



Arts & Social
Sciences

School of Humanities and Languages

ARTS2273
Towards War and Revolution: 19th Century Europe

S2, 2014

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1. Course Staff and Contact Details			
Course Convenor			
Name	Günter Minnerup	Room	MB365
Phone	93853051	Email	g.minnerup@unsw.edu.au
Consultation Time	Fridays, 1-2pm, or by arrangement		
Lecturer			
Name	As above	Room	
Phone		Email	
Consultation Time			
Tutors			
Name	As above	Room	
Phone		Email	
Name		Room	
Phone		Email	
Name		Room	
Phone		Email	

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>This Level 2 course focuses on Europe in the second half of the nineteenth century and early twentieth century, beginning with the revolutions of 1848 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:</p> <ol style="list-style-type: none"> 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).
Course Aims	<ol style="list-style-type: none"> 1. To introduce you to the major themes and issues in nineteenth-century European history. 2. To develop in you a progressive mastery of historical concepts and skills through the study of nineteenth-century Europe. 3. To provide a learning environment in which you will be enabled to develop and enhance your abilities to think critically, analytically and creatively. 4. 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.
	5.	This course builds on ARTS2272 “Europe in Turmoil: From Renaissance to Revolutions”, offered at Level 2 in Semester 1.
Student Learning Outcomes	1.	Demonstrate knowledge of at least two specific topics within the context of nineteenth-century European history.
	2.	Outline accurately, within the specific topics, the key historical issues, concepts, dates, figures, evidence and historiographical debates.
	3.	Demonstrate an understanding of the processes of continuity and change in nineteenth-century European history.
	4.	Appreciate the range of problems involved in the interpretation of historical material, evidence and arguments relating to nineteenth-century Europe.
	5.	Understand and evaluate the range of conceptual frameworks and theoretical perspectives in the interpretation and analysis of evidence.
	6.	Evaluate the merit and value of contrasting forms of historical judgement.
	7.	Question received scholarly wisdom and develop and defend your own opinions.
	8.	Communicate, orally and/or in writing, effectively and present work in a manner which conforms to scholarly conventions and subject guidelines.
	9.	Construct a relevant argument that demonstrates an adequate use of evidence and a selection of historical interpretations.
	10	Locate, gather, sift and synthesize an adequate body of source material.
	11	Demonstrate the ability to work independently, under the constraints imposed by the component of assessment, e.g. word limit, time limit, deadline.
	12	Demonstrate the ability to work with others.
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:

- (1) Deliver a module that reflects current debates in the field of nineteenth-century European history.
- (2) Enable you to develop critical skills to engage with these debates by providing a learning and teaching structure which combines teacher-centred and student-centred learning.

4. 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, notetaking, and the heuristic process of information retrieval. Analytical and cognitive skills are advanced through reflection and consideration of both primary and secondary material.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Research essay	3,000 words	50%	1,2,3,4,5,6,7,8,9,10,11	1,2,3,4	31 October
Essay plan	Unspecified	10%	1,2,4,5,8,10,11	2,3	Week 6
Tutorial presentation	10 minutes	20%	1,4,7,8,9,11,12	1,2,3,4	Weeks 2-12
Class test	1 hour	20%	3,4,5,6,7,8	1,3,4	Week 12

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
28 July		Introduction		<i>No tutorial</i>
4 August		Europe between the Napoleons		Prince Metternich
11 August		1848 and its legacies		John Stuart Mill
18 August		The Industrial Revolution and the rise of capitalism		Giuseppe Mazzini
25 August		Liberal nationalism		Marx/Engels (Manifesto)

1 September		Democracy and socialism		Friedrich List
8 September		Conservative reactions		Chartism
15 September		German unification		Marx (Paris Commune)
22 September		Culture and science		Charles Darwin
29 September	<i>Mid-semester break</i>			
6 October		Imperialism		Emmeline Pankhurst
13 October		War and revolution		John A. Hobson
20 October		Class test		Rosa Luxemburg
27 October		<i>No lecture</i>		Concluding discussion

9. Course Resources

Textbook Details

Books marked with an asterisk (*) are strongly recommended for purchase.

*John Merriman, *A History of Modern Europe. Volume Two: From the French Revolution to the Present*, (New York and London: Norton, 1996) S940.2/123

*Robert Gildea, *Barricades and Borders. Europe 1800-1914*, (Oxford and New York: OUP, 3rd edition, 2003) S 940.2/107

*Eric Hobsbawm, *The Age of Capital, 1848-1875*, (London: Abacus, 1988) S909.81/7

*Eric Hobsbawm, *The Age of Empire, 1875-1914*, (London: Abacus, 1989) S909.82/121

Pilbeam, Pamela M., *The middle classes in Europe, 1789-1914: France, Germany, Italy and Russia*, (London: Macmillan, 1990) S305.55094/1

Kaelble, Hartmut, *Industrialisation and social inequality in 19th century Europe*, (New York: St. Martin's Press, 1986) S305.5094/2

Kocka, Jürgen/Mitchell, Allan (eds), *Bourgeois society in 19th century Europe*, (Oxford and Providence: Berg, 1993) S305.55094/3

Journals

Historical Journal

Past and Present

European History Quarterly

History

History Today

Journal of Modern History

History Workshop Journal

Journal of Economic History

Journal of European Economic History

Economic History Review

Additional Readings

The tutorial readings and other resources will be linked to on the Moodle site for this course.

Websites

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/>.

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

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.