1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Extensions of Time for Submission of Tasks
7. Attendance
8. Class Clashes
9. Academic Honesty and Plagiarism
10. Course Schedule
11. Course Resources
12. Course Evaluation and Development
13. Student Support
14. Grievances
15. Other Information
1. Course Staff and Contact Details

**Course Convenor**

<table>
<thead>
<tr>
<th>Name</th>
<th>Buch, Robert</th>
<th>Room</th>
<th>Morven Brown 249</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>93858643</td>
<td>Email</td>
<td><a href="mailto:Robert.Buch@unsw.edu.au">Robert.Buch@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Monday 14:00-15:00 and by appointment</td>
<td></td>
<td></td>
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</tbody>
</table>

**Lecturers**

Dr R. Buch; Prof R. MacDonald; Dr H. Graham; Dr J. Lanicek; Dr Andrew Beattie

**Tutors**

<table>
<thead>
<tr>
<th>Name</th>
<th>Buch, Robert</th>
<th>Room</th>
<th>Morven Brown 249</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>93858643</td>
<td>Email</td>
<td><a href="mailto:Robert.Buch@unsw.edu.au">Robert.Buch@unsw.edu.au</a></td>
</tr>
<tr>
<td>Name</td>
<td>Harnish Graham</td>
<td>Room</td>
<td>Morven Brown 367</td>
</tr>
<tr>
<td>Phone</td>
<td>93852337</td>
<td>Email</td>
<td><a href="mailto:h.graham@unsw.edu.au">h.graham@unsw.edu.au</a></td>
</tr>
<tr>
<td>Name</td>
<td>Anthony Coxeter</td>
<td>Email</td>
<td>TBA</td>
</tr>
</tbody>
</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
</table>

**Course Description**

Charting the multiple origins and genealogies of the idea of Europe, its fluctuating character and boundaries, the course focuses on key periods, events, and developments that have informed the notion of Europe. It looks at precursors and models for the idea of a unified Europe such as the Roman Empire; at pan-European conflicts like the confessional strife of the 16th and 17th centuries; at scientific innovations and political upheavals, from the Renaissance to the French Revolution, but also at Europe’s relationship to its presumed “others,” whether within or outside of its borders. The legacy of Europe is thus assessed in terms of its ideals and ideologies, both past and current, and in terms of the realities of strife and crisis that have marked its history.

**Course Aims**

1. To introduce students to central concepts of European history and thought to provide them with a sense of the complexity and range of this history, including questions of historical periodisation.

2. To provide students with, and allow them to develop, critical understandings and interpretations of these concepts and their significance for European self-understanding.

3. To develop students’ critical thinking, research and written and spoken communication skills, as relevant to the interdisciplinary field of European Studies.

**Student Learning Outcomes**

1. Display developed knowledge of the key events, ideas and processes that have shaped modern Europe.

2. Gain an empirical and theoretical foundation for further study in European Studies.

3. Understand the role and relevance of concepts, ideas, and problems of intellectual, political, and cultural history in contemporary debates about Europe.

4. Show developed and improved skills in conducting research, reading critically, thinking clearly, constructing an argument, writing persuasively and interacting positively with fellow students.
Graduate Attributes

1. In-depth knowledge and conceptual understanding in the interdisciplinary fields of European studies.
2. Research skills
3. Critical thinking
4. Persuasive communication skills

3. Learning and Teaching Rationale

The learning and teaching strategy is designed to deliver a course that encourages student engagement with debates about the foundations and legacies of Europe, developing their critical skills through multiple modes of teaching and assessment. The course is organized as a two-hour lecture and one-hour tutorial aimed to foster critical thinking and discussion with and among the participants.

4. Teaching Strategies

Each week the lectures will focus on a given historical period and its implications for the development of the idea of Europe. In the tutorial we will discuss one primary and one secondary text. The teaching strategy is to encourage student engagement with and structured reflection on the readings by having them respond to discussion questions in advance and be prepared to present their ideas on the critical issues in class. Engagement with the introductory lecture and reading material will also be encouraged and assessed by an in-class essays, which will give students the opportunity to synthesize the material and reflect on what they have learnt. The research essay will require students to undertake independent research on a specific topic.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written responses to weekly questions about the readings + a discussion question on the lecture</td>
<td>c. 150 words</td>
<td>20%</td>
<td>1, 2, 3</td>
<td>1, 3, 4</td>
<td>7x over the semester</td>
</tr>
<tr>
<td>In-class presentation</td>
<td>7-8mns</td>
<td>10%</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4</td>
<td>continuous</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>300-400 words</td>
<td>10%</td>
<td>2, 3, 4</td>
<td>2, 3, 4</td>
<td>8 April</td>
</tr>
<tr>
<td>Research essay</td>
<td>2500 words</td>
<td>40%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>6 May</td>
</tr>
<tr>
<td>Take-home essay</td>
<td>1200 words</td>
<td>20%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>2 June</td>
</tr>
</tbody>
</table>

Written responses on readings and a discussion question about the lecture (20%)
At the end of each lecture you will be given two questions about the two assigned texts. You are expected to submit your responses to both questions along with a discussion question about the lecture via Turnitin seven times over the course of the semester. The responses and your discussion question need to be submitted by Sunday midnight before the Monday tutorials in which the given texts are discussed. It's up to you to decide in which weeks you want to submit the responses and discussion question. You need to keep track of your
submissions yourself. Assessment criteria address the extent to which your responses closely engage with the text, the extent to which you demonstrate an understanding of the reading and relevant associated issues, and the extent to which you demonstrate critical thinking. If you do not submit seven responses you will get zero for this assessment item. As the comments and questions are intended to be discussed in the weekly tutorial, late postings will not count, so submitting on time is crucial.

**Presenting written responses in class (10%)**
Once in the semester every student is expected to present her or his two responses about the readings and their discussion question about the lecture to the class. This is an opportunity to elaborate on the questions and answers and to engage with your peers. It is important not to read the answers from paper but to develop them orally. In addition to the assessment criteria listed above (Written responses), delivery, communication, and engagement with your peers will be assessed.

**Annotated bibliography (10%)**
The annotated bibliography should consist of two scholarly articles and/or book chapters the student selects according to his/her chosen topic. Aside from providing the bibliographical information the student should outline what they perceive to be the gist of the essays and reflect on what these texts contribute to answering the question for the research essay. The brief discussion should also address possible limitations of the chosen scholarly articles/essays.

**Research Essay (40%)**
You are required to write a research essay of approximately 2500 words (excluding the bibliography), which is worth 40% of the total course grade. A number of essay questions will be provided by the lecturer. As it counts for 40% of the course grade, the essay should be a substantial piece of independent research, reflection and analysis. Assessment criteria address the extent to which your essay: demonstrates sound knowledge of the topic within the context of the course; engages with relevant debates on the topic, including in the scholarly literature; demonstrates critical thinking in relation to the topic and the literature used; demonstrates breadth and depth in research; puts forward a clear, coherent and logically structured argument; is clearly written; and uses appropriate referencing conventions.

**Take-home Essay (20%)**
You are required to write a take-home essay. You will receive the questions in the last tutorial held in week 13. You will be required to write short essays in response to questions on themes, issues and debates addressed in the course. The questions will be designed to give you the opportunity to demonstrate your understanding of these themes, issues and debates and your ability: 1) to address them with reference to specific cases and contexts and with reference to the secondary literature, 2) to synthesize the material from multiple weeks and contexts 3) to think critically and 4) to reflect on what you have learnt. The best preparation for the in-class essays is active participation in the course, including engagement with the readings. Assessment criteria include the extent to which you answer the questions, present clear arguments and demonstrate critical thinking and reflection; the extent to which you use evidence and demonstrate engagement with and understanding of the course readings and lecture material and relevant public and scholarly debates; the coherence and clarity of the essays' structure and written expression.

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:
A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

There are four “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly responses and discussion question</td>
<td>continuous</td>
</tr>
<tr>
<td>Annotated bibliography for research essay</td>
<td>8 April</td>
</tr>
<tr>
<td>Research essay</td>
<td>6 May</td>
</tr>
<tr>
<td>Take-home essay</td>
<td>2 June</td>
</tr>
</tbody>
</table>

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.
Your assignment will be available with feedback in soft copy within three weeks of the due date.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.
• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• **A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).**

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.**

8. **Class Clash**

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: [https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf)

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. **Academic Honesty and Plagiarism**

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: [https://student.unsw.edu.au/plagiarism/](https://student.unsw.edu.au/plagiarism/). They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem
fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

### 10. Course Schedule

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 February</td>
<td>Introduction</td>
<td>Introduction</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>7 March</td>
<td>Ancient Greece and Europe; Europe and Ancient Greece</td>
<td>Ancient Greece and Europe; Europe and Ancient Greece</td>
<td>Introduction</td>
<td>Guizot, &quot;European Civilisation&quot;; Burke, “Did Europe Exist Before 1700?”</td>
</tr>
<tr>
<td>14 March</td>
<td>The Roman Model</td>
<td>The Roman Model</td>
<td>Ancient Greece</td>
<td>Pericles, Funerary Oration; Liddel, “Democracy Ancient and Modern”</td>
</tr>
<tr>
<td>21 March</td>
<td>Judaism and Early Christianity</td>
<td>Judaism and Early Christianity</td>
<td>Rome</td>
<td>Cicero, <em>De officiis</em>, I, 11-41; Jenkyns, &quot;The Legacy of Rome&quot;</td>
</tr>
<tr>
<td>28 March</td>
<td>Mid-semester break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 April</td>
<td>Enlightenment and French Revolution</td>
<td>Enlightenment and French Revolution</td>
<td>Anzac Day</td>
<td>No tutorials. no readings</td>
</tr>
<tr>
<td>2 May</td>
<td>Nations and Nationalism</td>
<td>Nationalism</td>
<td>French</td>
<td>Declaration of Rights of Man;</td>
</tr>
</tbody>
</table>
ARTS1780 Course Outline

### Nationalism

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 May</td>
<td>Eastern Frontier</td>
<td>Furet, “Terror”</td>
</tr>
<tr>
<td>16 May</td>
<td>The Dark Continent</td>
<td>Eastern Frontier</td>
</tr>
<tr>
<td>23 May</td>
<td>The New Europe</td>
<td>Eastern Frontier</td>
</tr>
<tr>
<td>30 May</td>
<td>No lecture</td>
<td>The New Europe</td>
</tr>
</tbody>
</table>

#### 11. Course Resources

**Textbook Details**

- Required Readings: ● *Course study kit* available at University bookstore.

**Tutorial readings (all in the course reader)**


**Week 8 – Anzac Day/No tutorial**

**Week 9** ● Declaration of Rights of Man and the Citizen, in *Enlightenment Reader*, ed. Isaac

### Week 10

### Week 11

### Week 12

### Week 13

### Additional Readings

Additional monographs and studies have been placed in the High Use Collection. To view materials currently available in HUC, please search for your course code in SearchFirst using Advanced Search and selecting **Course Code** from the drop down list on the UNSW Library website.

### 12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

### 13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: [http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)

### 14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: [https://my.unsw.edu.au/student/atoz/Complaints.html](https://my.unsw.edu.au/student/atoz/Complaints.html)
15. Other Information

**myUNSW**

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

**OHS**

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

**Special Consideration**

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

**Student Equity and Disabilities Unit**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.