



School of Humanities and Languages

ARTS2785, Europe between the Wars
Semester 1, 2014

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1. Course Staff and Contact Details			
Course Convenor			
Name	Günter Minnerup	Room	MB365
Phone	9385 3051	Email	g.minnerup@unsw.edu.au
Consultation Time	Wednesdays, 1-2pm		
Lecturer			
Name	As above	Room	
Phone		Email	
Consultation Time			
Tutors			
Name	As above	Room	
Phone		Email	
Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			

2. Course Details	
Units of Credit (UoC)	6
Course Description	The interwar years were an especially formative and innovative period in twentieth- century European history. Framed by the

	end of the First World War and revolutions at one end and the Spanish Civil War and the Second World War at the other, the era saw intense ideological and political conflict, socio-economic crises and the development of radical new political movements and regimes (e.g. Bolshevism, Stalinism, fascism and National Socialism), against which liberal democracy struggled to assert itself. The interwar years also witnessed a remarkable array of cultural and social innovation and experimentation (visual arts, literature, theatre, cinema, social theory, sexuality and gender).	
Course Aims	1.	to introduce students to central aspects of interwar European history
	2.	to provide an assessment of political, social, economic and cultural developments in interwar Europe
	3.	to enable students to gain an appreciation of the era's significance for modern Europe
	4.	engage with scholarship on major political, social, economic and cultural issues and trends
	5.	to develop students' ability to critically analyse scholarship in European studies and history
Student Learning Outcomes	1.	to identify major political, social, cultural and economic developments and issues in interwar Europe
	2.	to assess the significance of these developments and issues and place them in context
	3.	to apply analytical and critical-thinking skills to primary sources and academic scholarship
	4.	to demonstrate oral and written communication skills
	5.	to demonstrate independent research skills
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 deliver a course that encourages student engagement with the fields of European Studies and European History and develops their critical and research 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 development or issue will be the focus of the lecture, the readings and tutorial discussion. 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 and tutorials will also address specific primary sources or cultural artefacts for discussion. The tutorials will involve in-depth discussion of readings and primary sources. The teaching strategy is to encourage student engagement with and structured reflection on the readings by setting specific discussion questions each week which will require reflection and note-taking.

4. Teaching Strategies

Engagement with the lecture and reading material will be encouraged and assessed by two class tests, which will give students the opportunity to synthesize the material, consider the bigger picture 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 writing skills. The essay is weighted at 50% of overall assessment, first, because it is the most important vehicle for the students to work towards, and display all of the learning outcomes/graduate attributes, second, to encourage genuine engagement with the topic and independent research. The tutorial presentation will require students to undertake some independent research, but above all to engage critically with readings and to display their own and encourage their classmates' analytical skills.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Tutorial Presentation	ca. 10 minutes	15%	1,2,3,4,5	1,2,3,4	Various
Research Essay	ca. 3000 words	50%	1,2,3,4,5	1,2,3,4	30 May
Two In-class Tests	ca. 1 hour each	16% and 19%	1,2,3,4	1,3,4	Weeks 6 and 13

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:	Lecture Content	Tutorial/Lab Content	Readings
3 March	Introduction and overview: 1917-1945, a European Civil War?	no tutorial	
10 March	The revolutionary tide: Russia to Spain	Introduction and overview	Keynes, John Maynard, 'The Economic Consequences of the Peace' (1920)
17 March	Nationalist and fascist counter-revolution	The revolutionary tide: Russia to Spain	Fourth Congress of the Communist International, 'The Versailles Peace Treaty' (1922)
24 March	Economic crisis and the Great Depression	Nationalist and fascist counter-revolution	Mussolini, Benito, 'What is Fascism' (1932)
31 March	Weimar Germany	Economic crisis and the Great Depression	Cohen, Max, 'I was one of the unemployed' (1945)
7 April	Nazi Germany and Fascist Italy, plus <i>in-class test</i>	Weimar Germany	'Reichstag elections 1928-1933'
14 April	The Soviet Union	Nazi Germany and Fascist Italy	Hitler, Adolf, 'Proclamation' (1933)
28 April	Central and Eastern Europe	The Soviet Union	Stalin, Josef, 'Industrialization of the Country' (1928)
5 May	Interwar Britain	Central and Eastern Europe	Szalasi, Ferenc, 'Hungarism' (1943)
12 May	France	Interwar Britain	Mosley, Oswald, 'The World Alternative' (1936)
19 May	The Spanish	France	Habe, Hans, 'France's Internal

	Civil War		Weaknesses'
26 May	War and Peace: The emergence of the new bipolar world order	The Spanish Civil War	Orwell, George, <i>Homage to Catalonia</i> (excerpt)
2 June	<i>In-class test</i>	War and Peace: The emergence of the new bipolar world order	Roosevelt and Churchill, 'The Atlantic Charter' (1941)

9. Course Resources

Textbook Details

You are expected to read the set text: Martin Kitchen, *Europe between the Wars*, 2nd edition (Harlow: Longman, 2006), which is available at the UNSW Library and the UNSW Bookshop.

We also highly recommend that you read the following survey of twentieth-century European history:

Mark Mazower, *Dark Continent: Europe's Twentieth Century* (New York: Random House, 1999).

Journals

Good places to search for further resources include the journal database JSTOR and journals such as *Journal of Modern History*, *Journal of Contemporary History*, *European History Quarterly*, *Contemporary European History*, *Central European History* and many more.

Additional Readings

See detailed list of further readings on the Moodle site for this course.

Websites

UNSW Library website:

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