



School of Humanities and Languages

## **ARTS2272, Europe in Turmoil: Renaissance to Revolutions**

**Semester 1, 2014**

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## 1. Course Staff and Contact Details

Course Convenor & Lecturer			
Name	Hamish GRAHAM	Room	MB 367
Phone	9385 2337	Email	<a href="mailto:h.graham@unsw.edu.au">h.graham@unsw.edu.au</a>
Consultation Time	Mondays 2-3 pm; Tuesdays 12-1 pm		

## 2. Course Details

Units of Credit	6 UoC		
Course Description	<p>ARTS2272 can be counted towards a major/minor stream in History or in European Studies.</p> <p>This is a survey course in European history, covering the period from about 1500 to 1815: the “Early Modern” age. These centuries produced some of the most significant changes in Europe’s past:</p> <ul style="list-style-type: none"> <li>• Cultural movements -- like the Renaissance, Reformation(s), and Enlightenment;</li> <li>• Technological developments -- e.g. in printing, science, and warfare;</li> <li>• Political changes, especially the rise of territorial states whose rulers claimed “absolute” authority.</li> </ul> <p>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.</p> <p>ARTS2272 aims to examine this important era by posing key questions about its social, cultural, and political characteristics:</p> <ul style="list-style-type: none"> <li>• Why and in what ways was European society between the sixteenth and eighteenth centuries based on “privilege”?</li> <li>• What were the main features of Europeans’ cultural world at this time?</li> <li>• How did rulers in various European states try to enhance their political and administrative powers, and with what success?</li> </ul> <p>More broadly, this course offers the opportunity to integrate, evaluate and explain the changes in Europe between the sixteenth and eighteenth centuries:</p> <ul style="list-style-type: none"> <li>• How did cultural and intellectual changes interact with political developments in the period from about 1500 to 1815?</li> <li>• In what senses was Europeans’ cultural and political life transformed?</li> <li>• What forces (or impulses) produced changes in Europe from the early sixteenth to the early nineteenth century? How pervasive and far-reaching were they, both geographically and socially?</li> </ul>		
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	1.	Examine and interpret examples of historians' writings about Europe.
	2.	Analyse and evaluate "primary" historical sources from Early Modern Europe.
	3.	Compare and assess historical interpretations or explanations.
	4.	Contribute own evidence-based views to debates about European history.
Graduate Attributes	1.	Demonstrate an understanding of at least one period or culture of the past (History).
	2.	Identify and interpret a wide variety of secondary and primary materials (History).
	3.	Analyse historical evidence, scholarship and changing representations of the past (History).
	4.	Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form (History).
	5.	Effective written communication skills and the ability to express these effectively in intercultural contexts (European Studies).

### 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, 1500–1815), 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;
3. Revolutions in the Eighteenth Century.

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

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Analytical Exercise	2000–2500 words	30%	1, 2, 3, 4	1, 3, 4, 5	Friday 4 April (Wk 5)
Narrative Essay	2000–2500 words	35%	1, 2, 3, 4	1, 2, 3, 4, 5	Friday 16 May (Wk 10)
Informal tutorial writing	in-class for 10 weeks	2% x 10 =20%	1, 2	1, 2, 4, 5	Weeks 3–12 (inclusive)

End-of-Semester Test	50 minutes (in-class)	15%	1, 3, 4	1, 3, 4, 5	Tuesday 3 June (Wk 13)
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**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of lectures and tutorials in order to pass this course.

### Formal Examination

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This course has *NO* formal examination the formal examination period, 13 – 30 June 2014.

### Grades

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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>

### Submission of Assessment Tasks

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Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

### Late Submission of Assignments

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. Attendance/Class Clash

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### Attendance

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Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable

accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### **Class Clash**

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A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## **7. 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: <http://www.lc.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>

## 8. Course Schedule

**To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>**

Week Commencing:	Topic	Lecture Content	Tutorial/Lab Content	Readings
Wk 1: 3 March	Introduction	<ul style="list-style-type: none"> <li>• Overview</li> <li>• Europe in 1500</li> </ul>	<b>No classes</b>	
Wk 2: 10 March	Society & politics	<ul style="list-style-type: none"> <li>• Urban centres &amp; printing</li> <li>• Spanish power</li> </ul>	Hierarchy & privileges	MERRIMAN (2009), pp.3–18; Knickhencker's letter
Wk 3: 17 March	Cultural diversity	<ul style="list-style-type: none"> <li>• Renaissance</li> <li>• Popular culture</li> </ul>	Urban life	MERRIMAN (2009), pp.18–35; Beauvais tax roll
Wk 4: 24 March	Religious fragmentation	<ul style="list-style-type: none"> <li>• Protestant reformation(s)</li> <li>• Catholic reform</li> </ul>	Renaissance	MERRIMAN (2009), pp.55–73; Cellini's autobiography
Wk 5: 31 March	Politics in 17th century	<ul style="list-style-type: none"> <li>• Civil wars in Britain</li> <li>• 30 Years War &amp; "Crisis"</li> </ul>	Religious devotion	MERRIMAN (2009), pp.103–22; Margaret Hoby's diary
Wk 6: 7 April	Consolidation of monarchy	<ul style="list-style-type: none"> <li>• France under Louis XIV</li> <li>• Russia under Peter the Great</li> </ul>	Monarchy in crisis	MERRIMAN (2009), pp.209–26; Milton's pamphlet
Wk 7: 14 April	Intellectual challenge(s)	<ul style="list-style-type: none"> <li>• Enlightenment</li> <li>• <b>Public holiday</b></li> </ul>	Courtly life	MERRIMAN (2009), pp.243–61; Mme de Sévigné's letters
<i>Mon 21 April</i>	<i>Mid-Semester Break</i>			
Wk 8: 28 April	Limits of "reform"	<ul style="list-style-type: none"> <li>• "Enlightened absolutism"</li> <li>• France &amp; Habsburg lands</li> </ul>	Enlightenment	MERRIMAN (2009), pp.312–25 & 343–48; D'Alembert's preface
Wk 9: 5 May	French Revolution	<ul style="list-style-type: none"> <li>• 1789 in France</li> <li>• Counter-Revolution</li> </ul>	"Enlightened absolutism"	MERRIMAN (2009), pp.419–31 & 436–40; French budget
Wk 10: 12 May	Napoleonic rule	<ul style="list-style-type: none"> <li>• War &amp; "terror"</li> <li>• Bonaparte's empire</li> </ul>	French Revolution	MERRIMAN (2009), pp.440–57; Declaration of Rights of Man
Wk 11: 19 May	Industrial "revolutions"	<ul style="list-style-type: none"> <li>• Trade &amp; manufacturing</li> <li>• Proto-industrialisation</li> </ul>	Napoleonic "myths"	MERRIMAN (2009), pp.494–512; Napoleon's memoirs
Wk 12: 26 May	Course review	<ul style="list-style-type: none"> <li>• Legacies</li> <li>• Test preview</li> </ul>	Social effects of economic transformation	MERRIMAN (2009), pp.367–82; Two town directories
Wk 13: 2 June		<b>No classes</b>	<b>End-of-Semester Test</b>	

## 9. Course Resources

### Textbook Details:

John MERRIMAN, *A History of Modern Europe, vol.1: From the Renaissance to the Age of Napoleon* (New York: Norton, 3rd edn, 2009).  
UNSW Library (High Use Collection), **S 940.2/123** • Please note: *vol.1 ONLY*

### Additional Readings

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

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, MA: 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**

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

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

Thomas MUNCK, *Seventeenth-Century Europe, 1598–1700* (London: Macmillan, 1990). UNSW Library, **S 940.22/65**

D. H. PENNINGTON, *Europe in the Seventeenth Century* (London/ New York: Longman, 2nd edn, 1989). UNSW Library, **S 940.22/27**

Anthony F. UPTON, *Europe, 1600–1789* (London: Arnold/ New York: Oxford University Press, 2001). UNSW Library, **S 940.22/70**

Merry E. WIESNER-HANKS, *Early Modern Europe, 1450–1789* (Cambridge, UK/ New York: Cambridge University Press, 2006). UNSW Library, **S 940.22/73**

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

### Websites

UNSW Library: <http://info.library.unsw.edu.au/web/services/services.html>

## 10. 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.

When this course was last offered (in 2013), the feedback was overwhelmingly positive. There were some areas that attracted students' special attention. Each comment indicates the action taken in response to these suggestions.

***“The assessments were unique and tested critical thinking and writing skills rather than research...”*** Over the past few years ARTS2272 has deliberately tried *NOT* to reproduce the forms of assessment that are already well-rehearsed in most other courses. Many students in ARTS2272 relish the opportunity to do something a bit different.

***“The little primary source tutorial homework sheets were an interesting and innovative way to get us all thinking and participating.”*** This assessment task was revised last year and will continue in 2014.



## 11. 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>

## 12. 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>

## 13. 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.