ARTS2273
Towards War and Revolution: 19th Century Europe
S2, 2015

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Robert Loeffel</th>
<th>Room</th>
<th>MB309B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385 8355</td>
<td>Email</td>
<td><a href="mailto:r.loeffel@unsw.edu.au">r.loeffel@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td></td>
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**Lecturer**

<table>
<thead>
<tr>
<th>Name</th>
<th>As above</th>
<th>Room</th>
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<tr>
<td>Phone</td>
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<td>Email</td>
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<tr>
<td>Consultation Time</td>
<td>Tuesdays, 6-7pm or by appointment</td>
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**Tutors**

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2. Course Details

**Units of Credit (UoC)** 6

**Course Description**

This Level 2 course focuses on Europe in the second half of the nineteenth century and early twentieth century, beginning with the Peace of Vienna in 1815 and concluding with the collapse of peace and the beginning 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).

**Course Aims**

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.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>1. Demonstrate knowledge of at least two specific topics within the context of nineteenth-century European history.</th>
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<tbody>
<tr>
<td></td>
<td>2. Outline accurately, within the specific topics, the key historical issues, concepts, dates, figures, evidence and historiographical debates.</td>
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<td>3. Demonstrate an understanding of the processes of continuity and change in nineteenth-century European history.</td>
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<td>4. Appreciate the range of problems involved in the interpretation of historical material, evidence and arguments relating to nineteenth-century Europe.</td>
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<td>5. Understand and evaluate the range of conceptual frameworks and theoretical perspectives in the interpretation and analysis of evidence.</td>
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<td>6. Evaluate the merit and value of contrasting forms of historical judgement.</td>
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<td>7. Question received scholarly wisdom and develop and defend your own opinions.</td>
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<tr>
<td></td>
<td>8. Communicate, orally and/or in writing, effectively and present work in a manner which conforms to scholarly conventions and subject guidelines.</td>
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<td>9. Construct a relevant argument that demonstrates an adequate use of evidence and a selection of historical interpretations.</td>
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<td>10. Locate, gather, sift and synthesize an adequate body of source material.</td>
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<td></td>
<td>11. Demonstrate the ability to work independently, under the constraints imposed by the component of assessment, e.g. word limit, time limit, deadline.</td>
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<tr>
<td></td>
<td>12. Demonstrate the ability to work with others.</td>
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<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>1. In-depth knowledge and conceptual understanding in the interdisciplinary fields of European Studies and History.</th>
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<tr>
<td></td>
<td>2. Research skills</td>
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<td></td>
<td>3. Critical thinking</td>
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<td></td>
<td>4. Persuasive communication and presentation skills</td>
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</table>
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**

<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>Research essay</td>
<td>3,000 words</td>
<td>50%</td>
<td>1,2,3,4,5,6,7,8,9,10,11</td>
<td>1,2,3,4</td>
<td>30 October</td>
</tr>
<tr>
<td>Essay plan</td>
<td>Unspecified</td>
<td>10%</td>
<td>1,2,4,5,8,10,11</td>
<td>2,3</td>
<td>Week 6</td>
</tr>
<tr>
<td>Tutorial presentation</td>
<td>20 minutes</td>
<td>20%</td>
<td>1,4,7,8,9,11,12</td>
<td>1,2,3,4</td>
<td>Weeks 2-12</td>
</tr>
<tr>
<td>Class test</td>
<td>45 mins</td>
<td>15%</td>
<td>3,4,5,6,7,8</td>
<td>1,3,4</td>
<td>Week 12</td>
</tr>
<tr>
<td>Lecture Quiz</td>
<td>10 mins</td>
<td>5%</td>
<td>3,4,5,6,7,8</td>
<td>1,3,4</td>
<td>Week <strong>TBA</strong></td>
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**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/](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 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

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.

The complete Arts and Social Sciences Extension Guidelines can be read here.

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

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

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_Policy.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: 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

## 10. Course Schedule

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

**Week 1, 28 July: Introduction: Europe in 1815 and the Industrial ‘Revolution’.

**Tutorial:** No tutorial this week

**Reading:** Martyn Lyons, *Europe 1815: Endings and Beginnings*, pp.5-20.

**Week 2, 4 August: Old Regimes, New Challenges, 1815-1830

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


**Week 3, 11 August: The 1848 Revolutions: Guest Lecturer: Dr Hamish Graham

**Tutorial:** The revolutions of 1848-49 all ended in failure. Why should they be considered a significant episode in the history of 19th-century Europe?


**Week 4, 18 August: The Crimean War: Transition to Modern War

**Tutorial:** What does the Crimean War tell us about mid-century European war and diplomacy?


**Week 5, 25 August: The Rise of Nations, Prussia and Italy

**Tutorial:** How potent a force was nationalism in mid-Nineteenth Europe?


**Week 6, 1 September: Victorian Society

**Tutorial:** To what extent was Victorian society a reaction to industrialisation/modernisation?

**Reading:** Adele Pankhurst, *Why we are Militant*, Reading

**Week 7, 8 September: European Jews in the Nineteenth Century: Guest lecturer: Emeritus Professor Martyn Lyons

**Tutorial:** To what extent can European Jews be considered ‘A People Apart’ in Nineteenth Century Europe?


**Essay Plans Due**
Week 8: 15 September: Imperialism

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

**Readings:** Salmi, *Colonial Culture and European Identity*, pp.112-123.

Week 9, 22 September: Urban life Crime and Scandal: Guest Lecturer: Dr Hamish Graham

**Tutorial:** What does Jack the Ripper reveal about life in the modern metropolis?


Mid-Semester Break - 26 Sep - 5 Oct

Week 10, 6 October: Rise of Feminism, Race and Gender Anxiety: Guest Lecturer: Dr Sally Cove

**Tutorial:** Does the study of the race and gender anxieties of the Nineteenth Century usefully illuminate features of Nineteenth century social and political development?


Week 11, 13 October: Paris, spectacle of modernity & the Impressionist painters, Guest Lecturer: Emeritus Professor Martyn Lyons

**Tutorial:** Why, and with what social and cultural consequences, was Paris ‘modernised’ in the Nineteenth century?


Week 12, 20 October: The Prelude to World War One.

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

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

*Essays Due.*

Week 13, 27 October: No lecture. *Class Test*

### 11. Course Resources

<table>
<thead>
<tr>
<th>Readings</th>
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<tbody>
<tr>
<td>The tutorial readings and other resources will be linked to the Moodle site for this course.</td>
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<table>
<thead>
<tr>
<th>Further suggested readings</th>
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</table>
Pamela M Pilbeam,. The middle classes in Europe, 1789-1914: France, Germany, Italy and Russia, (London: Macmillan, 1990) S305.55094/1
Hannu Salmi, Nineteenth-century Europe: a cultural history, (Polity, 2008) S940.28/153 A

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
Victorian Studies

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.

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

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.