Course Overview

**HIST3460 - Early Modern Europe**

**Course Outline**

<table>
<thead>
<tr>
<th>Course Coordinator</th>
<th>Dr Camilla Russell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Semester 2 - 2009</td>
</tr>
<tr>
<td>Unit Weighting</td>
<td>20</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Lecture and Tutorial</td>
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**Brief Course Description**
The sixteenth and seventeenth centuries are often claimed by historians to represent the transition between the medieval and modern worlds. Beginning with the Renaissance and Reformation, the era was characterised by intellectual, religious and political upheaval, which affected all levels of society, not only the elites. Through lectures, tutorials and a particular emphasis on primary documents, students will examine not only the great events of this era, but will also delve below the surface to discuss the impact of these changes on the lives of ordinary men and women.

**Contact Hours**
- Lecture for 2 Hours per Week for the Full Term
- Tutorial for 2 Hours per Week for the Full Term
- Tutorials commence in week 2

**Learning Materials/Texts**

**Course Objectives**
Students undertaking this course should:
- gain contextualised understanding of a critical turning point in the history of the modern world; develop their knowledge about history as an advanced scholarly discipline;
- develop critical and analytical skills appropriate to upper-level university students; develop research and reflective skills relevant to the study of the humanities; and develop written and oral

**Course Outline Issued and Correct as at:** Week 1 Semester 2 2009

**CTS Download Date:** 14 July 2009
communications skills appropriate for a professionalised scholarly environment.

**Course Content**

This course will examine some of the main events, people and transformations of the early modern age in a quest to discover whether this era marks the beginning of modernity. Topics covered in lectures and tutorials might include: the legacy of the medieval world; the Renaissance; religious change; the impact of the New World; the rise of science; women and the family; popular culture; and the 'witchcraze'.

**Assessment Items**

| Essays / Written Assignments | One to three written assignments, which might include minor or major essays, tutorial papers, book reviews, essay proposals, bibliographies, quizzes or other similar exercises as specified in the course guide, totaling 5,000 - 7,000 words, 60% |
| Examination: Formal | Formal exam 30% |
| Group/tutorial participation and contribution | Class participation demonstrating preparation and involvement, worth 10% |

**Assumed Knowledge**

20 units in History at 1000 level or equivalent.

**Callaghan Campus Timetable**

**HIST3460**

**EARLY MODERN EUROPE**

Enquiries: School of Humanities and Social Science

Semester 2 - 2009

| Lecture | Wednesday 13:00 - 15:00 [MCG28C] |
| and Tutorial | Thursday 09:00 - 11:00 [V103] |
| or | Thursday 11:00 - 13:00 [W202] |

**IMPORTANT UNIVERSITY INFORMATION**

**ACADEMIC INTEGRITY**

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one’s own.
Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During assessing any assessment item the University may:

Reproduce this assessment item and provide a copy to another member of the University; and/or

Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS

Students can access the University’s policy at:

MARKS AND GRADES RELEASED DURING TERM

All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at:

Note: different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few
weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study-fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term,** except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

**To check or change your enrolment online go to myHub:** https://myhub.newcastle.edu.au

**STUDENT INFORMATION & CONTACTS**

Various services are offered by the Student Support Unit:

www.newcastle.edu.au/service/studentsupport/

**The Student Hubs** are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>City Precinct</th>
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</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>City Hub &amp; Information Common, University House</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
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</tbody>
</table>

**OTHER CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>General enquiries Callaghan, City and Port Macquarie</th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>Phone: 02 4921 5000</td>
</tr>
<tr>
<td>Rules Governing Undergraduate Academic Awards</td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
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</tr>
<tr>
<td>The Dean of Students</td>
<td></td>
</tr>
<tr>
<td>Deputy Dean of Students (Ourimbah)</td>
<td></td>
</tr>
<tr>
<td>Phone: 02 4921 5806;</td>
<td></td>
</tr>
<tr>
<td>Fax: 02 4921 7151;</td>
<td></td>
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<tr>
<td>Email: <a href="mailto:resolutionprecinct@newcastle.edu.au">resolutionprecinct@newcastle.edu.au</a></td>
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<tr>
<td>Ourimbah</td>
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<tr>
<td>Phone: 02 4348 4030;</td>
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<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
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This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

----------------------------------------------------------------------------------------------- End of CTS Entry  -----------------------------------------------------------------------------------

**Online Tutorial Registration:**

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.
Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
HIST3460
EARLY MODERN EUROPE

Course Coordinator:
Dr Camilla Russell
## WEEKLY LECTURES AND TUTORIALS OVERVIEW

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC OF THE WEEK (LECTURES &amp; TUTORIALS)</th>
<th>KEY DATES &amp; DEADLINES</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Early Modern Europe</td>
<td>No tutorial this week</td>
</tr>
<tr>
<td>2</td>
<td>From rats to riches: The Black Death and a new social order in Europe</td>
<td>Sign up for tutorial presentations in tutorial</td>
</tr>
<tr>
<td>3</td>
<td>Politics and people</td>
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<tr>
<td>4</td>
<td>Reading, writing, seeing and hearing</td>
<td>Sign Up for Essays in tutorial</td>
</tr>
<tr>
<td></td>
<td>FILM James Burke, <em>The Day the Universe Changed</em>, Pt 4: ‘Printing transforms knowledge’</td>
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<tr>
<td>5</td>
<td>Religious world views</td>
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<td></td>
<td>FILM (Lecture) - <em>Saints and Sinners</em>, Pt 4: ‘Protest and Division’</td>
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<tr>
<td>6</td>
<td>Living on the margins: Europe’s outsiders</td>
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<td>7</td>
<td>Women, men and the lifecycle</td>
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<tr>
<td>8</td>
<td>Building cities and consuming cultures</td>
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<tr>
<td>9</td>
<td>Travel, trade and mission</td>
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<tr>
<td></td>
<td>FILM - <em>Columbus &amp; the Age of Discovery</em>, Pt 5: ‘The Sword &amp; the Cross’</td>
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Recess - Monday 28 September to Friday October 9
10  
Wed 14 Oct (L&T1)  
Thurs 15 Oct (T2)  
Early Modern Europe in Film  
FILM: *The Return of Martin Guerre*  
250 word film response due  
Thurs 15 Oct

11  
Wed 21 Oct (L&T1)  
Thurs 22 Oct (T2)  
Emerging nation states  
major essay due  
Thurs 22 Oct

12  
Wed 28 Oct (L&T1)  
Thurs 29 Oct (T2)  
Science, technology, innovation

13  
Wed 4 Nov (L&T1)  
Thurs 5 Nov (T2)  
Conclusion, Overview; Exam Information.

Exam Period - Monday November 9 to Friday November Friday 27

**ESSENTIAL CRITERIA IN ASSESSMENT**

This course contains compulsory components of assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS.

**BREAK-DOWN OF ASSESSMENT**

<table>
<thead>
<tr>
<th>Task</th>
<th>Due date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial presentation and participation</td>
<td>One presentation in tutorial, plus ongoing weekly</td>
<td>10%</td>
</tr>
<tr>
<td>Tutorial paper, 1500 words</td>
<td>1 week following presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Film write-up, 250 words</td>
<td>Thurs 15 Sept</td>
<td>5%</td>
</tr>
<tr>
<td>Major essay, 3,000 words</td>
<td>Thurs 22 Oct</td>
<td>35%</td>
</tr>
<tr>
<td>Exam, 2 hours</td>
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<td>30%</td>
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</table>

**Participation and assessment**

You are expected to attend all lectures and tutorials. Lectures provide the framework for the course; the structure and content of the exam (worth 30%) will reflect this. Tutorials are equally important and a record of attendance will be kept: please note that 30% of your assessment is derived from tutorials (20% for tutorial paper and 10% for tutorial presentation and participation)
TUTORIAL PRESENTATION AND PAPER

For your tutorial presentation, you are required to lead the discussion in one tutorial of your choice. Ideally, this should take about 10 minutes, based on brief notes. Combined with your weekly, ongoing attendance and participation at tutorials, this is worth 10% of your overall mark.

You should be prepared to discuss all of the set essential readings, both primary and secondary, as well as able to comment on some items from the recommended reading. You are not expected to have all the answers, rather to raise key themes/debates that arose from your reading and identify important points for class discussion.

On the basis of discussion, you must submit a written version of your response in the form of a 1,500 word tutorial paper at the following tutorial and through Turnitin. The tutorial paper is worth 20% of your overall mark. It requires a bibliography and references (which are not counted in the word limit). There should be a minimum of 5 additional readings beyond the essential readings. Students will select their topics for presentation at the first tutorial meeting.

WRITTEN FILM RESPONSE

The 250 word written film response (worth 5%) is due on Thursday 15 October. This is a brief written exercise providing you with the opportunity to respond to the themes raised in the film, *The Return of Martin Guerre*, in conjunction with the set reading for the week, Robert Finlay, “The Refashioning of Martin Guerre.” *American Historical Review* 93 (1988): 552-71.

MAJOR ESSAY

The major essay of 3,000 words (not including footnotes and bibliography), and worth 35% of the overall result, is due on Thursday 22 October, at the Student Hub and through Turnitin.

You will need to sign up for an essay topic in the tutorial in Week 4. This is to spread students evenly across the topics, and so reduce excessive demand on resources in the library.

You may choose your essay topic by responding to one of the essay questions set out below, or by choosing one seminar question; you can devise your own essay topic, but only in consultation with the course coordinator. **Note that you must not choose a question relating to the topic on which you are doing your tutorial presentation and paper.**

You are expected to develop an argument based on your own evaluation of the sources, both primary and secondary. Assessment will be based on your research, your analysis and the development of your argument, including effective essay structure and clarity of expression. Referencing (bibliography and footnotes) should follow the conventions of the University of Chicago style. Please consult the School of School of Humanities and Social Science ‘Essay Writing Guide’ for more details on the writing, format and submitting of essays.

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Special Consideration/Extension of Time Applications

Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student Focus. Requests for extensions must be submitted in writing.

http://www.newcastle.edu.au/study/forms/index.html
**Essay questions:**

1. In what ways did the plague impact on the social and economic order of early modern Europe?
2. What was the relationship between politics and people in early-modern Europe?
3. What affect did printing have on early modern European societies?
4. Assess the impact of religious reform, schism, and conflict in sixteenth century Europe.
5. What did minority ethnic groups and other ‘outsiders’ contribute to Europe?
6. Analyse the significance of marriage in early modern Europe.
7. Analyse the rise of artistic production and consumption.
8. To what extent was Europe transformed by encountering the rest of the world?
9. Analyse the defining features of political change in seventeenth century Europe.
10. How did technological change affect the lives of Europeans in this period?

**EXAM**

The exam will be held in the University Examination Period (November 9 to Friday November 27), on a date to be advised. The exam is worth 30% of the assessment for the course.
TUTORIAL GUIDE

This Guide outlines the tutorial topics of each tutorial for the course, with lists of “Discussion Questions”, “Essential Readings” and “Further Readings”.

WEEK 1 – No tutorial

WEEK 2 – From rats to riches: The Black Death and a new social order in Europe

Sign up for assessment topics: tutorial presentations and papers
This tutorial will be primarily an organisational meeting. It will also be an opportunity to discuss the approach and objectives of the course.
As background reading for this week’s lecture, please read the following:

PRIMARY
http://www.fordham.edu/halsall/source/boccacio2.html

SECONDARY
1. Merry E. Wiesner-Hanks, ‘Europe in the world of 1450’ (Cambridge University Press, 2006), Chapter 1.

WEEK 3 – Politics and people

Discussion

What were the common features of – and differences between – the political systems of Europe in the early modern period?
What forms of access to power did ordinary people have in this period?
How was politics and power understood by Machiavelli?
Account for political changes, and continuities, in Europe 1450–1600

Essential Reading

PRIMARY
1. Niccolò Machiavelli, *The Prince* (1513), Chapter 8, at:
http://www.fordham.edu/halsall/basis/machiavelli-prince.html#CHAPTER%20VIII

SECONDARY

Further Reading


Henry Kamen *Early Modern European Society* (Routledge, 2000)


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WEEK 4 – Reading, writing, seeing and hearing

**DISCUSSION**

What was the significance of literacy in early modern European society?

Did more access to reading material change people's lives?

What were the key methods of communication in this period?

Analyse the differences in communication methods between rich and poor, women and men, town and country.

What was Humanism and what was its significance and impact?

**Essential Reading**

**PRIMARY**


2. Look at the following images from the web gallery of art [http://www.wga.hu/index1.html](http://www.wga.hu/index1.html)

Come to class ready to discuss how these cultural artefacts “communicated” to their audience.
1. MICHELANGELO Buonarroti, “Last Judgment” (1537-41, Fresco, Cappella Sistina, Vatican)
2. HOLBEIN, Hans the Younger, “Henry VIII” (after 1537)
3. MEULEN, Adam Frans van der, “Construction of the Château de Versailles” (1669)

see a photo of Versailles at

SECONDARY


Further Reading

Brown, Alison, The Renaissance (London; New York: Longman, 1999), Part 3 (Chapters 8-12)
Peter Burke, Languages and Communities in Early Modern Europe (Cambridge, 2004)
Peter Burke, The Historical Anthropology of Early Modern Italy (Cambridge, 1987)
R.A. Houston, Literacy in Early Modern Europe, 1500-1800 (1988)
Keith Thomas, History And Literature (Swansea: University College of Swansea, 1988)
Edward Muir, Ritual in Early Modern Europe (Cambridge, 1997)
Charles G. Nauert, Humanism and the Culture of Renaissance Europe. Cambridge: Cambridge University Press, 1995

WEEK 5 – Religious world views

DISCUSSION

How did religion shape people’s lives in early modern Europe?

What did the Protestant and Catholic Reformations have in common?

Assess the relationship between politics and religion in this period.

How was religion experienced by people at different social levels?

Essential Reading

PRIMARY

1. Martin Luther, On the Freedom of a Christian, 1520;
2. John Calvin, *Institutes of the Christian Religion*, 1559 (both p. 279);
3. Ignatius of Loyola, *Spiritual Exercises*, 1541;
4. Council of Trent, Canon on the Eucharist, 1547;

**SECONDARY**


**Further Reading**

Peter Burke, *Popular Culture in Early Modern Europe* (Aldershot, 1994), section on ‘Carnival and Lent’


**WEEK 6 – Living on the margins: Europe’s outsiders**

**DISCUSSION**

Who were Europe’s outsiders in this period?

How might life be disadvantaged – or advantaged – by being an outsider?

How different were the lives of the socially excluded from the economically poor?

Analyse the experiences of Europe’s Jews and Muslims.

**Essential Reading**

**PRIMARY**
1. Sodomy charge statistics, Florence, 1478–1502 (p. 147);


**SECONDARY**


2. Merry E. Wiesner-Hanks, section on deviance (pp. 275–83); section on witchcraft, Judaism and Islam (pp. 386–401), in *Early Modern Europe, 1450–1789* (Cambridge University Press, 2006).

**Further Reading**


Thomas V. Cohn and Elizabeth S. Cohn, *Words and Deeds in Renaissance Rome: Trials before the Papal Magistrates* (Toronto: Toronto University Press, 1993), Chapter 8, pp. 244-267


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**WEEK 7 – Women, men and the lifecycle**

**DISCUSSION**

How were women’s lives different from men in this period?

What was the experience of children and adolescents in this period?

In what ways did social position affect a person’s life cycle?
What were the key features of life for the non-elites of Europe in this period?

**Essential Reading**

**PRIMARY**

1. Letter of Francesco to Costanza Barbaro, 1447;
2. Letter of Giorgio Bevilacqua, writing for Jacopo Antonio Marcello, 1463 (both p. 153)

**SECONDARY**


**Further Reading**

Merry E. Wiesner, *Working Women in Renaissance Germany* (New York, 1986)
Peter Burke, *Popular Culture in Early Modern Europe* (reprint, Aldershot, 1994)
Trevor Dean and K. Lowe eds., *Marriage in Italy, 1300-1650* (Cambridge, 1994)
Beatrice Gottlieb, *The Family in the Western World from the Black Death to the Industrial Age* (New York, 1993)
Merry Wiesner, *Women and Gender in Early Modern Europe* (Cambridge, 2000)

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**WEEK 8 – Building cities and consuming cultures – art**

**DISCUSSION**

Who commissioned architectural projects in this period, and why?
What was the role of art in this period?
Why was consumption on the rise in this period?

What is the relationship between urban life and conspicuous consumption in early modern Europe?

**Essential Reading**

**PRIMARY**


2. Letter of Federico da Montefeltro to Luciano Laurana, 10 June 1468;

3. Letter of Alvise Vivarini of Murano to Doge (ruler) of Venice, 28 July 1488 (both p. 118);

4. Letters of Isabella D’Este to various correspondents, 1497–1504 (p. 122);


**SECONDARY**

1. Margaret L. King, ‘New Visions’;

2. ‘The Renaissance Beyond the Alps: Cities, Courts, and Kings’

both in *The Renaissance in Europe* (London: Laurence King, 2003), Chapters 4 & 10

**Further Reading**


WEEK 9 – Travel, trade and mission

DISCUSSION

Discuss Europeans’ responses to the New World.

To what extent was Europe transformed by encountering the rest of the world?

Analyse the religious underpinnings of European expansion beyond its borders.

To what extent was European expansion founded on economic interests?

Essential Reading

PRIMARY
1. Christopher Columbus, Journal, 1492:  
http://www.fordham.edu/halsall/source/Columbus1.html

2. Michel de Montaigne: On Cannibals (1580)  

3. St. Francis Xavier: Letter on the Missions, to St. Ignatius de Loyola, 1549,  
http://www.fordham.edu/halsall/mod/1549xavier2.html

SECONDARY
1. Merry E. Wiesner-Hanks, ‘Europe in the World, 1450–1600’;

2. ‘Europe in the World, 1600-1789’,  
both in Early Modern Europe, 1450–1789 (Cambridge University Press, 2006), Chapters 7 & 13.

Further Reading


J. H. Elliot, Imperial Spain, 1469-1716 (London : Edward Arnold, 1963)

Pagden, Anthony, European Encounters with the New World: From Renaissance to Romanticism (New Haven, 1993)

James D. Tracy, The Rise of merchant empires: long-distance trade in the early modern world, 1350-1750  
(Cambridge University Press, 1993)

Om Prakash, ed., European Commercial Expansion in Early Modern Asia (Aldershot, 1997)

Herbert S. Klein, The Atlantic slave trade (Cambridge University Press, 1999)


Carlo M. Cipolla, *Guns and sails in the early phase of European expansion, 1400-1700* (Collins, 1965)


**WEEK 10 – Early Modern Europe in Film: The Return of Martin Guerre**

**FILM:** *The Return of Martin Guerre*

**Essential Reading**


Please note that this week, instead of the usual lecture and tutorial, you will be viewing the film *The Return of Martin Guerre* in the usual lecture slot. You are then asked to submit a 250 word written film response (worth 5%) on Thursday 15 October, discussing the themes raised in the film, *The Return of Martin Guerre*, in conjunction with the set reading for the week by Robert Finlay.

**WEEK 11 – Emerging nation states**

**DISCUSSION**

Were governments becoming more centralised in seventeenth century Europe?

What were the conditions for political change in the seventeenth century?

What does ‘absolutism’ mean and how did it work in practice?

Account for the differences between political systems and cultures in seventeenth century Europe.

**Essential Reading**

**PRIMARY**


SECONDARY


Further Reading

Geoffrey Parker, *Europe in Crisis, 1598-1648* (Glasgow, 1979)


WEEK 12 – Science, technology, innovation

DISCUSSION

What do we mean by the scientific revolution?

What impact did it have?

What was the relationship between science and politics in this period?

What were the philosophical ‘innovations’ of this period?

Essential Reading

PRIMARY


2. Francis Bacon (1561-1626), ‘selected writings’;

3. Rene Descartes (1596-1650), *Philosophical Essays*

SECONnARY


Further Reading

Peter Burke, Tradition and innovation in Renaissance Italy: A sociological approach. (London: Fontana, 1974)


