# 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 - 2010</td>
</tr>
<tr>
<td>Unit Weighting</td>
<td>20</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Lecture and Tutorial</td>
</tr>
</tbody>
</table>

### 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

### Required Text


### Course Objectives

Students undertaking this course should: gain contextualised understanding of a critical turning point

---

**Course Outline Issued and Correct as at:** Week 1, Semester 2 - 2010

**CTS Download Date:** 20th July 2010
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 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

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Tutorial paper 1,500 words 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay plan</td>
<td>500 words 5%</td>
</tr>
<tr>
<td>Film write-up</td>
<td>500 words 5%</td>
</tr>
<tr>
<td>Essay</td>
<td>3,000 words 40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examination: Class</th>
<th>Class test 1.5 hours 20%</th>
</tr>
</thead>
</table>

| Group/tutorial participation and contribution | Class participation demonstrating preparation and involvement 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 [MC132]
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 (for more information see below).

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>
</tr>
</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>
<td></td>
</tr>
</tbody>
</table>

OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>General enquiries Callaghan, City and Port Macquarie</th>
</tr>
</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>
<td>Ourimbah</td>
</tr>
<tr>
<td></td>
<td>Phone: 02 4348 4030</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Dean of Students</th>
<th>The Dean of Students (Ourimbah)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Dean of Students</td>
<td>Deputy Dean of Students (Ourimbah)</td>
</tr>
<tr>
<td>Phone: 02 4921 5806;</td>
<td>Phone: 02 4921 5806;</td>
</tr>
<tr>
<td>Fax: 02 4921 7151</td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td>Email: <a href="mailto:resolutionprecinct@newcastle.edu.au">resolutionprecinct@newcastle.edu.au</a></td>
<td>Email: <a href="mailto:resolutionprecinct@newcastle.edu.au">resolutionprecinct@newcastle.edu.au</a></td>
</tr>
</tbody>
</table>

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. When emailing queries to
your lecturer, 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
- Announcements throughout the course
- Return of Assignments
- Weekly lecture slides
- Essential Online Information for Students
- Preferred Referencing Style
HIST3460
EARLY MODERN EUROPE

Course Coordinator:
Dr Camilla Russell
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC OF THE WEEK (LECTURES &amp; TUTORIALS)</th>
<th>KEY DATES &amp; DEADLINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 28/29 July</td>
<td>Introduction to Early Modern Europe</td>
<td>No tutorial this week</td>
</tr>
<tr>
<td>2 - 4/5 August</td>
<td>From rats to riches: The Black Death and a new social order in Europe</td>
<td>Sign up for tutorial presentations &amp; essays in tutorial</td>
</tr>
<tr>
<td>3 - 11/12 August</td>
<td>Politics and people</td>
<td></td>
</tr>
<tr>
<td>4 - 18/19 August</td>
<td>Reading, writing, seeing and hearing FILM <em>The Day the Universe Changed</em>, Pt 4: ‘Printing transforms knowledge’</td>
<td></td>
</tr>
<tr>
<td>5 - 25/26 August</td>
<td>Religious world views FILM (Lecture) - <em>Saints and Sinners</em>, Pt 4: ‘Protest and Division’</td>
<td></td>
</tr>
<tr>
<td>6 - 1/2 September</td>
<td>Early Modern Europe in Film FILM: <em>The Return of Martin Guerre</em></td>
<td></td>
</tr>
<tr>
<td>7 - 8/9 September</td>
<td>Women, men and the lifecycle</td>
<td>Essay plan due 10 September</td>
</tr>
<tr>
<td>8 - 15/16 September</td>
<td>Living on the margins: Europe’s outsiders</td>
<td></td>
</tr>
<tr>
<td>9 - 22/23 September</td>
<td>Travel, trade and mission FILM - <em>Columbus &amp; the Age of Discovery</em>, Pt 5: ‘The Sword &amp; the Cross’</td>
<td></td>
</tr>
<tr>
<td><strong>Recess</strong> - Monday 27 September to Friday 8 October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 - 20/21 October</td>
<td>Science, technology, innovation</td>
<td></td>
</tr>
<tr>
<td>13 - 3/4 November</td>
<td>Class test</td>
<td></td>
</tr>
</tbody>
</table>
ESSENTIAL CRITERIA IN ASSESSMENT

BREAK-DOWN OF ASSESSMENT

<table>
<thead>
<tr>
<th>Task</th>
<th>Due date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial paper</td>
<td>1500 words</td>
<td>20%</td>
</tr>
<tr>
<td>Essay plan</td>
<td>500 words</td>
<td>5%</td>
</tr>
<tr>
<td>Primary source write-up</td>
<td>500 words</td>
<td>5%</td>
</tr>
<tr>
<td>Major essay</td>
<td>3,000 words</td>
<td>40%</td>
</tr>
<tr>
<td>Class test</td>
<td>1.5 hours</td>
<td>20%</td>
</tr>
<tr>
<td>Group/tutorial participation &amp; contribution</td>
<td>Lead tutorial discussion x 2</td>
<td>10%</td>
</tr>
</tbody>
</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 each assessment item reflect the information and material covered in lectures and tutorials.

Please note that all written work must be submitted online only through Blackboard/Turnitin – no paper submissions are required for this course.

TUTORIAL PRESENTATIONS AND RELATED WRITTEN TASKS

In the course of the semester, you will be asked to lead the discussion in two tutorials (together worth 10% of overall result).

For one tutorial, you will produce a **1,500 word paper** responding to a question of your choice from the discussion questions set for that week’s readings (20%). The paper requires a bibliography and references (which are not counted in the word limit). There should be a minimum of 4 additional readings beyond the essential readings.

For the other week’s presentation, you will be expected to produce a brief **500-word write-up** of the primary sources set for that week’s theme (5%). Your response should provide the context for one set document, and analyse its significance.

Presenters preparing for their **1,500 word paper** should come to class ready to discuss **all of the set readings** (primary and secondary) and **all of the discussion questions set for that week**.

Presenters preparing for their **500 word primary source write-up** should concentrate in particular on the **primary sources**, but be ready to comment on their relevance to **all of the set readings**.

For both presentations, 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.

MAJOR ESSAY

The major essay of **3,000 words** (not including footnotes and bibliography), and worth 40% of the overall result, is due on Friday 15 October through Turnitin.

Your essay topic must be different from the topics of your 2 presentations.
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 Chicago Manual of Style (available online from the University Library website). Please see the Blackboard site for this course for the Essay Writing Guide produced specifically for students in the History discipline.

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 forms from http://www.newcastle.edu.au/study/forms/index.html (scroll down to Student Hubs)

For further details, please see relevant information above, under SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

⇓⇓⇓

ESSAY QUESTIONS

Week 3
In what ways were Machiavelli’s ideas about politics and power a response to the political conditions of his time?

Week 4
How important was the ability to read and write in early-modern Europe?

Week 5
In your view, were the Protestant and Catholic Reformations inevitable?

Week 7
“Marriage brought a husband and wife not only into a relationship with one another and their eventual children, but also into a broader web of family and kin relations” (Merry E. Wiesner-Hanks, Early Modern Europe, 1450–1789 (Cambridge: Cambridge University Press, 2006), p. 70). Discuss.

Week 8
Select one group of “outsiders” in early-modern Europe and analyse the key features of their exclusion.

Week 9
Why did Europeans travel beyond their borders in the early-modern period?

Week 10
What was the significance of art in early-modern Europe?

Week 11
Do you think there was a Scientific Revolution?

Week 12
Assess the political conditions that gave rise to Absolutism.
Footnotes and Bibliography for History Students: The Basics
(For the full story, see History Citation Guide in the Blackboard site for this course)

Footnotes and a bibliography are required to show where you found the information and opinion you use in your essays. In the History discipline, we use the Chicago footnoting system. Footnotes (shown as “F” below) indicate the source of the material used in writing the essay, whether it has been quoted directly or not. Footnote numbers appear at the end of the sentence in which the material is used and the notes are placed at the bottom of the page. The bibliography (“B” below) is an alphabetical listing of all of the sources upon which the essay is based which appears alone on the last page of the essay. Here are examples of references for commonly used sources:

Books - Single Author

Books - More than One Author or Editor

Chapter in an edited collection

Journal Article

Short form (to be used in footnotes for any second and subsequent reference to a source, after it has been cited once in full.)
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

The first part of this tutorial will be an organisational meeting. It will also be an opportunity to discuss the approach and objectives of the course. Also, as preparation for the course, please read the set texts below, and come to class ready to discuss them.

**DISCUSSION**

According to Wiesner-Hanks, what were the key features of Europe in 1450?

**Essential Reading**

*PRIMARY*

1. Marchione di Coppo Stefani, *The Florentine Chronicle* (1370s-1380s)
   
   http://www2.iath.virginia.edu/osheim/marchione.html

*SECONDARY*


**Further Reading**


---

**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**

   
   [http://www.fordham.edu/halsall/basis/machiavelli-prince.html](http://www.fordham.edu/halsall/basis/machiavelli-prince.html)

**SECONDARY**


**Further Reading**


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. ‘Barbaro and Pico: The debate between philosophy and eloquence’;
3. ‘Women and Humanism in Renaissance Italy’,

**SECONDARY**


**Further Reading**


**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

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


WEEK 6 – Early Modern Europe in Film: The Return of Martin Guerre

FILM: The Return of Martin Guerre
Please note that this week, in the usual lecture slot, you will be viewing the film The Return of Martin Guerre.

DISCUSSION
Is film a useful medium for exploring the lives of early modern Europeans?
What are Zemon Davis’ key points about the significance of the Martin Guerre story?
How do the conclusions reached by Finlay and Zemon Davis differ concerning Martin Guerre? Which do you find more convincing?

Essential Reading

WEEK 7 – Women, men and the lifecycle

DISCUSSION
How were women’s lives different from men’s 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. ‘Laws requiring unmarried people to register or leave’, Denmark 1549 (document 9),
2. ‘Advice on choosing a wife’, Portugal 1540 (document 13),
3. ‘Qualities of the ideal wife’, England 1617 (document 14),
in Wiesner-Hanks, ‘Resources and solutions’, Primary sources from Chapter 2, at:
http://www.cambridge.org/catalogue/catalogue.asp?isbn=0521005213&ss=res

SECONDARY

**Further Reading**


**WEEK 8 – 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),

2. “A woman is accused of witchcraft, Italy 1625,” in Wiesner-Hanks, “Resources and solutions”,
Primary sources from Chapter 11, doc. 14,
http://www.cambridge.org/catalogue/catalogue.asp?isbn=0521005213&ss=res

Primary sources from Chapter 1, at:
http://www.cambridge.org/catalogue/catalogue.asp?isbn=0521005213&ss=res

4. The Expulsion of the Jews from Spain, 1492 CE,
http://www.fordham.edu/halsall/jewish/1492-jews-spain1.html

SECONDARY


Further Reading


WEEK 9 – Travel, trade and mission

DISCUSSION

Discuss Europeans’ responses to the New World.

How 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. “Columbus’ letter to the King and Queen of Spain, 1494”, in Wiesner-Hanks, “Resources and solutions”, Primary sources from Chapter 7, doc. 5,


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


Further Reading


WEEK 10 – Building cities and consuming cultures – art and architecture

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

1. Letter of Federico da Montefeltro to Luciano Laurana, 10 June 1468 (p. 118);
2. Letter of Alvise Vivarini of Murano to Doge (ruler) of Venice, 28 July 1488 (p. 118);
3. Letters of Isabella D’Este to various correspondents, 1497–1504 (p. 122);


In addition: look at the following images from the web gallery of art
http://www.wga.hu/index1.html

Come to class ready to discuss how these cultural artefacts “communicated” to their audience. You don’t have to have detailed knowledge of the artefacts, but reflect on the messages they seem to be transmitting in terms of content, intended audience, and style.

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 http://en.chateauversailles.fr/index.php?option=com_cdvhomepage

SECONDARY


Further Reading


Patrick O’Brien, Derek Keene, Marjolein ‘t Hart and Herman van der Wee, eds., Urban Achievement in Early Modern Europe (Cambridge: Cambridge University Press, 2001).


Peter Burke, *Cultural Translation in Early Modern Europe* (Leiden: Cambridge University Press, 2007) [electronic resource]


---

**WEEK 11 — 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*;


**SECONDARY**


**Further Reading**


---

**WEEK 12 – 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


