ARTS2785, Europe between the Wars
Semester 1, 2016

1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Extension of Time for Submission of Assessments Tasks
7. Attendance
8. Class Clash
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>Dr Jan Láníček</th>
<th>Room</th>
<th>MB 364</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>02-93851497</td>
<td>Email</td>
<td><a href="mailto:J.Lanicek@unsw.edu.au">J.Lanicek@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Mondays 3-4pm, Wednesdays, 1-2pm. or by appointment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Lecturer

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Jan Láníček</th>
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</table>

### Tutors

<table>
<thead>
<tr>
<th>Name</th>
<th>Matt Haultain-Gall</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
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<td>Email</td>
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</table>

## 2. Course Details

### Units of Credit (UoC)

| 6 |

### Course Description

The interwar years were an especially formative and innovative period in twentieth-century European history. Framed by the end of the First World War and revolutions at one end and the Spanish Civil War and the Second World War at the other, the era saw intense ideological and political conflict, socio-economic crises and the development of radical new political movements and regimes (e.g. Bolshevism, Stalinism, fascism and National Socialism), against which liberal democracy struggled to assert itself. The interwar years also witnessed a remarkable array of cultural and social innovation and experimentation (visual arts, literature, theatre, cinema, social theory, sexuality and gender).

### Course Aims

1. to introduce students to central aspects of interwar European history
2. to provide an assessment of political, social, economic and cultural developments in interwar Europe
3. to enable students to gain an appreciation of the era’s significance for modern Europe
4. to engage with scholarship on major political, social, economic and cultural issues and trends
5. to develop students’ ability to critically analyse scholarship in European studies and history

### Student Learning Outcomes

1. to identify major political, social, cultural and economic developments and issues in interwar Europe
2. to assess the significance of these developments and issues and place them in context
3. to apply analytical and critical-thinking skills to primary sources and academic scholarship
4. to demonstrate oral and written communication skills
5. to demonstrate independent research skills

### Graduate Attributes

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

The learning and teaching strategy is designed to deliver a course that encourages student engagement with the fields of European Studies and European History and develops their critical and research skills through multiple modes of teaching and assessment. There is a two-hour lecture and a one-hour tutorial per week. Each week a specific development or issue will be the focus of the lecture, the readings and tutorial discussion. The lectures will provide background information and introduce theoretical and analytical perspectives and debates that will be explored in or exemplified by the specialized weekly readings. The lectures and tutorials will also address specific primary sources or cultural artefacts for discussion. The tutorials will involve in-depth discussion of readings and primary sources. The teaching strategy is to encourage student engagement with and structured reflection on the readings by setting specific discussion questions each week which will require reflection and note-taking.

4. Teaching Strategies

Engagement with the lecture and reading material will be encouraged and assessed by two class tests, which will give students the opportunity to synthesize the material, consider the bigger picture and reflect on what they have learnt. The research essay will require students to undertake independent research on a specific topic, to engage with scholarship in the field and to practice their critical thinking, analytical and writing skills. The tutorial presentation will require students to undertake some independent research, but above all to engage critically with readings and to display their own and encourage their classmates’ analytical skills.

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>Tutorial Presentation</td>
<td>ca. 10 minutes + 5 minutes discussion</td>
<td>15%</td>
<td>1,2,3,4,5</td>
<td>1,2,3,4</td>
<td>Various</td>
</tr>
<tr>
<td>Essay plan</td>
<td>500 words plus provisional bibliography</td>
<td>10%</td>
<td>1,2,3,4,5</td>
<td>1,2,3,4</td>
<td>6 April</td>
</tr>
<tr>
<td>Research Essay</td>
<td>2,500 words</td>
<td>40%</td>
<td>1,2,3,4,5</td>
<td>1,2,3,4</td>
<td>18 May</td>
</tr>
<tr>
<td>Two In-class Tests</td>
<td>ca. 1 hour each each</td>
<td>19% and 16%</td>
<td>1,2,3,4</td>
<td>1,3,4</td>
<td>Weeks 7 and 13</td>
</tr>
</tbody>
</table>

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 TWO “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>Essay plan</td>
<td>6 April 2016</td>
</tr>
<tr>
<td>Research essay</td>
<td>18 May 2016</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

## 10. Course Schedule

*To view course timetable, please visit:* [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Key Readings (check also the course reader on moodle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 March</td>
<td>Introduction and the Creation of Post-World War 1 Europe</td>
<td>no tutorial</td>
<td></td>
</tr>
<tr>
<td>9 March</td>
<td>The revolutionary tide: Russia to Spain</td>
<td>Introduction and overview</td>
<td>Keynes, John Maynard, ‘The Economic Consequences of the Peace’ (1920)</td>
</tr>
<tr>
<td>16 March</td>
<td>Nationalist and fascist counter-revolution</td>
<td>The revolutionary tide: Russia to Spain</td>
<td>Fourth Congress of the Communist International, ‘The Versailles Peace Treaty’ (1922)</td>
</tr>
<tr>
<td>23 March</td>
<td>Economic crisis and the Great Depression</td>
<td>Nationalist and fascist counter-revolution</td>
<td>Mussolini, Benito, ‘What is Fascism’ (1932)</td>
</tr>
<tr>
<td>30 March</td>
<td>Mid-Semester break</td>
<td>No classes</td>
<td></td>
</tr>
<tr>
<td>6 April</td>
<td>Weimar Germany</td>
<td>Economic crisis and the Great Depression</td>
<td>Cohen, Max, ‘I was one of the unemployed’ (1945)</td>
</tr>
<tr>
<td>13 April</td>
<td>In-class test (11.05-12.05pm)</td>
<td>Weimar Germany</td>
<td>‘Reichstag elections 1928-1933’</td>
</tr>
<tr>
<td></td>
<td>Nazi Germany and Fascist Italy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 April</td>
<td>Central and Eastern Europe</td>
<td>Nazi Germany and Fascist Italy</td>
<td>Hitler, Adolf, ‘Proclamation’ (1933)</td>
</tr>
<tr>
<td>27 April</td>
<td>The Soviet Union</td>
<td>Central and Eastern Europe</td>
<td>Stalin, Josef, ‘Industrialization of the Country’ (1928)</td>
</tr>
<tr>
<td>4 May</td>
<td>Britain between the Wars</td>
<td>The Soviet Union</td>
<td>Szalasi, Ferenc, ‘Hungarism’ (1943)</td>
</tr>
<tr>
<td>11 May</td>
<td>France between the Wars</td>
<td>Britain</td>
<td>Mosley, Oswald, ‘The World Alternative’ (1936);</td>
</tr>
<tr>
<td>18 May</td>
<td>The Spanish Civil War</td>
<td>France</td>
<td>Habe, Hans, ‘France’s Internal Weaknesses’</td>
</tr>
<tr>
<td>25 May</td>
<td>War and Peace: The emergence of the new bipolar world order</td>
<td>The Spanish Civil War</td>
<td>Orwell, George, <em>Homage to Catalonia</em> (excerpt)</td>
</tr>
<tr>
<td>1 June</td>
<td>In-class test (11:30-12:30pm)</td>
<td>War and Peace: The emergence of the new bipolar world order</td>
<td>Roosevelt and Churchill, ‘The Atlantic Charter’ (1941)</td>
</tr>
</tbody>
</table>
11. Course Resources

Textbook Details

You are expected to read the set text: Martin Kitchen, *Europe between the Wars*, 2nd edition (Harlow: Longman, 2006), which is available at the UNSW Library (also online) and the UNSW Bookshop.

We also highly recommend that you read the following survey of twentieth-century European history:


Journals

Good places to search for further resources include the journal database JSTOR and journals such as *Journal of Modern History*, *Journal of Contemporary History*, *European History Quarterly*, *Contemporary European History*, *Central European History* and many more.

Additional Readings

See the further readings on the Moodle site for this course. Try to read as much as possible. These articles will also help you with the preparation of oral presentations.

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

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

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.
APPENDIX 1: Guidance on Essay preparation

In your essay you must demonstrate the ability to:

- Evaluate and critically analyse relevant material, including, if appropriate or required, relevant primary sources.

- Construct a coherent argument, analyse, and communicate the conclusions reached;

- Form a judgement on the historiographical, methodological and other debates central to the study of this period;

In particular this means:

1) The essay must address the question which is asked. Relevance is crucial.

2) The essay must have a central argument. Problems should be discussed and evidence weighed and evaluated. The essay should not simply narrate events or processes, or resort to pointless descriptions of facts. Outlining evidence is, of course, crucial, but the central task is to weigh and assess the evidence, and to construct an argument from that evidence which provides a solution to the problem posed by the question.

3) Sources vary in quality, and not all are equally relevant to your purpose. Wherever possible, produce your own interpretation and your own solution based on the evidence you have examined. Do not accept without question the views expressed or the interpretations given in secondary sources. Your task includes the assessment and critical analysis of work by other writers.

4) Your essay must be based on at least ten significant quality sources. You are allowed to use internet sources but they should form only a marginal part of your source base.

5) Always refer to the source of your information. You must give reference to the following material:

   - "to cite the authority for statements in text: specific facts or opinions as well as exact quotations";

   - "to make cross-references";

   - "to provide a place for material which the writer deems worthwhile to include but which would, in the writer's judgement interrupt the flow of thought if introduced into the text";


**DO NOT ONLY GIVE REFERENCES FOR DIRECT QUOTATIONS!**

6) When making a direct quotation, do it accurately. Quotations should always be material to your argument – i.e. you may quote from a primary source as a means of supplying
evidence for a point that you wish to make. As a general rule, do not quote from authorities merely to sum up the argument. This should always be done in your own words, not in the words of another writer.

7) Plan your essay carefully. Bad organisation affects the clarity and argument of the paper. Write it in clear, grammatically correct prose. Sentences should be crisp and uncluttered.

8) Take the complete reference of the book you are using when taking notes. Remember to record the page numbers to which you are referring, so that the exact references may be given in your essay.

9) Make references in a conventionally accepted format. References should be made in the form of either numbered footnotes at the bottom of each page, or as endnotes at the end of your essay, but before your bibliography.

YOU MUST INCLUDE FOOT/END NOTES AND A BIBLIOGRAPHY IN YOUR ESSAY.

10) There are several conventional systems of referencing material. Use one consistently. Do not invent a system of your own, or switch between systems in the course of your essay.
APPENDIX 2: Grading criteria for essay

In First and Upper Level subjects marks will be awarded on the following scale:

High Distinction 85%+ An outstanding essay, excellent in every regard. A High Distinction essay shows real flair, originality and creativity in its analysis. Based on extensive research and reading, it engages with complex historiographical issues, demonstrates theoretical acumen and involves both the critical analysis of argument and innovative interpretation of evidence. This essay is a delight to read and the prose is of exceptionally high standard. A high distinction essay shows the potential to undertake post-graduate studies in History.

Distinction 75% - 84% An essay of a superior standard. Well written, closely argued and based on wide, thoughtful and critical reading, a distinction essay answers the question fully and shows an understanding of complex historiographical issues. At its best, it is elegantly expressed and pursues an argument with subtlety and imagination. Distinction students are encouraged to progress to Honours in History.

Credit 65% - 74% A credit essay is work of a high degree of competence. It answers the question well, demonstrating a sound grasp of subject matter, and arguing its case with clarity and confidence. It engages critically and creatively with the question, attempts to critique historical interpretations and positions itself with the relevant historiography. A credit essay demonstrates the potential to complete Honours work in History.

Pass 50% - 64% A pass essay is work of a satisfactory standard. It answers the question but does not do so fully or particularly well. It has a coherent argument and is grounded in the relevant reading but the research is not extensive and the argument fails to engage important historiographical issues. The prose is capable but could be much improved. A pass grade suggests that the student can (with application) complete a satisfactory pass degree; it does not qualify a student for admission to Honours. There is a world of difference between a bare and a high pass essay. The latter signals far more reading and a much deeper understanding of the question. With work, a high pass essay can achieve credit standard.

Fail Under 50% This is work of unacceptable standard for university study. It fails to answer the question and is based on inadequate reading. A failed essay usually has serious faults in terms of prose, presentation and structure.