



School of Humanities and Languages

ARTS1780, Concepts of Europe Semester 1, 2014

1. Course Staff and Contact Details	2
2. Course Details	2
3. Learning and Teaching Rationale	3
4. Teaching Strategies	3
5. Course Assessment	3
6. Attendance/Class Clash	6
7. Academic Honesty and Plagiarism	6
8. Course Schedule	7
9. Course Resources	8
10. Course Evaluation and Development	10
11. Student Support	10
12. Grievances	10
13. Other Information	10

1. Course Staff and Contact Details			
Course Convenor			
Name	Robert Buch	Room	Morven Brown 249
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Consultation Time	Tuesday 11-12n and by appointment		
Lecturer			
Name	A. Beattie, S. Bernini, R. Buch, G. Nathan	Room	
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Tutors			
Name	Stefania Bernini	Room	Morven Brown 333
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2. Course Details	
Units of Credit (UoC)	6
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 16 th and 17 th 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	<ol style="list-style-type: none"> 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 them 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	<ol style="list-style-type: none"> 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

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Written responses	150 words	15%	1, 2, 3	1, 3, 4	8x over the semester
In-class essay	900 words	30%	1, 3	1, 3, 4	Wk 6, 9 April
Research essay	2500 words	45%	1, 2, 3, 4	1, 2, 3, 4	Wk 12, 27 May
Presenting responses in class	5-10mins	10%	1, 2, 3	1, 2, 3, 4	continuous

Written responses on readings (15%)

Each week you will be asked two questions about the two assigned texts. You are expected to mail your responses to both questions to your tutor eight times over the course of the semester. The questions need to be submitted **before** the tutorial in which the given texts are discussed. Your tutor will let you know his or her preferred method, format, and deadline. It's up to you to decide in which weeks you want to submit a question. But 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 eight 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 to the class. This is an opportunity to elaborate on the question 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.

Research Essay (45%)

You are required to write a research essay of approximately 2500 words (excluding the bibliography), which is worth 45% of the total course grade. A number of essay questions will be provided by the lecturer. As it counts for 45% 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.

In-class Essay (30%)

You are required to write an in-class essay. It will be held during normal class time in week 6 and count for 30% of the course grade. 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 engaging 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: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

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 which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. 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: <http://www.lc.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>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commencing:	Topic	Lecture Content	Tutorial/Lab Content	Readings
4 March Wk 1	Concepts of Europe	Introduction	--	--
11 March Wk 2	Ancient Greece	Ancient Greece	Ancient Greece	Pericles, Funerary Oration; Rhodes, "Democracy and Empire"
18 March Wk 3	Rome	Rome	Rome	Cicero, De officiis; Veyne, "Humanitas"
25 March Wk 4	Judaism and Early Christianity	Rise of Christianity	Rise of Christianity	Augustine, Civ. Dei; Löwith, "Augustine"
1 April Wk 5	Medieval Europe	Medieval Europe	Medieval Europe	Thomas Aquinas, On Faith etc.; Rosemann, "Philosophy and Theology"
8 April Wk 6	Renaissance	In-class essay Renaissance	Renaissance	Pico della Mirandola, On the Dignity of Man; Panofsky, "Renaissance"
15 April Wk 7	Reformation	Reformation	Reformation	Luther, 95 Theses; Van Dülmen,

				“Reformation and Modern Age”
22 April	mid-semester break			
29 April Wk 8	French Revolution	French Revolution	French Revolution	Declaration of Rights of Man; Hunt, “Revolutionary Origins”
6 May Wk 9	Nationalism	Nationalism	Nationalism	Renan, What Is a Nation?; Benner, “Intellectual Origins”
13 May Wk 10	The Eastern Frontier	The Eastern Frontier	The Eastern Frontier	Kundera, “Central Europe”; Delanty, “Frontier and Identities”
20 May Wk 11	The Dark Continent	The Dark Continent	The Dark Continent	Gentile & Mussolini; Diner, “Irreconcilability”
27 May Wk 12 Research essay due	The New Europe	The New Europe	The New Europe	Judt, “Grand Illusion”
3 June Wk 13	Review	--	Review	

9. Course Resources

Textbook Details

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

Strongly recommended reading: • John Hirst, *The Shortest History of Europe*, Collingwood, Victoria: Black Inc., 2012 – also available at the campus bookstore and electronically through UNSW library.

Required Readings

Week 2

--Pericles' Funeral Oration, in Thucydides, *History of the Peloponnesian War*, ed. M. I. Finley, London: Penguin, 1972, 143-151.

--P. J. Rhodes, “Democracy and Empire” in *The Age of Pericles*, ed. Loren J. Samons II, Cambridge, UK: Cambridge University Press, 2007, 24-45.

Week 3

--Cicero, *On Duties*, eds. M. T. Griffin, E. M. Atkins, Cambridge: Cambridge University Press, 1991, 6-19.

--Paul Veyne, “*Humanitas*: Romans and Non-Romans” in *The Romans*, ed. Andrea Giardina, Chicago: Univ. of Chicago Press, 1993, 342-369.

Week 4

--Augustine, *The City of God*, Bk. XIX, 21, 22, 24-28, ed. R. W. Dyson, Cambridge, New York: Cambridge UP, 1998, 950-953, 960-964.

--Karl Löwith, “Augustine” in Löwith, *Meaning and History*, Chicago and London: University of Chicago Press, 1949, 160-173.

Week 5

--St Thomas Aquinas, Selections (“On Faith and Reason”; “On Faith, Hope, and Love”) in *Medieval Europe. A Short Sourcebook*, eds, Warren Hollister et al., New York etc.: Wiley, 1982,

200-206.

--Philipp W. Rosemann, "Philosophy and Theology in the Universities" in *A Companion to the Medieval World*, eds. C. Lansing and E. D. English, New York etc.: Wiley-Blackwell, 2009, 544-560.

Week 6

--Pico della Mirandola, Oration on the Dignity of Man, eds. Ernst Cassirer, et al., *The Renaissance Philosophy of Man*, Chicago: University of Chicago Press, 1948, 223-225.

--Erwin Panofsky, 'Renaissance and Renascences', *Kenyon Review*, Vol. 6, No. 2 (Spring 1944), 201-236.

Week 7

--Martin Luther, "Ninety-five Theses" in *Reformation Reader*, ed. Denis Janz, Minneapolis: Fortress Press, 1999, 81-85.

--Richard van Dülmen, "The Reformation and the Modern Age" in *The German Reformation*, ed. C. Scott Dixon, Malden, Mass.: Blackwell, 1999, 193-219.

Week 8

--Declaration of Rights of Man and the Citizen, in *Enlightenment Reader*, ed. Isaac Krammick, London: Penguin, 1995, 466-468.

--Lynn Hunt, "The Revolutionary Origins of Human Rights" in: *The French Revolution and Human Rights. A Brief Documentary History*, ed. Lynn Hunt, Boston, New York: Bedford Books/St. Martin's Press, 1996, 1-32.

Week 9

--Ernest Renan, "What Is a Nation?" in *The Nationalism Reader*, eds. Omar Ghabour, Micheline Ishay, New Jersey: Humanities, 143-152.

--Erica Benner, "Nationalism: Intellectual Origins" in *Oxford Handbook of the History of Nationalism*, ed. J. Breuilly, Oxford: Oxford UP, 2013, 36-55.

Week 10

--Milan Kundera, "The Tragedy of Central Europe" in *New York Review of Book*, Volume 31, Number 7, April 26, 1984.

--Gerard Delanty, "The Frontier and Identities of Exclusion in European History," *History of European Ideas*, Vol. 22, No. 2, 1996, 93-103.

Week 11

--Gentile, Giovanni, 'Fascism as a Total Conception of Life' & Mussolini, Benito, 'The Birth of a New Civilization' in: *Fascism*, ed. R. Griffin, Oxford: Oxford University Press, 1995, 54-55, 72-73.

--Diner, Dan, 'The Irreconcilability of an Event: Integrating the Holocaust into the Narrative of the Century', in *Remembering the Holocaust in Germany, 1945-2000*, ed. Dan Michman, New York: Lang, 2002, 95-107.

Week 12

--Judt, Tony, *A Grand Illusion? An Essay on Europe*, New York: Hill and Wang, 1996, 3-44 (Chapter 1: 'A Grand Illusion').

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](#).

10. 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.

11. 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>

12. 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>

13. 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.