



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.  
Please consult the web for updates that may occur during the year.

### Description: The Emergence of Modern Europe

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
HIS	2005	87243	1, 2009	EXT	1.00	Toowoomba

<b>Academic group:</b>	FOART
<b>Academic org:</b>	FOA003
<b>Student contribution band:</b>	1
<b>ASCED code:</b>	090305

## STAFFING

Examiner: Catherine Dewhirst  
Moderator: Libby Connors

## REQUISITES

Pre-requisite: HIS1001 or HIS1003

## SYNOPSIS

This course introduces students to modern European history by examining some of the forces and trends that influenced the development of Europe between the Black Death (1348) to the turn of the twentieth century (1900). The course is anchored by the theme of the 'idea' of Europe and allows students to focus on this theme by examining significant turning points and some of the colourful players in this historic age. In particular, the course allows students to engage with critical issues to do with Europe's hegemonic transformations and responses to the many ideas emerging over the period with emphasis on primary source material. Content and assessment items in this course lead to an appreciation not only of the conflict from attempts to 'unify' Europe and the relevance of the rise of nation states, but also the nascent concerns and potential power of those termed 'the masses'.

## OBJECTIVES

On completion of this course students will be able to:

1. Identify the major events, forces and figures influencing political, social and cultural change in European history between 1348 and 1900;
2. Critically evaluate the significance of power, gender, class and/or racial paradigms as exemplified in specific European countries or regions throughout the period;
3. Participate in and contribute to group discussion in meaningful ways;
4. Analyse and interpret both primary and secondary sources within the context of providing a coherent argument;
5. Demonstrate competency in written expression and scholarly research relevant to the discipline of history on a selected topic.

## TOPICS

	Description	Weighting (%)
1.	Introduction: The 'Idea' of Europe, the Black Death, backdrop to the Modern Age and interpreting the Black Death	5.00
2.	Europe in Renaissance and the Medici of Florence	10.00
3.	Martin Luther's Reformation	10.00
4.	The Age of Reconnaissance and Witchcraft Persecution	5.00
5.	Niccolo Machiavelli, the French Wars of Religion, the Thirty Years War and Westphalia	10.00
6.	Absolutism and the Sun King, Louis XIV, and the Age of Reason	10.00
7.	Russia's Emergence and Catherine the Great	5.00
8.	The French Revolution and France in Terror	10.00
9.	Napoleon Bonaparte and Napoleon's European Empire	10.00
10.	The Concert of Europe and Prince von Metternich	5.00
11.	The Industrial Revolution and a new ideology: The Communist Manifesto	10.00
12.	Italian and German nationalism and Otto von Bismarck	5.00
13.	Course Overview and exam review	5.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Machiavelli, Niccolo 2003, *The prince (translated by George Bull)*, Penguin Books, London.

Merriman, John 2004, *A history of modern Europe: from the renaissance to the present*, 2nd edn, W W Norton & company, New York & London.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Abrams, Lynn 2006, *Bismarck and German Empire, 1871-1918*, Routledge, London.

Alexander, John T 1996, *Catherine the great: life and legend*, Oxford University Press, New York.

Barry, J, Hester, M and Roberts, G (eds) 1998, *Witchcraft in early modern Europe: studies in culture and belief*, Cambridge University Press, New York.

- Beales, D and Biagini, E 2002, *The Risorgimento and the Italian unification*, Longman, Harlow, UK.
- Berce, Yves Marie 1996, *The birth of absolutism: a history of France, 1598-1661*, St Martin's Press, New York.  
(R Rex (translation))
- Blanning, TCW (ed) 2000, *The nineteenth century: Europe 1789-1914*, Oxford University Press, Oxford.
- Boccaccio, Giovanni (1370-71) 1995, *The Decameran (translated by G H McWilliam)*, Penguin Books, London.
- Cameron, Euan 1991, *The European Reformation*, Oxford University Press, New York.
- Eisenstein, Elizabeth 2005, *The Printing Revolution in Early Modern Europe*, 2nd edn, Cambridge University Press, New York.
- Engels, Friedrich (1845) 1987, *The Condition of the Working Class in England*, Victor Kiernan (ed), Penguin, London.
- Frey, Linda and Frey, Marsha 2004, *The French revolution*, Greenwood Press, Westport, Conn. and London.
- Frieda, Leonie 2003, *Catherine De Medici*, Weidenfeld, London.
- Horne, Alistair 2005, *The age of Napoleon*, Phoenix, London.
- Howsbawm, Eric 2002, *The age of revolution*, Abacus, London.
- Jardine, Lisa 1997, *Worldly Good: A New History of the Renaissance*, Papermac, London.
- Kates, Gary (ed) 1998, *The French Revolution: Recent Debates and new Controversies*, Routledge, New York & London.
- Knott, Sarah and Taylor, Barbara (eds) 2005, *Women, gender and enlightenment*, Palgrave Macmillan, Houndmills, London and New York.
- Levack, Brian 1995, *The Witch-Hunt in Early Modern Europe*, 2nd edn, Longman, London & new York.
- Lyons, Martyn 1994, *Napoleon Bonaparte and the legacy of the French revolution*, Palgrave Macmillan, Houndmills, UK.
- Marx, Karl & Engels, Friedrich (1848) 1992, *The Communist Manifesto*, Oxford University Press, Oxford and New York.
- Mikkeli, Heikki 1998, *Europe as an aidea and an identity*, Macmillan Press, London.
- Montesquieu, Chales de Secondat (1721) 1993, *The Persian letters (translated by C J Betts)*, Penguin Books, London.
- Nauert, Charles G 2006, *Humanism and the culture of renaissance Europe*, 2nd edn, Cambridge University Press, Melbourne, Vic.
- Outram, Dorinda 2005, *The Enlightenment*, 2nd edn, Cambridge University Press, Melbourne, Vic.
- Rosner, Lisa & Theibault, John 2000, *A short history of Europe, 1600-1815: search for a reasonable world*, M E Sharpe, New York.
- Rousseau, Jean-Jacques (1762) 1968, *The social contract (translated by Maurice Cranston)*, Penguin Books, London.

Seed, Patricia 1995, *Ceremonies of possession in Europe's conquest of the new world, 1492-1640*, Cambridge University Press, New York.

Skinner, Quentin 2000, *Machiavelli: a very short introduction*, Oxford University Press, Oxford.

Sperber, Jonathan 2000, *The European revolutions, 1848-1851*, Cambridge University Press, Cambridge.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Examinations	2.00
Lectures	26.00
Private Study	124.00
Tutorials	13.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
CONTEXT ANALYSIS 800-1000 WDS	100.00	15.00	03 Apr 2009 (see note 1)
MAJOR ESSAY - 2,000 words	100.00	40.00	15 May 2009 (see note 2)
JOURNAL 800-1000 WORDS	100.00	15.00	05 Jun 2009 (see note 3)
EXAMINATION - 2 HOURS	100.00	30.00	END S1 (see note 4)

### NOTES

1. The Contextual Analysis (800-1000 words) is a written paper based on an original critical analysis of the set primary source. It requires students to focus on both the primary source and at least two secondary sources in responding to the question posed. Students will demonstrate research skills and analysis, and receive feedback to guide them in their Major Essay assignment. This assessment is aligned with Objectives 1, 2, 4 and 5.
2. This assessment is aligned with Objectives 1, 2, 4 and 5.
3. Students will be marked on their capacity to reflect on the major themes of the course as outlined in the tutorial discussion and/or online discussion forum. Students must demonstrate an informed discussion by having read the set readings. This assessment is aligned with Objectives 1, 3 and 5.
4. Students will be advised of the official examination date after the timetable has been finalised. This assessment is aligned with Objectives 1, 2 and 5.

## IMPORTANT ASSESSMENT INFORMATION

### 1 Attendance requirements:

There are no attendance requirements for this external course. However, it is the student's responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

- 2 Requirements for students to complete each assessment item satisfactorily:  
To successfully complete an individual assessment item, a student must achieve at least 50% of the marks or a grade of at least C-. This statement must be read in conjunction with Statement 4 below.
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without extenuating circumstances and without prior approval, then a penalty of a maximum of 5% of the assigned mark may apply for each working day late, up to a maximum of 10 working days, at which time a mark of zero can be recorded for that assignment.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
The exam for this course is a CLOSED examination, and candidates are allowed to bring only writing and drawing instruments into the examination.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
Any deferred or supplementary examinations for this course will be held during the next examination period.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6 Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL  
<http://www.usq.edu.au/corporateservices/calendar/part5.htm>

## ASSESSMENT NOTES

- 9 (a) The due date for an assignment is the date by which a student must lodge the assignment at the USQ. (b) All Faculty of Arts assignments must be lodged in the Faculty Assessment Centre on the Ground Floor of Q Block no later than 12 noon on the due date. (c) In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience. (d). Students must retain a copy of each item submitted for assessment. This must be despatched to USQ within 24 hours if requested by the Examiner. (e) In accordance with University's Assignment Extension Policy (Regulation 5.6.1), the examiner of a course may grant an extension of the due date of an assignment in extenuating circumstances such as documented ill-health. (f) Students who have undertaken all of the required assessments in the course but who have failed to meet some of the specified objectives of the course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete-Makeup). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study. (g) Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or sit for an examination at the scheduled time, may apply to defer an assessment in the course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded: IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

10 Students will require access to email and have internet access to USQConnect for this course.