



MHIX121

The Worlds of Early Modern Europe

SP3 OUA 2016

Dept of Modern History, Politics & International Relations

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

Lorna Barrow

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Contact via 02 98508834

W6A 314

Email: Monday-Friday 9.00am - 5.00pm

Matthew Bailey

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Prerequisites

Corequisites

Co-badged status

Unit description

Delve into the fascinating realm of the early modern world, focusing particularly on the history of everyday life in Europe and its burgeoning colonies. The centuries between 1400 and 1800 witnessed a period of change and dramatic contrasts as the medieval inheritance derived from Classical Antiquity, Islam and the Judeo-Christian tradition confronted successive challenges, while still exerting a deep influence on European culture and society. In The Worlds of Early Modern Europe, you will analyse the contradictory impulses that shaped Europe and its engagement with the wider world between 1400 and 1800. The unit proceeds thematically, considering belief systems, family relations, social and cultural practices, values and encounters with Asia, Africa and the New World of America. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

Learning Outcomes

On successful completion of this unit, you will be able to:

Understand and explain the extent to which European life altered between the Middle Ages and the French Revolution.

Analyze and assess the impact that various events, movements, and ideas had on

European societies and cultures during the early modern period.

Read, evaluate, and ask questions of a variety of primary source documents.

Synthesize their understanding and analysis into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.

Engage with staff and other students in critical, open, and evidence-based classroom discussions.

General Assessment Information

Unit requirements and expectations

Students are expected to participate in online discussions on a weekly basis throughout the study period in a professional and courteous manner. Discussion postings must be made during the week of the respective discussion topic. Students must also submit all three written assessment tasks, detailed below. To pass the course students must receive a total mark, when marks for each assessment are added together, of fifty percent or more.

Students who are unable to participate in online discussions should contact the unit convenor for an alternative means of assessing their weekly progress in the unit.

Students who do not submit all three written assessment tasks will receive a fail grade – even if their aggregate marks for submitted assessments totals more than fifty.

Assessment Tasks

Name	Weighting	Due
<u>Document analysis</u>	20%	Friday week 4
<u>Outline and Argument</u>	20%	Monday week 10
<u>Synoptic Essay (Exam)</u>	40%	Friday Week 13
<u>Participation</u>	20%	Weekly

Document analysis

Due: **Friday week 4**

Weighting: **20%**

The first piece of assessment for MHIX121 requires you to undertake an analysis of a primary source as an historical document: to assess and evaluate its usefulness, reliability and limitations for historians in understanding early modern European society and culture. The ability to read and analyze source material critically is key to historical practice, but it is something that can really only be learned by doing. This task requires you to apply the skills in analyzing historical documents that we are practicing in tutorials to a previously unseen document.

Expected time on task: 10 hours ~ 5 hrs reading/preparation, 4 hrs writing, 1 hr revision/editing

On successful completion you will be able to:

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- Read, evaluate, and ask questions of a variety of primary source documents.
- Synthesize their understanding and analysis into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.

Outline and Argument

Due: **Monday week 10**

Weighting: **20%**

This assessment task requires you to build upon the Document Analysis that you submitted in Week 4. Using two self-located scholarly articles together with those provided for you in the Document Analysis task and the analysis that you have already undertaken of the account of the execution of Charles I, write a 1,000-word outline that describes how you might answer one of the questions that you identified in the Document Analysis.

Expected time on task: 13 hours ~ 8 hrs reading/preparation, 4 hrs writing, 1 hr revision/editing

On successful completion you will be able to:

- Analyze and assess the impact that various events, movements, and ideas had on European societies and cultures during the early modern period.
- Read, evaluate, and ask questions of a variety of primary source documents.
- Synthesize their understanding and analysis into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.

Synoptic Essay (Exam)

Due: **Friday Week 13**

Weighting: **40%**

Write an analytical and argumentative paper of 2,000 words on one (1) of the following three (3) topics. Your answer needs to synthesize the material presented across the entire semester into a coherent, big-picture argument.

a) Write a concluding lecture to this unit that offers a cohesive “big picture” summation of the early modern period in Europe from 1348 to 1789.

b) Write a new, different, and significantly improved Wikipedia page for early modern Europe (you can see the current, fairly uninspiring one [here](#)) that provides a coherent, “big picture” interpretation of the nature and historical significance of the period. In contravention of Wikipedia

policy, however, provide primary source evidence in support of your interpretation.

c) The culture of the Enlightenment represented a radical break with Europe's past, marking the eighteenth century as a critical moment of change in early modern European history. Discuss, with reference to specific, detailed evidence.

As this is an exam, no feedback is given.

Expected time on task: 20 hours ~ 10 hrs revision of notes/preparation, 8 hrs writing, 2 hrs revision/editing

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- Read, evaluate, and ask questions of a variety of primary source documents.
- Synthesize their understanding and analysis into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.

Participation

Due: **Weekly**

Weighting: **20%**

The online discussion task, undertaken through the MHIX121 unit website, tests your ability to communicate ideas, your appreciation and comprehension of the themes and concepts discussed in the course, your ability to critically assess and evaluate the arguments of others, and your ability to clearly articulate your thoughts. It is also a task that monitors your progress across the unit topics. You are expected to do the weekly readings, participate in weekly discussions and make postings within the time frame of each discussion topic. These begin on Monday of the discussion week and run through to the following Sunday. You should look to answer at least two of the set questions each week, as well as engaging with the posts of other students. Each individual post should be more than 50 words up to **a maximum of 100 words**. A professional and courteous approach towards staff and fellow students is expected at all times.

On successful completion you will be able to:

- Understand and explain the extent to which European life altered between the Middle Ages and the French Revolution.
- Analyze and assess the impact that various events, movements, and ideas had on European societies and cultures during the early modern period.
- Read, evaluate, and ask questions of a variety of primary source documents.
- Synthesize their understanding and analysis into clear, specific, historical arguments

presented in grammatically correct writing with appropriate references.

- Engage with staff and other students in critical, open, and evidence-based classroom discussions.

Delivery and Resources

Required and recommended texts and/or materials

Books can be obtained from macquarie University Co-op Book Shop: <http://www.coop.com.au/s/macquarie-university>

Required Reading

Beat Kümin (ed.), *The European World* (2nd edition) (Routledge: London and New York, 2014).

Other essential readings are provided as PDF files. Weekly readings are available through the unit website.

Recommended Reading:

Euan Cameron, *Early Modern Europe: An Oxford History* (Oxford and New York: Oxford University Press, 1999). available online through library multisearch: available [here](#) (for reading online, but not download)

Merry E. Wiesner-Hanks, *Early Modern Europe 1450 - 1789* (Cambridge: Cambridge University Press, 2nd edition 2013) (ISBN: 978-1-107-64357-4 pbk).

Further readings for assignments are available on the Macquarie Library multisearch system.

See: http://www.mq.edu.au/on_campus/library/

Unit Schedule

Week 1	The Medieval Legacy
Week 2	The Crises of the Fourteenth Century
Week 3	The Social World
Week 4	The Spiritual World
Week 5	The Physical World
Week 6	The Intimate World
Week 7	Renaissance
Week 8	New Worlds
Week 9	Reformation
Week 10	Leviathan
Week 11	The Scientific Revolution

Week 12	Enlightenment
Week 13	Reading Week

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure **(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)**

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details

3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Synthesize their understanding and analysis into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.
- Engage with staff and other students in critical, open, and evidence-based classroom discussions.

Assessment tasks

- Document analysis
- Outline and Argument
- Synoptic Essay (Exam)
- Participation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Engage with staff and other students in critical, open, and evidence-based classroom discussions.

Assessment task

- Participation

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

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- Read, evaluate, and ask questions of a variety of primary source documents.

Assessment tasks

- Document analysis
- Outline and Argument
- Synoptic Essay (Exam)
- Participation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

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- Participation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

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- Understand and explain the extent to which European life altered between the Middle Ages and the French Revolution.
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- Read, evaluate, and ask questions of a variety of primary source documents.

Assessment tasks

- Document analysis
- Outline and Argument
- Synoptic Essay (Exam)
- Participation

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Understand and explain the extent to which European life altered between the Middle Ages and the French Revolution.
- Read, evaluate, and ask questions of a variety of primary source documents.
- Synthesize their understanding and analysis into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.
- Engage with staff and other students in critical, open, and evidence-based classroom discussions.

Assessment tasks

- Document analysis
- Outline and Argument
- Synoptic Essay (Exam)
- Participation

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms

effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Synthesize their understanding and analysis into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.
- Engage with staff and other students in critical, open, and evidence-based classroom discussions.

Assessment tasks

- Document analysis
- Outline and Argument
- Synoptic Essay (Exam)
- Participation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Analyze and assess the impact that various events, movements, and ideas had on European societies and cultures during the early modern period.
- Engage with staff and other students in critical, open, and evidence-based classroom discussions.

Assessment tasks

- Document analysis
- Outline and Argument
- Synoptic Essay (Exam)
- Participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Analyze and assess the impact that various events, movements, and ideas had on European societies and cultures during the early modern period.
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Graduate Capabilities:

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This graduate capability is supported by:

Learning outcomes

- Read, evaluate, and ask questions of a variety of primary source documents.
- Synthesize their understanding and analysis into clear, specific, historical arguments presented in grammatically correct writing with appropriate references.

Assessment tasks

- Unit Participation
- Weekly Quiz
- Document Analysis

- Outlining an Argument
- Final Synoptic Essay

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- Unit Participation
- Document Analysis
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- Read, evaluate, and ask questions of a variety of primary source documents.

Assessment tasks

- Unit Participation
- Document Analysis