School of Humanities and Languages

ARTS2272, Europe in Turmoil: From Renaissance to Revolutions
Semester 1, 2016

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ARTS2272 Course Outline

1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor, Lecturer &amp; Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>Consultation Time</td>
</tr>
</tbody>
</table>

2. Course Details

| Units of Credit | 6 UoC |

Course Description

ARTS2272 can be counted towards a major/minor stream in History or in European Studies.

This is a survey course in European history, covering the period from about 1500 to 1800: the “Early Modern” age. These centuries produced some of the most significant changes in Europe’s past:
- cultural movements -- like the Renaissance, Reformation(s), and Enlightenment;
- technological developments -- e.g. in printing, science, and warfare;
- political changes, especially the rise of territorial states whose rulers claimed “absolute” authority.

Yet during this time there were also recurrent famines and epidemics (especially the plague); thousands of people were persecuted as witches or “heretics”; and even at the end of our period most Europeans remained poor and illiterate.

ARTS2272 aims to examine this important era by posing key questions about its social, cultural and political characteristics:
- Why and in what ways was European society between the sixteenth and eighteenth centuries based on “privilege”?
- What were the main features of Europeans’ cultural world at this time?
- How did rulers in various European states try to enhance their political and administrative powers, and with what success?

More broadly, this course offers the opportunity to integrate, evaluate and explain the changes in Europe between the sixteenth and eighteenth centuries:
- How did cultural and intellectual changes interact with political developments in the period from about 1500 to 1800?
- In what senses was Europeans’ cultural and political life transformed?
- What forces (or impulses) produced changes in Europe from the early sixteenth to the late eighteenth century? How pervasive and far-reaching were they, both geographically and socially?

Course Aims

1. To present students with a range of historical case-studies from Europe between the fifteenth and nineteenth centuries.
2. To introduce students to various sources of information about Europe’s past, and weigh up their relative strengths
and weaknesses as historical evidence.

3. To provide students with a chance to summarise, compare, and assess a selection of historical studies relating to a theme from the history of Europe.

4. To encourage students to develop and practise their critical skills in analysing and evaluating “primary” sources of historical evidence.

5. To offer students the opportunity to use their knowledge of the course material to create a critical synthesis that identifies and explains the major changes and continuities in European history between the fifteenth and nineteenth centuries.

### Student Learning Outcomes

<p>| | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Examine and interpret examples of historians' writings about Europe.</td>
</tr>
<tr>
<td>2.</td>
<td>Analyse and evaluate &quot;primary&quot; historical sources from Early Modern Europe.</td>
</tr>
<tr>
<td>3.</td>
<td>Compare and assess historical interpretations or explanations.</td>
</tr>
<tr>
<td>4.</td>
<td>Contribute own evidence-based views to debates about European history.</td>
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</tbody>
</table>

### Graduate Attributes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate an understanding of at least one period or culture of the past (History).</td>
</tr>
<tr>
<td>2.</td>
<td>Identify and interpret a wide variety of secondary and primary materials (History).</td>
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<tr>
<td>3.</td>
<td>Analyse historical evidence, scholarship and changing representations of the past (History).</td>
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<tr>
<td>4.</td>
<td>Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form (History).</td>
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<tr>
<td>5.</td>
<td>Effective written communication skills and the ability to express these effectively in intercultural contexts (European Studies).</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

Several of the themes explored in ARTS2272 coincide with the research interests of the staff who teach this course: the ways in which the development of Europe’s political institutions interacted with cultural and intellectual changes during the “Early Modern” period (roughly, 1500–1800), and the growing power of central states.

In teaching ARTS2272 we aim to provide students with the opportunity to appreciate why these issues of several centuries ago are still relevant… and still contentious.

Learning and teaching are necessarily a two-way process, of course, so students in ARTS2272 are expected and encouraged to take some responsibility for creating their own historical knowledge.

4. Teaching Strategies

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;

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 textbook reading that is prescribed for each week’s tutorial topic.

Each week’s 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 “primary” source from the period being studied -- a published or manuscript document, or a visual image -- in order to develop students’ familiarity with the kinds of evidence employed by historians of Early Modern Europe. These materials are available on Moodle.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Exercise</td>
<td>1500–2000 words</td>
<td>25%</td>
<td>1, 2, 3, 4</td>
<td>1, 3, 4, 5</td>
<td>Mon 4 April (Week 5)</td>
</tr>
<tr>
<td>Narrative Essay</td>
<td>2000–2500 words</td>
<td>35%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 5</td>
<td>Mon 16 May (Week 11)</td>
</tr>
<tr>
<td>End-of-Semester Test</td>
<td>50 minutes (in-class)</td>
<td>20%</td>
<td>1, 3, 4</td>
<td>1, 3, 4, 5</td>
<td>Mon 30 May (Week 13)</td>
</tr>
<tr>
<td>Informal</td>
<td>in-class for</td>
<td>2% x 10</td>
<td>1, 2</td>
<td>1, 2, 4, 5</td>
<td>Weeks 3–7 &amp;</td>
</tr>
</tbody>
</table>
tutorial writing | 10 weeks | =20% | Weeks 9–13 (inclusive)

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

"A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail)."

The Attendance Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

**Formal Examination**

This course has **NO formal examination** that will be scheduled in the University's examination period, 10–27 June 2016.

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: [https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html](https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html)

**Submission of Assessment Tasks**

Assignments must be submitted electronically through Moodle ([http://moodle.teilt.unsw.edu.au/](http://moodle.teilt.unsw.edu.au/)). You must use your zID login to submit your assignments in Moodle.

There are **TWO** “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Exercise (25%)</td>
<td>Monday 4 April (Week 5)</td>
</tr>
<tr>
<td>Narrative Essay (35%)</td>
<td>Monday 16 May (Week 11)</td>
</tr>
</tbody>
</table>

**Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.**

When you submit your assignment electronically, you agree that:

"I have followed the [Student Code of Conduct](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/). I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the [Student Code of Conduct](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/) and the [Student Misconduct Procedure](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/). I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

"I acknowledge that the assessor of this item may, for assessment purposes:
Your assignment will be available with feedback in soft copy within three weeks of the due date.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@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 its system status on Twitter.

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

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in this Course Outline and the course Learning Management System (LMS), for example, Moodle.

- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.

- Work submitted 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 if 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 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.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks
The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- 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, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
• Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

• 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.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/.
They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

<table>
<thead>
<tr>
<th>10. Course Schedule</th>
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<tbody>
<tr>
<td><strong>To view course timetable, please visit:</strong> <a href="http://www.timetable.unsw.edu.au/">http://www.timetable.unsw.edu.au/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Theme</th>
<th>Lecture topics</th>
<th>Tutorial topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 29 Feb (Week 1)</td>
<td>Introduction</td>
<td>• Overview: Europe in c. 1500</td>
<td>No tutorials</td>
<td></td>
</tr>
<tr>
<td>Mon 7 March (Week 2)</td>
<td>Society &amp; Politics</td>
<td>• Urban Centres &amp; Printing; Spanish Power in 16th Century</td>
<td>Hierarchy &amp; Privileges</td>
<td>MERRIMAN (2010), pp.3–18; Knickhencker’s letter</td>
</tr>
<tr>
<td>Mon 14 March (Week 3)</td>
<td>Cultural Diversity</td>
<td>• Popular Culture &amp; Renaissance</td>
<td>Urban Society</td>
<td>MERRIMAN (2010), pp.18–35; Beauvais tax roll</td>
</tr>
<tr>
<td>Mon 21 March (Week 4)</td>
<td>Religious Fragmentation</td>
<td>• Protestant Reformation(s); Catholic Reform</td>
<td>Renaissance</td>
<td>MERRIMAN (2010), pp.55–73; Cellini’s autobiography</td>
</tr>
<tr>
<td>Mon 28 March</td>
<td><strong>Mid-Semester Break</strong></td>
<td></td>
<td></td>
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<tr>
<td>Mon 4 April (Week 5)</td>
<td>Politics in the 17th Century</td>
<td>• Civil Wars in Britain; 30 Years War &amp; “Crisis”</td>
<td>Religious Devotion</td>
<td>MERRIMAN (2010), pp.103–22; Margaret Hoby’s diary</td>
</tr>
<tr>
<td>Mon 11 April (Week 6)</td>
<td>Consolidation of Monarchy</td>
<td>• France under Louis XIV; Russia under Peter the Great</td>
<td>Monarchy in Crisis</td>
<td>MERRIMAN (2010), pp.209–26; Milton’s pamphlet</td>
</tr>
<tr>
<td>Mon 18 April (Week 7)</td>
<td>Intellectual Challenge(s) in the 18th Century</td>
<td>• Enlightenment &amp; the Circulation of Ideas</td>
<td>Courtly Life</td>
<td>MERRIMAN (2010), pp.243–61; Mme de Sévigné’s letters</td>
</tr>
<tr>
<td>Mon 25 April (Week 8)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Mon 2 May</td>
<td>“Enlightened”</td>
<td>• “Enlightened” Rule in Prussia</td>
<td>Enlightenment</td>
<td>MERRIMAN (2010), pp.312–</td>
</tr>
</tbody>
</table>
(Week 9)  | Absolutism” | Russia, France, Habsburg Lands | 25 & 343–48; D’Alembert’s preface
Mon 9 May (Week 10)  | French Revolution | • Outbreak of Revolution in France | Limits of “Reform” MERRIMAN (2010), pp.419–31 & 436–40; French budget
Mon 16 May (Week 11)  | Responses to Revolution | • War & Counter-Revolution | Revolutionary Transformations MERRIMAN (2010), pp.440–56; Declaration of Rights of Man
Mon 23 May (Week 12)  | Industrial “Revolutions” | • Manufacturing & Trade; Proto-industrialisation | “Terror” of the Year II MERRIMAN (2010), pp.456–75
Mon 30 May (Week 13)  | End-of-Semester Test (20%) | Social Effects of Economic Transformation MERRIMAN (2010), pp.367–82; Two town directories

11. Course Resources

Textbook (Please note: Vol.1 ONLY)
John MERRIMAN, A History of Modern Europe, vol.1: From the Renaissance to the Age of Napoleon (New York: Norton, 3rd edn, 2010). UNSW Library (High Use Collection), S 940.2/123

Additional Readings

Websites
UNSW Library: http://info.library.unsw.edu.au/web/services/services.html
12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

In recent years students in ARTS2272 have scored this course quite highly:

<table>
<thead>
<tr>
<th>Form A: Course Evaluation</th>
<th>(out of 6.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q.10: Overall I was satisfied with the quality of this course</td>
<td></td>
</tr>
<tr>
<td>2015: average score</td>
<td>5.45</td>
</tr>
<tr>
<td>2014: average score</td>
<td>5.76</td>
</tr>
<tr>
<td>2013: average score</td>
<td>5.75</td>
</tr>
</tbody>
</table>

When this course was last offered (in 2015) there were some areas that attracted students’ special attention. Each comment indicates the action taken in response to these suggestions.

"Assessments were challenging and different from other History courses..."
"Assessments were great because they allowed students to demonstrate their analytical skills as opposed to conducting heavy research." Over the past few years ARTS2272 has deliberately tried NOT to reproduce forms of assessment that are well-practised in most other courses. Many students in ARTS2272 relish the opportunity to do something a bit different.

"Tutorials were always interesting and thought-provoking. People wanted to get involved." Assessment in this part of our course was recently revised in response to student feedback, and will continue in 2016.

13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au

14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:
https://my.unsw.edu.au/student/atoz/Complaints.html

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.