



SCHOOL OF HUMANITIES AND LANGUAGES

| 1. Location of the Course | | | |
|---------------------------|--|-------------|------|
| FACULTY | Arts and Social Sciences | | |
| SCHOOL | Humanities and Languages | | |
| COURSE CODE | ARTS2783 | | |
| COURSE NAME | European Intellectual and Cultural History | | |
| SEMESTER | 2 | YEAR | 2013 |

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| 3. Staff Contact Details | | | |
|--------------------------------------|------------------------------------|---------------|-------------------------|
| Name | Robert Buch | Office | Morven Brown 249 |
| Phone | 5-8643 | Email | Robert.Buch@unsw.edu.au |
| Contact Time and Availability | Wednesday 11-12 and by appointment | | |

| 4. Course Details | | | |
|------------------------------|--|----|---|
| Credit Points | 6 | | |
| Summary of the Course | This course is an introduction to central aspects of European intellectual and cultural history. It examines some of the key ideas and figures, the myths, images, and ideologies that have shaped the course of European thought and culture. While situating these ideas and figures in their respective historical contexts, the major questions it addresses concern their transmission and transformation over the centuries. Where do our modern notions of freedom, justice, or authority come from and how did they evolve? Why did ideas such as science or truth, but also, say, subjectivity become so central for European self-understanding? | | |
| Aims of the Course | <table border="1"> <tbody> <tr> <td style="text-align: center;">1.</td> <td>To introduce students to central concepts and figures of European history and to provide them with a sense of the complexity and range of this history, including the challenges of historical periodization.</td> </tr> </tbody> </table> | 1. | To introduce students to central concepts and figures of European history and to provide them with a sense of the complexity and range of this history, including the challenges of historical periodization. |
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| | | |
|----------------------------------|----|---|
| | 2. | To provide them with, and allow them to develop, critical understandings and interpretations of these concepts and figures as well as their significance for European self-understanding. |
| | 3. | To enable students to evaluate and independently participate in debates about the intellectual and cultural legacies of Europe whether in relation to past or to present controversies. |
| | 4. | To develop students' critical thinking, research and written and spoken communication skills, as relevant to the interdisciplinary field of European Studies. |
| Student Learning Outcomes | 1. | Demonstrate sound knowledge of developments and issues in European intellectual and cultural history, including an understanding of relevant circumstances, contexts, implications and subsequent ramifications these issues had. |
| | 2. | Demonstrate a critical awareness of the developments and issues treated and the public and scholarly debates surrounding them. |
| | 3. | Discuss the role and relevance of concepts, ideas, figures of intellectual and cultural history in contemporary debates about Europe. |
| | 4. | Demonstrate familiarity with advanced humanities research skills. |
| 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 |

5. Course Timetable

| Class Type/Number | Day | Time | Location |
|-------------------|-----------|-------|------------------|
| Lecture | Wednesday | 9-11 | Morven Brown LG3 |
| Tutorial | Thursday | 10-11 | G27 LG06 |

* *Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at www.timetable.unsw.edu.au.*

6. Rationale for the Inclusion of Content and Teaching Approach

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.

7. Teaching Strategies

The learning and teaching strategy is designed to deliver a course that encourages student engagement with current debates in the field of European Studies and develops their critical 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 figure and/or concept will be the focus of the lecture, the readings and tutorial discussion and presentation. 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 will also present specific primary sources or cultural artifacts such as literature, visual arts, or music for discussion. The tutorial will involve in-depth discussion of readings and presentations on related topics. The teaching strategy is to encourage student engagement with and structured reflection on the readings by asking them to submit discussion questions and a comment in response to the weekly reading assignments. Engagement with the lecture and reading material will also be encouraged and assessed by an in-class essay, 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, to engage with scholarship in the field and to practice their critical thinking, analytical and presentation skills.

8. Assessment

| Assessment Task | Length | Weight | Learning Outcomes Assessed | Graduate Attributes Assessed | Due Date |
|------------------------|------------|--------|----------------------------|------------------------------|------------|
| Research essay | 2500 words | 45% | 1, 2, 3, 4 | 1, 2, 3, 4 | 24.10. |
| Research essay outline | 800 words | 25% | 1, 2, 4 | 1, 2, 3 | 26.9. |
| In-class essay | 600 words | 20% | 1, 2, 3 | 1, 2, 3, 4 | 5.9. |
| Comments and questions | 160 words | 10% | 1, 2, 3 | 1, 2, 3, 4 | continuous |

- 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.
- All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.
- Grades
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, 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>
See under "13 Other Information" for more information on Submission of Assessment Tasks and Late Assignments.

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 a honours thesis) 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

| Topic | Date | Lecture Content | Tutorial/Lab Content | Readings Required |
|---------------------------|-----------------|------------------------------------|------------------------|------------------------------|
| Introduction | 31.7. | Introduction | -- | |
| Socrates | 7.8. / 8.8 | Wisdom, Knowledge | see lecture | Plato, Apology |
| Antigone | 14.8. / 15.8. | Tragedy | | Sophocles, Antigone |
| Exodus | 21.8. / 22.8. | Revolution, liberation, Monotheism | | Exodus |
| Dante | 28.8. / 29.8. | Sin, conversion | | Dante, Inferno |
| Luther | 4.9. / 5.9. | Inwardness, authority | In-class essay | Luther, Theological Writings |
| Goethe | 11.9. / 12.9. | Curiosity | | Goethe, Faust |
| Brothers Grimm | 18.9. / 19.9. | Fairy Tale | | Grimm, Fairy Tales |
| Nietzsche | 25.9. / 26.9. | History | Research essay outline | Nietzsche, Use and Abuse |
| Mid-semester break | | | | |
| Arendt | 9.10. / 10.10. | Totalitarianism | | Arendt, Totalitarianism |
| Kafka | 16.10. / 17.10. | Madness, rationality | | Kafka, The Burrow |
| Beckett | 23.10. / 24.10. | Displacement | Research essay | Beckett, Waiting for Godot |
| -- | 31.10. | -- | Review | |

11. Expected Resources for Students

Textbook Details

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

• Johann Wolfgang von Goethe, *Faust, Part I*, trans. David Constantine, Penguin Classics 2006 – available at the University bookstore

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. Other Information

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. It can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/> It is individual students' 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.

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/>

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. 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 indeed 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.

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below.

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 to 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.