MHIX121
After the Black Death: Europe 1348-1789
S1 OUA 2017
Dept of Modern History, Politics & International Relations

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**General Information**

Unit convenor and teaching staff
Convenor
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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
In 1348 an horrific pandemic struck western Europe. The Black Death killed between one-third and one-half of the European population and threatened the collapse of Europe's glittering medieval civilization. This unit explores what happened next. Over the next four-and-one-half centuries, Europe experienced a period of dramatic and enduring change, out which many features of the modern, western world emerged. Beginning with the horrors of the Black Death, this era witnessed the splendor of the Renaissance, violent religious disputes and changes, the challenge of the new world of the Americas, the Scientific Revolution, the Enlightenment, and closed with the bloodshed and upheaval of the French Revolution. 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/](https://www.open.edu.au/student-admin-and-support/key-dates/)

**Learning Outcomes**

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

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

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

5. Engage with staff and other students in critical, open, and evidence-based classroom/online 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**

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

**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 it 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*

This Assessment Task relates to the following Learning Outcomes:
• 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.

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

This Assessment Task relates to the following Learning Outcomes:
• 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*

This Assessment Task relates to the following Learning Outcomes:

- 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.

**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.

This Assessment Task relates to the following Learning Outcomes:

- 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/online discussions.

Delivery and Resources

Required and recommended texts and/or materials


**Required Reading**


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

**Recommended Reading:**


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

**Unit Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>The Medieval Legacy</td>
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<tr>
<td>Week 2</td>
<td>The Crises of the Fourteenth Century</td>
</tr>
<tr>
<td>Week 3</td>
<td>The Social World</td>
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<tr>
<td>Week 4</td>
<td>The Spiritual World</td>
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<tr>
<td>Week 5</td>
<td>The Physical World</td>
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<tr>
<td>Week 6</td>
<td>The Intimate World</td>
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<tr>
<td>Week 7</td>
<td>Renaissance</td>
</tr>
<tr>
<td>Week 8</td>
<td>New Worlds</td>
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<tr>
<td>Week 9</td>
<td>Reformation</td>
</tr>
<tr>
<td>Week 10</td>
<td>Leviathan</td>
</tr>
</tbody>
</table>
Late Submission

Unless otherwise stated, late submission of written work will result in a **deduction of 10% of the mark awarded** for each week or part of a week beyond the due date, or date to which an extension has been granted.

Extension Request


The University recognises that students may experience disruptions that adversely affect their academic performance in assessment activities.

The **disruption to studies policy** ([http://www.mq.edu.au/policy/docs/disruption_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)) applies only to serious and unavoidable disruptions that arise after a study period has commenced.

**Serious and unavoidable disruption**

The University classifies a disruption as **serious and unavoidable** if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
- prevented completion of a final examination.

If you feel that you've been impacted by a serious and unavoidable disruption to study situation, submit an application as follows:
1. Visit Ask MQ (https://ask.mq.edu.au) and use your OneID to log in via 'Current student domestic and international'.
2. Under 'Forms' select 'disruptions' and 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.

Review

Once your submission is assessed, recommendations are sent to your unit convenor to ensure an appropriate solution for affected assessment(s) is organised.

OUA Specific Policies and Procedures

**OUA Special Circumstances Process**

Special Circumstances refers to late withdrawal from a unit and your request to have your circumstances taken into account for a possible refund of fees and removal of a "fail" result.

*Applications for Special Circumstances are to be submitted to Open Universities Australia directly:*


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:


In addition, a number of other policies can be found in the [Learning and Teaching Category of Policy Central](http://unitguides.mq.edu.au/unit_offerings/79750/unit_guide/print).
**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/](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/](http://students.mq.edu.au/support/)

**Learning Skills**

Learning Skills ([mq.edu.au/learningskills](http://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 Enquiry Service**

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

**Equity Support**

Students with a disability are encouraged to contact the [Disability Service](http://students.mq.edu.au/support/) who can provide appropriate help with any issues that arise during their studies.

**IT Help**

For help with University computer systems and technology, visit [http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/](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](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/). The policy applies to all who connect to the MQ network including students.

**Graduate Capabilities**

**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/online 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/online 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/online discussions.

**Assessment task**

- 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.

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.

**Assessment tasks**

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

**Learning outcomes**

- 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.

**Assessment tasks**

- Document analysis
- Outline and Argument
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**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/online discussions.

**Assessment tasks**

- Document analysis
- Outline and Argument
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- 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/online discussions.

**Assessment tasks**

- Document analysis
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**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.
- Engage with staff and other students in critical, open, and evidence-based classroom/online discussions.

**Assessment tasks**

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

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.
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