



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and
Social Sciences**

SCHOOL OF HUMANITIES & LANGUAGES

ARTS 2273

**TOWARDS WAR AND
REVOLUTION:
19TH CENTURY EUROPE**

SEMESTER 2, 2013

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COURSE STAFF

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COURSE DETAILS

This Level 2 course focuses on Europe in the nineteenth and early twentieth centuries, beginning with the defeat of Napoleon and concluding with the collapse of the Central and East European empires at the end of the First World War. There are three broad themes running through the course:

- a. Ideology and politics (conservatism, liberalism, nationalism, socialism, communism; the nation state; great power rivalry and imperialism).
- b. The European economy (the nature, spread and pattern of industrialisation; the decline of agriculture; capitalism).
- c. European society (the social consequences of economic change; 'old' and 'new' orders in the 'long' nineteenth century, changing fashions and social patterns).

COURSE AIMS

The aims of this course are:

- To introduce you to the major themes and issues in nineteenth-century European history.
- To develop in you a progressive mastery of historical concepts and skills through the study of nineteenth-century Europe.
- To provide a learning environment in which you will be enabled to develop and enhance your abilities to think critically, analytically and creatively.
- To provide a learning environment in which you will be given the opportunity to develop and practice the skills and abilities appropriate to an Arts graduate and which are readily transferable to a wide variety of vocational areas.
- This course builds on ARTS2272 "Europe in Turmoil: From Renaissance to Revolutions", offered at Level 2 in Semester 1.

STUDENT LEARNING OUTCOMES

By the end of the course you should be able to:

- Demonstrate knowledge of at least two specific topics within the context of nineteenth-century European history.
- Outline accurately, within the specific topics, the key historical issues, concepts, dates, figures, evidence and historiographical debates.
- Demonstrate an understanding of the processes of continuity and change in nineteenth-century European history.
- Appreciate the range of problems involved in the interpretation of historical material, evidence and arguments relating to nineteenth-century Europe.
- Understand and evaluate the range of conceptual frameworks and theoretical perspectives in the interpretation and analysis of evidence.
- Evaluate the merit and value of contrasting forms of historical judgement.
- Question received scholarly wisdom and develop and defend your own opinions.
- Communicate, orally and/or in writing, effectively and present work in a manner which conforms to scholarly conventions and subject guidelines.
- Construct a relevant argument that demonstrates an adequate use of evidence and a selection of historical interpretations.
- Locate, gather, sift and synthesize an adequate body of source material.
- Demonstrate the ability to work independently, under the constraints imposed by the component of assessment, e.g. word limit, time limit, deadline.
- Demonstrate the ability to work with others.

TEACHING STRATEGIES

The learning and teaching methods employed are:

Lectures: student learning is largely confined in lectures to an introduction of content and the basic historiographical problems. These sessions provide you with the context, the key interpretations and problematical issues, and with the framework appropriate for independent learning.

Group tutorials: in these you consolidate your understanding, knowledge, analytical and communication skills through negotiation and interaction with other students and with staff.

Tutorials may take a variety of forms, all of which provide different learning opportunities. The focus in tutorials is on structured discussion with the aim of achieving particular outcomes for each session.

Independent learning: a significant proportion of your time is taken in constructive reading, note-taking, and the heuristic process of information retrieval. Analytical and cognitive skills are advanced through reflection and consideration of both primary and secondary material.

COURSE SCHEDULE

All lectures are on Wednesdays, 11am-1pm, Civil Engineering G1. Please check myUNSW for the tutorial group you are enrolled in – the two tutorial groups meet at 11am and 12pm on Fridays, Morven Brown LG2).

Readings:

Salmi's *Nineteenth-century Europe* is strongly suggested for purchase, the other readings will be linked on Moodle. The readings listed here are subject to change, those linked on Moodle are correct.

Week 1: Introduction: Europe in 1815:
Societies, peoples, economies

No tutorial this week.

Suggested reading: Salmi, Introduction.

Week 2: Old Regimes, 1815-1830
Industrial Revolution

Tutorial discussion topic: What kind of Europe was being restored in 1815?

Readings:
Martin Lyons, 'Endings and beginnings: Europe in 1815'
Salmi, Chapter 1: Industrialisation

Week 3: Radicalists, anarchists, socialists 1830-1848
Women of the 1848 Revolutions

Tutorial: What were the outcomes of 1848?

Readings:
A.J.P. Taylor, '1848'
Salmi, Chapter 4: Nationalism

Further reading:
Karl Marx, *Communist Manifesto* – available on on-line
<http://www.anu.edu.au/polsci/marx/classics/manifesto.html>

Week 4: Medicine and health
Technology and communication

Tutorial: Consider Italy's unification – why did it happen as it did?

Readings TBC

Week 5: The Crimean War
The age of capital and heavy industry

Tutorial: Were bandits good guys or bad guys, or something more interesting?

Anton Blok, 'The Peasant and the Brigand: Social Banditry Reconsidered', *Comparative Studies in Society and History*, 14.4 (1972), pp 494-503

Week 6: The Middle Classes
Production and Consumption

Tutorial: What were the bourgeoisie? What can we learn from clothing tastes and other bourgeois tastes?

Michelle Perrot, *Fashioning the Bourgeoisie* (Princeton 1994), pp. 80-6
Kathleen Kete, *The Beast in the Boudoir* (Berkeley, California, 1994), pp. 39-55
Salmi, Chapter 5

Week 7: Guest lecture: title TBC

Tutorial: Consider the Pale of Settlement. What was life like in the Shtetl? Or what about life in multicultural Odessa? How would you characterize relations between Jews and Christians, and why? How diverse were other European cities?

Annamaria Orla-Bukowska, 'Maintaining Borders, crossing Border', in A.Polosky (ed), *Polin: Studies in Polish Jewry*, vol. 17: *The Shtetl: Myth and Reality* (2004), pp. 171-95
Natan Meir, *Kiev, Jewish Metropolis: A History, 1859-1914* (Indiana, 2010), ch. 5, pp. 190-210

Essay Plans Due

Week 8: Imperialism
The Persistence of the Old Regime

Tutorial: Europeans were remaking or rethinking themselves through colonialism. Discuss.

Timothy Mitchell, *Colonising Egypt* (Berkeley, California, 1988), pp. 1-33
Anne McClintock, *Imperial Leather* (New York, 1995), pp. 207-31
Salmi, Chapter 8: Imperial Culture

Week 9: Urban life
Crime and Scandal

Tutorial: What factors went into the making of the modern metropolis?

Carl Schorske, 'The Ringstrasse, its Critics, and the birth of Urban Modernism', in *Fin de Siècle Vienna* (New York, 1981), pp. 24-62
Further readings TBC

Week 10: Working People and Unions

Democracy and the old regimes

Tutorial: Consider the history of the history of the working classes. How did the working class manage to make an impact on national politics from the 1890s?

Dick Geary, *European Labour Protest, 1848-1939* (London, 1981), pp. 90-126

Further readings TBC

Week 11 The Arts and Intellectuals
 Rise of Feminism

Tutorial: Analyse the ways in which Europeans were experiencing time and space in the period before the First World War.

R. Dennis, *The Architecture of Hurry*

S. Kern, *The Culture of Time and Space*, ch. 3

Salmi, Chapter 9: Fin de Siecle

Week 12: Guest lecturer, Nick Doumanis – title TBC

Tutorial: Why did the assassination of Franz Ferdinand lead to a general European war?

Michael S. Neiberg, *Dance of the Furies* (Cambridge, Mass., 2011), 10-35

Christopher Clark, *The Sleepwalkers* (Penguin, 2012)

Essays Due.

Week 13 No lecture. Class test in tutorial.

COURSE EVALUATION AND DEVELOPMENT

Student evaluative feedback on this course is welcomed and is gathered periodically, using among other means UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

REFERENCES

The essential text for this course is *Nineteenth-century Europe: A Cultural History* by Hannu Salmi, available from the UNSW book shop.

There is no reading pack – all other tutorial readings will be linked from the course page on Moodle.

Online Resources

Expanded Academic ASAP is a fully-searchable database of thousands of journals. It is available via the UNSW library homepage.

The Times Digital Archive is a fully-searchable database of the London Times newspaper, going back to its very beginnings. It is an excellent primary resource.

A reasonably useful source for primary materials is the **History Internet Sourcebook**. This can be found at: <http://www.fordham.edu/halsall/mod/modsbook.html>.

An excellent **tutorial on 1848** by the distinguished academic John Breuilly is available at <http://web.bham.ac.uk/1848/>.

A word of **advice** on the **World Wide Web: BE CAREFUL OUT THERE!** For sensible guidance on how to sail safely through what can often be dangerous waters, see: http://www.hca.heacademy.ac.uk/resources/Briefing_Papers/bp2.php?id=197.

Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:

<http://info.library.unsw.edu.au/web/services/services.html>

ASSESSMENT

- **Components**

Assessment is made up of:

1. An **essay** worth 50% of the overall mark.
2. A **class test** worth 20% of the overall mark.
3. A **tutorial presentation** worth 20% of the overall mark.
4. An **essay plan**, due in Week 7, worth 10% of the overall mark.

(1) Essay

- The essay counts for 50% of the overall mark - *and is due in by 4pm, Friday of Week 12.*
- Essay length: *3000 words.*
- See Appendices A and B for guidance on essay preparation and the presentation of written work.
- Essays will normally be ready for collection within three weeks of the submission date. You are strongly advised to pick up your essays – the comments provided will help you in future assignments.

(2) Class test

- The class test counts for 20% of the overall mark.

- The test lasts one hour and will be held in the final tutorial.

(3) Tutorial presentation

- The tutorial presentation counts for 20% of the overall mark.
- The tutorial presentation should be NO MORE THAN 10 minutes long. It should provide an introductory summary of the featured text for your session, present the historical context of the text and its author, and provide a starting point for discussion. Where several students present on the same topic (which will usually be the case) it is desirable that you negotiate a division of labour so that each of you may present different aspects in order to stimulate class discussion.
- You will be assessed on the content of your tutorial presentation, your presentation of the paper (style and delivery), your ability to answer questions subsequent to the presentation, and the length of the presentation. You are not required to submit a written version of the tutorial paper.

(4) Essay plan

- The essay plan counts for 10% of your mark.
- The essay plan should show why you chose that particular topic, what you understand to be the key issues involved, and how you intend to tackle them (i.e. a research strategy).
- The essay plan is due in your tutorial in Week 7.
- More information on this will be provided in class, and there will be a standard template for the essay plan.

Assignment Submission

- The cut off time for all assignment submissions in the School is **4pm** of the stated due date.
- Two copies must be submitted for each written assessment – one paper copy and one electronic copy.
- All hard/paper copy assessments should be posted into the Assignment Drop Boxes outside the front counter of the School of Humanities and Languages on level 2, Morven Brown Building by 4pm on the due date.
- A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages from poorly bound or stapled assignments.
- In addition, a soft copy must be sent through **Moodle** on Turnitin by 4pm on the due date.
- **SUBMISSION MUST BE THROUGH MOODLE. DO NOT EMAIL ESSAYS TO THE LECTURER.**

Assignment Collection

Assignments should be collected from your lecturer/tutor and must be collected by the owner/author of the assignment. A Stamped Self Addressed Envelope must be provided on submission if students require their assignment to be posted back to their home address.

Assignment Extensions

A student may apply to the Lecturer/Tutor for an extension to the submission date of an assignment. Requests for extension must be made via myUNSW before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

Late Submission of Assignments

Assignments submitted after the due or extended date will incur a 5% penalty per day of the maximum marks available for that assignment. Assignments received more than 10 calendar days after the due or extended date will not be allocated a mark.

ATTENDANCE

To successfully complete this unit you are required to attend minimum 80% of classes. If this requirement is not met you will fail the unit. The Lecturer will keep attendance records.

ACADEMIC HONESTY AND PLAGIARISM

Students seeking information on plagiarism should visit the following web site:

<http://www.lc.unsw.edu.au/plagiarism/index.html>

OCCUPATIONAL HEALTH AND SAFETY POLICY

UNSW's Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others.

Any OHS concerns should be raised with your immediate supervisor, the School's OHS representative, or the Head of School. The OHS guidelines are available at:

http://www.ohs.unsw.edu.au/ohs_policies/index.html

STUDENT EQUITY AND DIVERSITY

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. Alternatively, the Student Equity and Diversity Unit can be contacted on 9385 4734. Further information is available at:

<http://www.studentequity.unsw.edu.au>

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 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. Further information about UNSW grievance procedures is available at:
<https://my.unsw.edu.au/student/atoz/Complaints.html>

OTHER STUDENT INFORMATION

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & 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>

Appendix A: Guidance on essay preparation

In your essay you must demonstrate the ability to:

1. Evaluate and critically analyse relevant material, including, if appropriate or required, relevant primary sources.
2. Construct a coherent argument, analyse, and communicate the conclusions reached;
3. 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) 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";
 - "to make acknowledgements" (K.Turabian, Student's Guide For Writing College Papers (Chicago, University of Chicago Press, 1963), p.122).

DO NOT ONLY GIVE REFERENCES FOR DIRECT QUOTATIONS!

- 5) When making a direct quotation, do it accurately. Quotations should always be material to your argument - ie 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.

6) 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.

7) 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.

8) 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.

9) 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 an essay.

Appendix B: Grading criteria for essays

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.