissance and Reformation*, Grand Rapids MI: William B. Eerdmans Publishing Company, and Leiden: Brill 1994, UNSW Library e-book access: <https://quod-lib-umich-edu.wwwproxy1.library.unsw.edu.au/cgi/t/text/text-idx?c=acls;idno=heb01900.0001.001>

--- *Handbook of European History. Vol. 2: Vision, Programs, and Outcomes. Late Middle Ages, Renaissance and Reformation*, Grand Rapids MI: William B. Eerdmans Publishing Company, and Leiden: Brill 1995, UNSW Library e-book

access: <https://quod-lib-umich-edu.wwwproxy1.library.unsw.edu.au/cgi/t/text/text-idx?c=acls;idno=heb01900.0002.001>

--- A. D. COUSINS and Damian GRACE eds, *A Companion to Thomas More*, Madison: Fairleigh Dickenson University Press, 2009, UNSW Library, **828.2/MOR/C-29**

--- John DONNE, "A sermon preached to the honorable company of the Virginian plantation", (London, 1622), pp. 25-27, available via UNSW Library Electronic Databases,

http://eebo.chadwyck.com.wwwproxy1.library.unsw.edu.au/search/full_rec?SOURCE=pgthumbs.cfg&ACTION=ByID&ID=99857177&FILE=../session/1517578577_17967&SEARCHSCREEN=CITATIONS&SEARCHCONFIG=var_spell.cfg&DISPLAY=AUTHOR

--- Andrew FITZMAURICE, "Moral Uncertainty in the dispossession of native Americans", in Peter Mancall ed., *The Atlantic World and Virginia 1550-1624*, Chapel Hill, 2007, 383-409. Not yet available via UNSW Library. Check Moodle for access options.

--- Timothy FULLER ed., *Machiavelli's Legacy: The Prince After Five Hundred Years*, Philadelphia, University of Pennsylvania Press, 2016. UNSW Library, **320.1/255**

--- Robert GRAY, *A Good Speed to Virginia*, (London, 1609),

http://eebo.chadwyck.com.wwwproxy1.library.unsw.edu.au/search/full_rec?SOURCE=pgthumbs.cfg&ACTION=ByID&ID=99841565&FILE=../session/1517711100_16579&SEARCHSCREEN=CITATIONS&SEARCHCONFIG=var_spell.cfg&DISPLAY=AUTHOR

--- Olwen HUFTON, *Europe, Privilege and Protest 1730-1789*, Brighton UK: Harvester Press/Fontana, 1980, UNSW Library: **S 940.253/18**

--- De Lamar JENSEN, *Reformation Europe: Age of Recovery and Revolution*, Lexington MS: D. C. Heath, 1981, UNSW Library: **S 940.23/26**

--- Henry KAMEN, *Early Modern European Society*, New York: Routledge, 2000, UNSW Library: **S 306.094/19**

--- Beat KÜMIN, *The European World 1500-1800: An Introduction to Early Modern History*, 2nd Ed., London and New York: Routledge, 2014, UNSW Library e-book

access: <https://ebookcentral-proquest-com.wwwproxy1.library.unsw.edu.au/lib/unsw/detail.action?docID=1596883>

--- H. G. KOENIGSBERGER, *Early Modern Europe, 1500-1789*, London & New York: Longman, 1987, UNSW Library **S 940.2/106**

--- H. G. KOENIGSBERGER, George L. MOSS & G. Q. BOWLER, *Europe in the Sixteenth Century*, 2nd Ed., London & New York: Longman, 1989, UNSW Library: **S 940.232/3**

--- Harvey C. MANSFIELD, *Machiavelli's Virtue*, Chicago and London: University of Chicago Press, 1998. UNSW Library, **S 320.1092/13**

--- John MERRIMAN, *A History of Modern Europe. Volume 1: From the Renaissance to the Age of Napoleon*, 3rd Ed., New York and London: W. W. Norton & Company, UNSW Library, **940.2/123 G/(2)**

- Thomas MUNCK, *Seventeenth Century Europe, 1598-1700*, London: Macmillan, 1990, UNSW Library: **S 940.22/65**
- Anthony PAGDEN, *Lords of All the World. Ideologies of Empire in Spain, Britain and France*, New Haven: YUP, 1995, Chapter 3, UNSW Library, **S 325.320903/1**
- D. H. PENNINGTON, *Europe in the Seventeenth Century*, 2nd Ed., London & New York: Longman, 1989, UNSW Library: **S 940.22/27**
- Allyson M. POSKA, Jane COUCHMAN and Katherine A. McIVER eds, *The Ashgate Research Companion to Women and Gender in Early Modern Europe*, London and New York: Routledge, 2016, UNSW Library e-book
access, <https://www-routledgehandbooks-com.wwwproxy1.library.unsw.edu.au/doi/10.4324/9781315613765>
- Laura SANGHA and Jonathan WILLIS, *Understanding Early Modern Primary Sources (Routledge Guides to Historical Studies)*, London and New York: Routledge, 2016, UNSW e-book
access: <https://ebookcentral-proquest-com.wwwproxy1.library.unsw.edu.au/lib/unsw/detail.action?docID=4586246>
- Quentin SKINNER, *The Foundations of Modern Political Thought*, Vol. 1, Cambridge: CUP, 1978. UNSW Library e-book
access <https://quod-lib-umich-edu.wwwproxy1.library.unsw.edu.au/cgi/t/text/text-idx?c=acls;idno=heb04034.0001.001>
- Quentin Skinner, *The Foundations of Modern Political Thought*, Vol 2, Cambridge: CUP, 1978, UNSW Library e-book
access: <https://quod-lib-umich-edu.wwwproxy1.library.unsw.edu.au/cgi/t/text/text-idx?c=acls;idno=heb04034.0002.001>
- *Machiavelli. A Very Short Introduction*, Oxford: OUP, 2000. Available as an e-book via UNSW Library:
<http://www.veryshortintroductions.com.wwwproxy1.library.unsw.edu.au/view/10.1093/actrade/9780192854070.001.0001/actrade-9780192854070>
- Anthony F. UPTON, *Europe, 1600-1789*, London: Arnold; New York: OUP, 2001, UNSW Library: **S 940.22/70**
- Jeremy WALDRON, ed., *Nonsense upon stilts: Bentham, Burke and Marx on the Rights of Man*, London, 1987 UNSW Library: **Law Library Law L/ KM201/W1/1** and **ADFA Canberra, Academy Library Main Collection JC 571 .W145 1987**
- Gerard WEGEMER, *Thomas More on Statesmanship*, Washington DC: The Catholic University Press of America, 1996, UNSW Library, **S321.07/98**
- Merry E. WIESNER-HANKS, *Women and Gender in Early Modern Europe*, 3rd Ed., Cambridge, CUP, 2008, UNSW Library, **305.4094/9 D**
- John WILLINSKY, *The Intellectual Properties of Learning: A Prehistory from St Jerome to John*

Locke, Chicago: Chicago University Press, 2017. I have requested the purchase of the e-book version by UNSW Library.

--- Isser WOLOCH, *Eighteenth-Century Europe: Tradition and Progress, 1715-1789*, New York: Norton, 1982, UNSW Library: **S 940.253/19**

Stanford Encyclopedia of Philosophy, "Giovanni Pico della Mirandola", <http://plato.stanford.edu/entries/pico-della-mirandola/>

Course Evaluation and Development

Formal feedback from students will be collected via myExperience and will be used to improve future iterations of this course of study. Informal real-time feedback is also very welcome; either in person or through a permanent open forum for discussion, suggestions and comments to be inserted into the Moodle page for this course. It is envisaged and expected that this forum will be a respectful and objective exchange of views, suggestions, and comments.

Image Credit

Alexey Kondakov *per Napoli* was the title of the Ukrainian artist's first solo exhibition in Italy. The exhibition hosted by PAN – Palazzo delle Arti Napoli – in November 2016 was the final stage of the artist's residence project, which saw Kondakov as guest artist in the heart of the city of Naples. During his sojourn in Naples, Kondakov created 16 new works which, inspired by his day-to-day life experience, investigate and illustrate the urban fabric. The cover shot for the ARTS 2272 course pack cover is his twenty-first century reimagining and decontextualization of Hans Holbein the Younger's, *The Merchant Georg Gisze*, 1532, oil on oak, 97.5 x 86.2 cm (Gemäldegalerie, Staatliche Museen zu Berlin). The original Holbein portrait, commissioned by Gisze during a visit to London, identifies him by his clothing and instruments as a merchant. The painting also depicts him with carnations, at that time symbolizing his engagement. Also, a plaque depicted over his head identifies him, and states that it shows him in his 34th year, in 1532. A misaligned set of scales and the placing of a vase of flowers too close to the edge of the table are suggestive of the instability of the world and our place within it. We will encounter the original version of Holbein the Younger's portrait of Georg Gisze (and others) during this course of study.

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