HIST3460
EARLY MODERN EUROPE

Course Coordinator: Catherine England
Room: MCLG21
Phone: 4921 5218
Email: catherine.england@newcastle.edu.au
Consultation Hours: Tuesday 12:00-1:00pm, Wednesday 2:00pm-3:00pm

COURSE OVERVIEW

Semester: Semester 2 - 2006
Unit Weighting: 20
Teaching Methods: Lecture; Tutorial

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
4 hours per week

Learning Materials/Texts
Course Reader

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 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

Course Outline Issued and Correct as at: Week 1 Semester 2 2006

CTS Download Date: 5 July 2006
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**
Class participation demonstrating preparation and involvement, worth 10%; 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, 50 - 70%. Formal exam or class test, as specified in the course guide, 20 - 40%. Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course guide available in the first two weeks of semester.

**Assumed Knowledge**
20 units in History at 1000 level or equivalent.

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**TIMETABLE OF CLASSES**

Students attend one two-hour lecture, and one two-hour tutorial, each week.

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<th>Activity</th>
<th>Day</th>
<th>Time</th>
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<th>Comments</th>
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<tbody>
<tr>
<td>Lecture and Tutorial or</td>
<td>Tuesday</td>
<td>3.00pm - 5.00pm</td>
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<tr>
<td>or Tutorial</td>
<td>Wednesday</td>
<td>10.00am - 12.00 noon</td>
<td>[MCG61]</td>
<td>Commence Week 2</td>
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<td></td>
<td>Wednesday</td>
<td>3.00pm - 5.00pm</td>
<td>[MCLG42]</td>
<td>Commence Week 2</td>
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**ALTERATION OF THIS COURSE OUTLINE**

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

**ONLINE TUTORIAL REGISTRATION**

Students are required to enrol in the Lecture and a specific Tutorial time for this course, via the Online Registration system:

Registrations close at the end of week 2 of semester.

**STUDENTMAIL AND BLACKBOARD**

- 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.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
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</table>
| 1    | Introduction | Library Session  
Gary Jones, Faculty Librarian for Education & Arts | No tutorial this week |
| 2    | FILM - *The Return of Martin Guerre* | Introduction, and Sign Up for Presentations |
| 3    | FILM - *Saints and Sinners*, Pt 3: ‘Set Over Two Nations’ (the Church in the Middle Ages) | The Legacy of the Middle Ages  
*The Return of Martin Guerre* - Evidence and Interpretation |
| 4    | James Burke, *The Day the Universe Changed*, Pt 3: ‘Point of View (It started with the Greeks)’ | Renaissance | After the Black Death |
| 5    | FILM - *Saints and Sinners*, Pt 5: ‘Protest and Division’ (religious dissatisfaction, Reformation, Counter-Reformation) | Religious Turmoil | Humanism, and Sign Up for Essays |
| 6    | FILM - *Columbus & the Age of Discovery*, Pt 5: ‘The Sword & the Cross’ | ‘Others’ in Europe | The Reformation of Society |
| 7    | FILM - *Western Tradition*  
Program 31. “The Age of Absolutism”  
Program 32. “Absolutism and the Social Contract” | Session on Writing Essays | New Worlds and New People |
<p>| 8    | FILM - David Starkey, <em>This Land of England</em> | Family, Society and Community; Men, Women and Children | Absolutism |
| 9    | FILM - <em>The Merchant of Venice</em> | Patriarchy and Gender |
| 10   | Violence in Society and Violence of the State | The Significance of English Drama |</p>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td></td>
<td>The Growth and Spread of Knowledge: Literacy, Education, Advances in Science</td>
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<tr>
<td></td>
<td>recess - Monday October 2 to Friday October 13 (including Labour Day public holiday - Mon, Oct 2)</td>
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<td>long essays due on Monday October 16</td>
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<tr>
<td>Mon, Oct 16</td>
<td>FILM - <em>Burning Times</em></td>
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<td>Witches and Witch Hunting</td>
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<tr>
<td></td>
<td>Literacy, Print and Science</td>
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<tr>
<td>Mon, Oct 23</td>
<td>Conclusion, Overview; Exam Information.</td>
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<td></td>
<td>Witch Hunts</td>
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**Exam Period - Monday November 6 to Friday November 24**

**TUTORIAL GUIDE**

This Guide outlines the tutorial topics of each tutorial for the course, with lists of “Discussion Questions”, “Essential Readings” and “Further Readings”. Use the Guide in conjunction with the HIST3460 Workbook. The Workbook contains all the readings listed as “Essential” for each tutorial topic.

Doing the readings and thinking about the discussion questions is essential preparation for each tutorial. It is necessary for getting good marks in the ‘class preparation, attendance and participation’ part of assessment for the course. It is also the only way for groups to have useful and interesting discussions each week, and helps greatly in preparing for tutorial papers, essays and the exam.

**WEEK 1: NO TUTORIAL**

**WEEK 2: INTRODUCTION**

(also sign up for assessment topics: tutorial presentations and papers, and essays)
WEEK 3: THE RETURN OF MARTIN GUERRE

Discussion

- What is *The Return of Martin Guerre*? Is it a history?
- What was Natalie Zemon Davis trying to achieve through it?
- How have historians used the story, what for, and why?
- What is the evidence for it?
- What strikes you as significant about the story and evidence? Can you think of any other questions that it raises about the time, place, events or people?
- Can we assess how accurate the film is in the sense of the past it conveys? How?
- Do you find Davis’s reconstruction of the events and people, or her interpretation of the story and its characters, convincing?
- Does the story illustrate or give a sense of a world very foreign to our own?
- How can historians hope and try to provide an accurate understanding of the past?
- Is this essential in doing history, or can there be other goals in doing history?

Essential Reading

SECONDARY


Further Reading

SECONDARY

- Davis, Natalie Zemon. “Women on Top.” PRINTED IN COURSE WORKBOOK FOR WEEK 9 TUTORIAL, ON “PATRIARCHY AND GENDER”
WEEK 4: AFTER THE BLACK DEATH

Discussion

- Outline the immediate consequences of plague.
- What were the longer-term religious outcomes? Were they all negative?
- To what extent can we attribute the late medieval Church’s problems to the aftermath of the plague?
- Do you think the Reformation was a consequence of the Black Death?
- What were the long-term economic effects of the disease and population decline?
- What were the long-term social effects of the disease and population decline?
- Did these economic and social effects of plague cause the social unrest of the later Middle Ages?
- How might the social changes wrought by the plague have led to the Renaissance?
- After the plague’s first catastrophic emergence in late-medieval Europe, it continued to flare up time and time again throughout the following centuries. What would be some of the effects of this?

Essential Reading

PRIMARY


SECONDARY


Further Reading

PRIMARY

SECONDARY


- Churchhill, "The Medical Practice of the Sexed Body: Women, Men and Disease in Britain, circa 1600-1740", in *Social History of Medicine*, Vol 18, No. 1, 2005, pp. 3-12.


WEEK 5: HUMANISM

Discussion

- Definition: just what do we mean by the term “Renaissance Humanism”?
- How are the ideals of humanism reflected in the documents?
- Would you say that humanistic ideals encouraged a rise of the “individual” (as opposed to the medieval focus on the “community”)?
- To what extent was humanism gendered? (i.e. how did ideas of “Renaissance man” differ from those of “Renaissance woman”?)
- Did Renaissance people differ from Medieval people?
- Did the Renaissance represent a break with the past?

Essential Reading

PRIMARY


SECONDARY

- Brown, Alison, The Renaissance (London; New York: Longman, 1999), Part 3 (Chapters 8-12)

Further Reading


*For Reference Only*


*Videos*

There are various videos about the Renaissance in the libraries; most focus on art. If you would like to view any of them, I’d recommend:


The other one to watch is:

*The Western Tradition*, Programme 25 “The Renaissance and the Age of Discovery.”
WEEK 6: THE REFORMATION OF SOCIETY

Discussion

- Explain what we mean by ‘confessionalism’ and ‘confessionalisation’.
- Can you give examples of both?
- How important was Protestant teaching on social institutions like marriage in forging confessional identity?
- What do you think were the Catholic equivalents?
- Why did religious and civic authorities deem it necessary to regulate the morality of their subjects?
- What kinds of behaviour were the magistrates at pains to reform?
- Do you think that ‘confessionalism’ was successful in creating new ‘national,’ ‘regional’ and ‘civic’ identities?

Essential Reading

PRIMARY


SECONDARY


Further Reading

SECONDARY


WEEK 7: NEW WORLDS AND NEW PEOPLE

Discussion

- What is the prevailing attitude towards the New World and its inhabitants in the primary sources?
- How did the writers justify conquest and colonisation?
- Did they sense that the “new” lands were different to anything they had before encountered?
- What kind of Christian interpretation did they place upon the land and people?
- Can you identify a ‘scientific’ approach in the explorers’ actions in explaining, sampling and mapping the new territories?
- To what extent do European attitudes to the New World reflect the Renaissance ideologies we discussed earlier in the semester?
- How did ‘Renaissance Man’ understand the indigenous Americans?
- Did Europeans’ encounters with the New World affect their conceptions or understandings of themselves and their society?

Essential Reading

PRIMARY


SECONDARY


Further Reading

PRIMARY


SECONDARY


**Videos**

*Columbus and the Age of Discovery.* (Various episodes of this series are useful.)
WEEK 8: ABSOLUTISM

Discussion

- What does ‘absolutism’ mean?
- Was it a form of dictatorship?
- What was the political environment in Early Modern France that gave rise to the desire for stronger central government?
- Upon what foundation was the royal authority grounded?
- Do you think the ‘staging’ of absolutism at Louis XIV’s court strengthened royal authority?
- How important was the character of the king in the success of royal authority?
- Did ‘absolutism’ have any significance in seventeenth-century England, around the time of the Civil War?
- What were English ideas about absolutism?
- What did Englishmen think about the place and position of the King, and his relationship to the people, and the law?

Essential Reading

PRIMARY


SECONDARY


Further Reading

PRIMARY


Hobbes, Thomas, Leviathan


Locke, John, Concerning Civil Government. (Electronic resource through Newcastle Library; also available at: http://etext.library.adelaide.edu.au/l/locke/john/l81s/)

SECONDARY


Miller, John, Bourbon And Stuart: Kings And Kingship In France And England In The Seventeenth Century (London: George Philip, c1987)

France


Burke, Peter. The Fabrication of Louis XIV. New Haven: Yale University Press, 1992. See esp. chs. 1, 4 & 5.**


England


WEEK 9: PATRIARCHY AND GENDER

Discussion

- What was the significance of family in Early Modern society?
- What were the position and roles of fathers in society and families?
- What were the position and roles of women?
- How were children regarded?
- What did patriarchalism mean with regard to families?
- What relationship did ideas or theories of patriarchalism have to social realities?
- Did the position and role of women vary up and down the social scale?
- Are there parallels between the contract of government and the contract of marriage?

Essential Reading

PRIMARY

° James VI and I, excerpt from "Basilikon Doron, Or His Majesties Instructions to his Dearest Sonne, Henry the Prince", in The Political Works of James I, ed. by C. H. Millwain, pp. 33-37.


SECONDARY


Further Reading

PRIMARY

° Her Own Life: Autobiographical Writings by Seventeenth Century Englishwomen, ed. by Elspeth Graham ... [et al.] (London; New York: Routledge, 1989)

° Agrippa, Henry Cornelius, Female Pre-eminence: Or the Dignity and Excellency of that Sex,
above the Male, available at:

www.esotericarchives.com/agrippa/preem.htm

° Elyot, Thomas, The Defense of Good Women, available at:

www.pinn.net/~sunshine/book-sum/elyot.html

° English Family Life, 1576-1716: An Anthology from Diaries, ed. by Ralph Houlbrooke

° Filmer, Sir Robert, Patriarcha and Other Political Writings, ed. by J. P. Sommerville, Cambridge University Press, 1991

° Hobbes, Thomas, Leviathan, Part II, Ch. 20, “Of Dominion Paternal and Despoticall”


° Josselin, Ralph, The Diary of Ralph Josselin 1616-1683, ed. by Alan Macfarlane


° Luther, Martin, letter “To Several Nuns”. From Wittenberg, 6 August 1524. Translated from Briefe aus dem Jahre 1524, No. 732-756. (Letters of the Year 1524, Nos. 733-756). Weimarer Ausgabe. Translated by Erika Bullman Flores. Available at:

www.iclnet.org/pub/resources/text/wittenberg/luther/nuns.txt

SECONDARY

Family


° Houlbrooke, Ralph A., The English Family, 1450-1700, 1984


Women/Gender


° Women in English Society, 1500-1800, ed. by Mary Prior (London; New York: Methuen, 1985)


° Aichincloss, Louis, False Dawn: Women in the Age of the Sun King (Garden City, N.Y.: Anchor Press, 1984)


° Crawford, Patricia, Helen Brash and Claire Walker, Women in Early Modern England, 1500-1800 ([St. Lucia, Qld.]: Australian Historical Association, 1989)


° Feminism and Renaissance Studies, ed. by Lorna Hutson (Oxford: Oxford University Press, 1999)

° Fletcher, Anthony, Gender, Sex, and Subordination in England, 1500-1800 (New Haven; London: Yale University Press, 1995)

° Hirst, Derek, “Remembering a Hero: Lucy Hutchinson`s Memoirs of her Husband”, in English Historical Review, 119 (482) 2004 pp.682-691

Kelly, Joan, “Did Women Have a Renaissance?” in Women, History and Theory. The Essays of Joan Kelly, University of Chicago Press, Chicago and London, 1984, pp. 19-50; or in Feminism and Renaissance Studies, Ch. 1 **

Mendelson, Sara Heller, and Patricia Crawford, Women in Early Modern England, 1550-1720


Sixteenth Century Journal: Special Issue: Marriage in Early Modern Europe, 34 (2) 2003, pp. 315-456

Sommerville, Margaret, Sex and Subjection: Attitudes to Women in Early Modern Society (London; New York: E. Arnold; New York: Distributed exclusively in the USA by St. Martin's Press, 1995)

Wiesner, Merry E., Women and Gender in Early Modern Europe (Cambridge [England]; New York, NY, USA: Cambridge University Press, 1993) **

Wiesner-Hanks, Merry E., Gender in History (Malden, Mass.: Blackwell, 2001)


Children

Ariès, P., Centuries of Childhood (London: Cape, 1962)


The History of Childhood, ed. by Lloyd de Mause (New York: Psychohistory Press, 1974)

The Premodern Teenager: Youth in Society, 1150-1650, ed. by Konrad Eisenbichler (Toronto: Centre for Reformation and Renaissance Studies, 2002)
WEEK 10: THE SIGNIFICANCE OF ENGLISH DRAMA

As historians, we are not looking at a play as a work of literary or dramatic art. We are looking at it as a primary document or cultural product of the place and time in which it was written. We are concentrating on what it portrays or reveals about life and/or thought in that place and time. Historians use the visual arts in the same way.

There are no new essential readings for this week. Most of the readings from previous weeks are relevant. Read back over these for revision, but also keeping *The Merchant of Venice* in mind. If you have time, also go ahead to the readings for next week, on violence and abuse.

**Discussion**

- How does *The Merchant of Venice* add to your understanding of topics we have been discussing in the course, such as identity, conceptions of self, morality, family, gender, patriarchy, otherness, government and the law?
- Given what you have read and learnt about Early Modern Europe so far, how do you think members of an Early Modern audience would have reacted to the events, characters, scenes depicted in *The Merchant of Venice*?
- Did Shakespeare simply cater to common assumptions and understandings about life and people? Or did he present something else for people to think or learn about?
- If you have read or watched any other ‘Renaissance’ or Early Modern plays, what can they add to our understanding of Early Modern Europe?

**Further Readings on ‘English Renaissance’ Drama**

Readings that follow here are specifically about the literary genre of English drama of the sixteenth and seventeenth centuries. You may find any of them useful for gaining a further understanding of the genre and its place in England in these centuries.

- Belsey, Catherine, *The Subject of Tragedy: Identity and Difference in Renaissance Drama*
- Bradbrook, M. C., *Themes and Conventions of Elizabethan Tragedy*
- Breight, Curtis C., *Surveillance, Militarism, and Drama in the Elizabethan Era*
- Bristol, Michael D., *Carnival and Theater: Plebeian Culture and the Structure of Authority in Renaissance England*
- Bryant, James C., *Tudor Drama and Religious Controversy*
- Burnett, Mark Thornton, *Masters and Servants in English Renaissance Drama and Culture: Authority and Obedience*
- Bushnell, Rebecca W., *Tragedies of Tyrants: Political Thought and Theater in the English Renaissance*

Comensoli, Viviana, *Household Business: Domestic Plays of Early Modern England*

Daileader, Celia R., *Eroticism on the Renaissance Stage: Transcendence, Desire, and the Limits of the Visible*

DiGangi, Mario, *The Homoerotics of Early Modern Drama*

Dollimore, Jonathan, *Radical Tragedy: Religion, Ideology and Power in the Drama of Shakespeare and His Contemporaries*

Dutton, Richard, *Mastering the Revels: The Regulation and Censorship of English Renaissance Drama*

*Enacting Gender on the English Renaissance Stage*, ed. by Viviana Comensoli & Anne Russell

Findlay, Alison, *A Feminist Perspective on Renaissance Drama*

Floyd-Wilson, Mary, *English Ethnicity and Race in Early Modern Drama*

Gurr, Andrew, *Playgoing in Shakespeare's London*

Hansen, Carol, *Woman as Individual in English Renaissance Drama: A Defiance of the Masculine Code*

Herndl, George C., *The High Design; English Renaissance Tragedy and the Natural Law*

Hillman, Richard, *Self-Speaking in Medieval and Early Modern English Drama: Subjectivity, Discourse, and the Stage*

Hoenselaars, A. J., *Images of Englishmen and Foreigners in the Drama of Shakespeare and His Contemporaries: A Study of Stage Characters and National Identity in English Renaissance Drama, 1558-1642*

Hunter, G. K., *Dramatic Identities and Cultural Tradition: Studies in Shakespeare and His Contemporaries: Critical Essays*

Hunter, G. K., *English Drama 1586-1642: The Age of Shakespeare*

*in Another Country: Feminist Perspectives on Renaissance Drama*, ed. by Dorothea Kehler and Susan Baker

Ingram, Angela J. C., *In the Posture of a Whore: Changing Attitudes to 'Bad' Women in Elizabethan and Jacobean Drama*


Jardine, Lisa, *Still Harping on Daughters: Women and Drama in the Age of Shakespeare*

Kott, Jan, *The Bottom Translation: Marlowe and Shakespeare and the Carnival Tradition*

Leggatt, Alexander, *Citizen Comedy in the Age of Shakespeare*

Loomba, Ania, *Gender, Race, Renaissance Drama*

Lopez, Jeremy, *Theatrical Convention and Audience Response in Early Modern Drama*

McDonald, Russ, *The Bedford Companion To Shakespeare: An Introduction with Documents*
Neill, Michael, *Issues of Death: Mortality and Identity in English Renaissance Tragedy*

Newman, Karen, *Fashioning Femininity and English Renaissance Drama*

Orgel, Stephen, *Impersonations: The Performance of Gender in Shakespeare’s England*


Paster, Gail Kern, *The Body Embarrassed: Drama and the Disciplines of Shame in Early Modern England*

*Race, Ethnicity, and Power in the Renaissance*, ed. by Joyce Green MacDonald

Reynolds, James A., *Repentance and Retribution in Early English Drama*

Rose, Mary Beth, *The Expense of Spirit: Love and Sexuality in English Renaissance Drama*

Rozett, Martha Tuck, *The Doctrine of Election and the Emergence of Elizabethan Tragedy*

Sanders, Eve Rachele, *Gender and Literacy on Stage in Early Modern England*

*Sexuality and Politics in Renaissance Drama*, ed. by Carole Levin and Karen Robertson

Shepherd, Simon, *Amazons and Warrior Women: Varieties of Feminism in Seventeenth-Century Drama*

Sims, James H., *Dramatic Uses of Biblical Allusions in Marlowe and Shakespeare*

Smith, Molly, *Breaking Boundaries: Politics and Play in the Drama of Shakespeare and His Contemporaries*

Sousa, Geraldo U. de, *Shakespeare’s Cross-Cultural Encounters*

Spivack, Charlotte, *The Comedy of Evil on Shakespeare’s Stage*

Stilling, Roger, *Love and Death in Renaissance Tragedy*

*The Cambridge Companion to English Renaissance Drama*, ed. by A.R. Braunmuller and Michael Hattaway

*The Cambridge Companion to Shakespeare*, ed. by Margreta de Grazia and Stanley Wells

*The Italian World of English Renaissance Drama: Cultural Exchange and Intertextuality*, ed. by Michele Marrapodi; associate editor, A.J. Hoenselaars

Trussler, Simon, *Shakespearean Concepts: A Dictionary of Terms and Conventions, Influences and Institutions, Themes, Ideas, and Genres in the Elizabethan and Jacobean Drama*

Vitkus, Daniel J., *Turning Turk: English Theater and the Multicultural Mediterranean, 1570-1630*

Waith, Eugene M., *Patterns and Perspectives in English Renaissance Drama*

WEEK 11: VIOLENCE AND ABUSE IN ITALY

Discussion

- What were some forms of violence and abuse in Early Modern Italy?
- How or why could violence or abuse be considered fun or funny?
- Why were they acceptable?
- Was there recognition that violence or abuse should be avoided?
- Were there attempts to justify violence or abuse?
- In what ways were violence and abuse gendered?
- How did violence shape or affect relationships between men and women?
- Why was violence used in punishments for crime?
- Was violence in Early Modern Italy a sign of anarchy and weak authorities?

Essential Reading

PRIMARY

° Cellini, Benvenuto, *The Life of Benvenuto Cellini*, Book I, Chapters 8 and 9, and 76-79, and Book II, Chapters 69-71, and 89.

SECONDARY

° “Camilla the Go-Between”, in Elizabeth S. and Thomas V. Cohen, *Words and Deeds in Renaissance Rome: Trials Before the Papal Magistrates* (Toronto; Buffalo; London: University of Toronto, 1993), Ch. 5.


Further Reading

PRIMARY


° Cellini, Benvenuto, *The Life of Benvenuto Cellini*. A selection of relevant chapters is: Book I, Chs 8, 9 and 10, 15-18, 26, 47-49, 76-79; Book II, Chs. 61-62, 69-71, 76-77, 89


SECONDARY

**Italy**

Feuds and Vendetta


Politics


Crime and Punishment

° Astarita, Tommaso, *Village Justice: Community, Family, and Popular Culture in Early Modern Italy*


° Fiume, Giovanna, “The Old Vinegar Lady, or the Judicial Modernization of the Crime of Witchcraft”, in *History from Crime*, ed. by Edward Muir and Guido Ruggiero, trans. by Corrada Biazzo Curry, Margaret A. Gallucci and Mary M. Gallucci (Baltimore: Johns Hopkins University Press, 1994, pp. 65-87


Gender


Popular and Youth Violence


° Weinstein, Roni, “‘Thus Will Giovani Do.’ Jewish Youth Sub-Culture in Early Modern Italy”, in Konrad Eisenbichler (ed.), *The Premodern Teenager: Youth in Society 1150-1650*, Centre for Reformation and Renaissance Studies, Toronto, 2002, 51-74 **
Broader European Context


° Sharpe, J. S., "Civility, Civilising Processes, and the End of Public Punishment in England", in *Civil Histories: Essays Presented to Sir Keith Thomas*, ed. by Peter Burke, Brian Harrison and Paul Slack


° Davis, Natalie Zemon, "The Reasons of Misrule: Youth Groups and Charivaris in Sixteenth-Century France", in *Past and Present* (February 1971), 50, pp. 41-75

WEEK 12: LITERACY, PRINT AND SCIENCE

Discussion

- What was education, learning and knowledge to Early Modern Europeans?
- What was for?
- Was it limited in its scope and spread? Why?
- How did these limitations change in the sixteenth-seventeenth centuries?
- Did more access to reading material change people’s lives?
- In what ways did the ideas of Copernicus differ from the writings of Ptolemy & Aristotle?
- What was the response to his findings?
- Explain Galileo’s contribution to cosmology.
- What methods did he use in his scientific investigations?
- Why was he imprisoned by the Inquisition?
- As a result of Copernicus’s and Galileo’s research how did the early modern world view differ from medieval ideas about the universe?

Essential Reading

PRIMARY


SECONDARY


Further Reading

Science

PRIMARY

SECONDARY


Education, Literacy and Printing

PRIMARY

° Luther on Education: Including a Historical Introduction and a Translation of the Reformer’s Two Most Important Educational Treatises, F.V.N. Painter (St. Louis: Concordia Publishing House, 1928)

SECONDARY

° A History of Reading in the West, ed. by Guglielmo Cavallo and Roger Chartier, trans. by Lydia G. Cochrane

° Charlton, Kenneth, and Margaret Spufford, “Literacy, Society and Education”, *The Cambridge History of Early Modern English Literature*, ed. by David Loewenstein and Janel Mueller


School of Humanities and Social Science


Houston, R. A. (Robert Allan), *Literacy in Early Modern Europe: Culture and Education 1500-1800*


Thomas, Keith, *History And Literature* (Swansea: University College of Swansea, 1988)

For Reference Only

WEEK 13: EARLY MODERN WITCH HUNTS

Discussion

- Using the primary source, explain the context within which witchcraft was practised.
- What are the main features of the witch’s craft which emerge from these cases?
- Do you think that witchcraft beliefs functioned as an explanation for misfortune in the 16th and 17th centuries?
- What about the social context? Why would neighbours turn on one another in this way?
- How does the “neighbourly conflict” thesis compare with other explanations for the witch hunts?
- Is it possible to reconcile the “witchcraze” with the “advances” of the Renaissance, Reformations and Scientific Revolution?

Essential Reading

PRIMARY


- From the contemporary pamphlet Newes from Scotland, 1591, as reprinted in Pitcairn’s Criminal Trials in Scotland, vol. 1, pt. 2, pp. 215-223 (witch persecution in Scotland), available at:
  www.sacred-texts.com/pag/twp/twp07.htm

SECONDARY


Further Reading


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

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<th>LENGTH</th>
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<tr>
<td>class preparation, attendance and participation</td>
<td>ongoing, weekly, at tutorials</td>
<td>10%</td>
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<tr>
<td>tutorial presentation</td>
<td>around 10 mins</td>
<td>10%</td>
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<tr>
<td>tutorial paper</td>
<td>1500 words (not incl. footnotes)</td>
<td>20%</td>
</tr>
<tr>
<td>major essay</td>
<td>3000 words (not incl. footnotes)</td>
<td>40%</td>
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<tr>
<td>exam</td>
<td>2-hour formal, or 2-day take-home</td>
<td>20%</td>
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EXAM

The exam will be held in the University Examination Period, Monday November 6 to Friday November 24, date to be advised. There will be an option: you may choose either a two-hour formal examination, or a two-day take-home examination. The exam is worth 20% of the assessment for the course.

CLASS PREPARATION, ATTENDANCE AND PARTICIPATION

Attendance at tutorials is compulsory, which means you can be penalized for not coming. It is also necessary to prepare for tutorials each week. Read at least the 'Essential Reading' (those readings provided in the Course Workbook). Think about the questions on the topics provided in this Course Outline. Contribute to discussion in tutorials, talking about your opinion of the readings and ideas or conclusions about the topics and questions. Having 'right' or 'wrong' answers to any of the questions in tutorials is not important. It is only important to show you have been reading and thinking about the topic. (As a bonus, keeping this up week-by-week is in fact also the best possible way to prepare for the exam.)

TUTORIAL PRESENTATIONS

The presentation is an informal talk, discussing what you have understood about the topic from readings for the week. It should last for around ten minutes, and is worth 10% of the assessment for the course. You will need to sign up for a topic in the first tutorial, in week 2. Topics from weeks 4 to 13 can be chosen (so any except The Return of Martin Guerre). We will need the topics to be evenly covered, with a few people doing each one. The topic on which you give your presentation is also the topic on which you prepare your tutorial paper.
TUTORIAL PAPERS
The tutorial paper has a word limit of 1500 words (not including footnotes), and is worth 20% of the assessment for the course. It is due the week after you give your presentation in the tutorial class.

There is no set question that you need to form an answer to. Please prepare a 1500-word essay discussing your historical interpretation of the primary source material for the topic. What is the significance of the material for historians? What does it reveal to us, or add to our understanding, about the time and place in which it was produced, the people who produced it, or for whom it was produced?

Although this exercise asks you to focus on your primary material, you will still need to do some reading in the secondary material, for recognition of contextual key issues, and historical understandings and questions relating to the topic. This will help you form an informed interpretation of your primary material.

MAJOR ESSAYS
The essay has a word limit of 3000 words (not including footnotes), and is worth 40% of the assessment for the course. It is due on Monday, October 16.

You will need to sign up for an essay topic in the tutorial in Week 5 (week beginning Monday August 14). This is to spread students evenly across the topics, and so reduce excessive demand on resources in the library.

Please choose one of questions below. The questions relate closely to the topics covered in tutorials. Note that you must not choose a question relating to the topic on which you are doing your tutorial presentation and paper. The reading lists provided for tutorials are of course suitable for researching major essays.

1) No tutorial - no question

2) Introduction - no question

3) The Return of Martin Guerre

“My hope is to show that the adventures of three young villagers are not too many steps beyond the more common experience of their neighbors, that an imposter’s fabrication has links with more ordinary ways of creating personal identity.”

(Natalie Zemon Davis, The Return of Martin Guerre, 4.)

How successfully did Natalie Davis interpret the “hidden world of peasant sentiment and aspiration” in Martin Guerre? Do you find her interpretation of the story convincing?

4) After the Black Death

‘Europe … emerged from its long bout with pestilence healthier, more energetic, and more creative than before.’

(David Herlihy, The Black Death and the Transformation of the West, 81.)

Do you agree with Herlihy that the Black Death prepared the road to intellectual and religious renewal in Europe? To what extent did the Renaissance and Reformation have their roots in the fourteenth-century plague epidemic?
5) Humanism
Consider the impact of humanism on society, religion, politics and culture. Did humanism cause a period of ‘Renaissance’? Was this the dawn of a new age?

6) The Reformation of Society
“Lutheranism, Calvinism, and Tridentine Catholicism all developed coherent systems of doctrines, rituals, personnel, and institutions in the intense competition for souls.”

(R. Po-Chia Hsia, Social Discipline in the Reformation, 2.)

What was “confessionalisation,” and how did it affect the lives of Europe’s men and women in the sixteenth and seventeenth centuries?

(Note: You can adopt a comparative approach and compare the experiences among the three major denominations, or you can focus upon one religious group.)

7) New Worlds and New People
Discuss Europeans’ responses to the New World. Were European conceptions of the New World and its inhabitants coloured by Renaissance thinking or Christian prejudice?

8) Absolutism
What was the idea of absolutism in seventeenth-century England and France? In the practice of government, was absolutism less successful in England than in France? Why?

9) Gender
What was the significance of gender as a form of social categorization in Early Modern Europe? What did it mean for the position, roles, behaviour or options of women?

10) English Drama
Consider any of the following plays by William Shakespeare, or a combination of them, to examine what its treatment tells us about Early Modern life and society.

- Hamlet
- Othello
- Twelfth Night
- Henry V
- Romeo and Juliet
- The Taming of the Shrew
- The Merry Wives of Windsor
- The Merchant of Venice

You might consider issues such as religion; crime, punishment and the law; rule and government; servitude; violence and abuse; fun and humour; family; women and gender; morality and behaviour; love; friendship; self-hood and identity; or ‘others’ and ‘otherness’.
11) Violence in Italy

What was the nature and purpose of violence and abuse in Early Modern Italy? Did it do anything other than tear society apart?

12) Advances in Science

The Galileo affair should not be taken as a general indicator of relations between science and religion in the early modern period.’

(John Henry, The Scientific Revolution and the Origins of Modern Science, 74.)

Is Henry’s assessment correct? What were the reasons behind Galileo’s condemnation by the Church, and how significant was his espousal of new scientific methodology?

13) Witches and Witch Hunts

[Mother Waterhouse] confessed that she sent her Satan to one Wardol, a neighbour of hers, being a tailor (with whom she was offended) to hurt and destroy him and his goods.”

(“Last confession of Mother Waterhouse, 1566” in Witchcraft in Europe, 235.)

How convincing is the “neighbourly conflict” thesis in explaining the European witch hunts of the 16th and 17th centuries?

WRITTEN ASSESSMENT ITEMS

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extensions and Special Consideration

- Extension of Time for Assessment Items
- Deferred Assessment
- Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student
1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship, trauma or unavoidable commitment, or
2. 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, must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:
Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be lodged no later than 5 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**WRITTEN ASSIGNMENT PRESENTATION AND SUBMISSION DETAILS**

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**
- **Type your assignments**: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University coversheet**: All assignments must be submitted with the University coversheet: http://www.newcastle.edu.au/school/hss/studentguide/index.html
- **Assignments are to be deposited at any Student Hubs. Hubs are located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah

Any changes to this procedure will be announced during the semester.

- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

- **Keep a copy of all assignments**: All students must date stamp their own assignments using the machine provided. Mailed assignments to schools are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:
- Tutorial papers
- Major essays

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**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.
http://www.newcastle.edu.au/study/forms/index.html
No Assignment Resubmission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-Marks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

Return of Assignments
Students can collect assignments from a nominated Student Focus during office hours. Students will be informed during class which Focus to go to and the earliest date assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style
Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

Papers must include references, in footnotes, not in-text citations. Papers must also include a bibliography, listing sources used, and their publication details. Referencing should follow the conventions of the University of Chicago style, as outlined in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago: University of Chicago Press, 1996). Copies of this guide are available in the Bookshop.

For more information on referencing, and other advice on essay writing, you can download the “History Essay Writing Guide”, and use the “History Essay Writing Module”, available in the side-bar links at:
http://www.newcastle.edu.au/school/hss/

PLAGIARISM
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she gives the impression that the ideas, words or work of another person are the ideas, words or work of the student. Without limiting the generality of this definition, it may include:
- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs. Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link:

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of 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 plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking);
- Submit the assessment item to other forms of plagiarism checking.
GRADING GUIDE

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<th>Grade</th>
<th>Mark Range</th>
<th>Description</th>
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<tr>
<td>Fail (FF)</td>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not</td>
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<td>understood the basic principles of the subject matter and/or has been unable</td>
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<td>to express their understanding in a comprehensible way. Deficient in terms</td>
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<td>of answering the question, research, referencing and correct presentation</td>
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<td>(spelling, grammar etc). May include extensive plagiarism.</td>
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<td>Pass (P)</td>
<td>50% to 64%</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows</td>
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<td>some grasp of the basic principles of the subject matter and a basic</td>
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<td>knowledge of the required readings, is comprehensible, accurate and</td>
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<td>adequately referenced.</td>
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<td>Credit (C)</td>
<td>65% to 74%</td>
<td>The work demonstrates a clear understanding of the question, a capacity to</td>
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<td>integrate research into the discussion, and a critical appreciation of a</td>
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<td>range of different theoretical perspectives. A deficiency in any of the</td>
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<td>above may be compensated by evidence of independent thought. The work is</td>
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<td>coherent and accurate.</td>
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<tr>
<td>Distinction (D)</td>
<td>75% to 84%</td>
<td>Evidence of substantial additional reading and/or research, and evidence of</td>
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<td>the ability to generalise from the theoretical content to develop an</td>
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<td>argument in an informed and original manner. The work is well organised,</td>
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<td>clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>High Distinction (HD)</td>
<td>85% upwards</td>
<td>matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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ESSENTIAL ONLINE INFORMATION FOR STUDENTS

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:


SERVICE OFFICES CONTACT DETAILS

Student Support Unit
Various services are offered by the University Student Support Unit:

The Dean of Students
Dr. Jennifer Archer
Phone: 02 4921 5806
Fax: 02 4921 7151
resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Dr Bill Gladstone
Phone: 02 4348 4123
Fax: 02 4348 4145

Faculty Student Service Offices
The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 02 4921 5314

STUDENT REPRESENTATIVES

We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.
**STUDENT COMMUNICATION**

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**CHANGING YOUR ENROLMENT**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

- For semester 2 courses: 31 August 2006

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/change-enrol.html

**AWARDS**

Web Address For Rules Governing Undergraduate Academic Awards

Web Address For Rules Governing Postgraduate Academic Awards

Web Address For Rules Governing Professional Doctorate Awards

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

The 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 please contact the Disability Liaison Officer on 49 21 5766, or via 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 related to confidentiality and documentation please visit the Student Support Service (Disability) website at:

www.newcastle.edu.au/services/disability