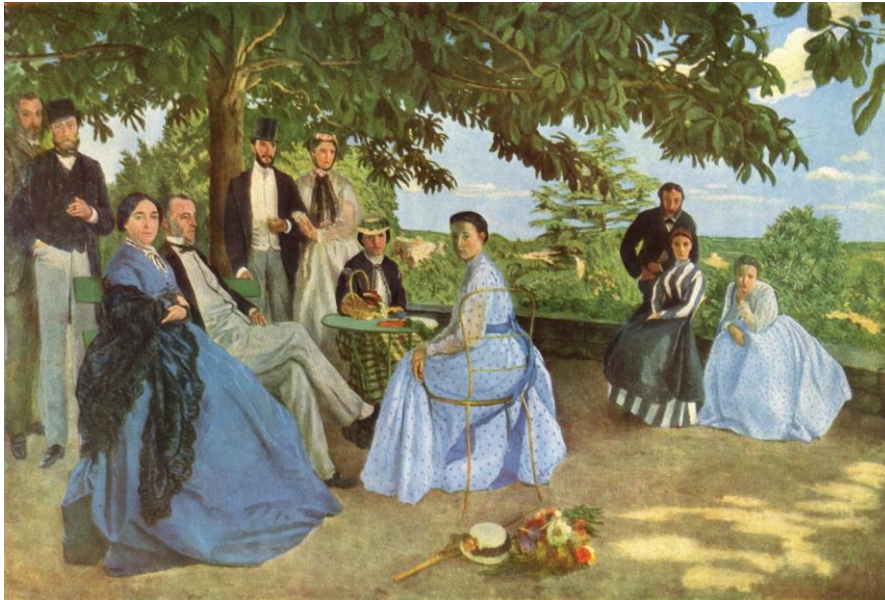


## School of Humanities and Languages

### **ARTS3287, Behind Closed Doors: A History of the Family in Europe Semester 1, 2014**



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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
Name	Stefania Bernini	Room	370
Phone	(2) 93852319	Email	s.bernini@unsw.edu.au
Consultation Time	Monday 3-5, Thursday 11-12		

2. Course Details	
Units of Credit (UoC)	6
Course Description	Behind Closed Doors uses the family as a way into the study of the political, social and cultural history of Europe. The course examines past and present conceptions of family life, as well as demographic, social and cultural changes related to the family. The course compares both the historical experience of the family across European societies and the different ways in which the family has been studied and understood. The course encourages students to think critically about the family as a historical concept, its representation, and the way in which the study of the family has informed understanding of Europe's historical development. The course challenges students to question the supposed separation between private and public spheres and encourage them to think about the relevance of the domestic realm to social and political life.
Course Aims	<ol style="list-style-type: none"> <li>1. To develop students' understanding of the various ways in which the family has been conceived, represented and regulated in different European societies.</li> <li>2. to foster their ability to think critically about the family as a constructed notion, historically situated and changing over time.</li> <li>3. to provide students with the analytical instruments necessary to engage with existing interpretation of the family and its relation to society, to critique historical arguments and to construct their own narratives and interpretations.</li> </ol>
Student Learning Outcomes	<ol style="list-style-type: none"> <li>1. Understanding of the various ways in which the family has been understood historically and of its relevance to European history;</li> <li>2. Familiarity with key concepts and perspectives used in scholarly and public debates about the family and its social role;</li> <li>3. Understanding the relevance of the past in current understanding of the family and its contemporary representations;</li> <li>4. Awareness of ethical concerns in discussing sensitive</li> </ol>

		historical topics and of the diversity of experiences in and perspectives on the family;
Graduate Attributes	1.	Research skills, including the ability to evaluate and use different types of historical sources
	2.	Communication skills, both in oral and written form;
	3.	Ability to work cooperatively, to meet deadlines, to provide and react to constructive feedback.
	4.	Awareness of ethical concerns in discussing sensitive historical topics and an appreciation of the diversity of experiences in and perspectives on the family;

## Learning and Teaching Rationale

Behind Closed Doors is designed to encourage students' critical engagement with current and past debates about the family in Europe. Each week the lecture will introduce a specific issue, providing background information as well as theoretical and analytical perspectives and debates. Weekly readings will combine primary sources and specialized scholarly material; cultural artefacts will also be presented and discussed during the seminar.

### 3. Teaching Strategies

The course's teaching strategy is designed to encourage students' engagement with and structured reflection on the readings; to this end, students will respond to the set readings by entering their comments in a weekly journal. Engagement with the lecture and reading material are also encouraged and assessed by a final in-class essay, which gives students the opportunity to synthesize the material and reflect on what they have learnt. The essay and essay plan require students to undertake independent research on a specific topic, engage with relevant scholarship and practice their critical thinking, analytical and written communication skills. By peer-reviewing each other's essay plan, students will be able to practice cooperative learning, how to write constructive feedback and how to learn from other people's work.

Lectures and tutorials take place on Monday 9-12 in Mathews, 112.

### 4. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Weekly Journal	ca. 200 words each	15%	1,2	2,3	Every week, by Friday, 5pm
In Class Presentation		10%	1,2,4	1,2,3,4	
Peer Reviewed Essay Plan	600 words	15%	1, 2, 3, 4	1, 2, 3, 4	March, 28 <sup>th</sup>
Research Essay: 40%	3,000	40%	1,2,3,4	1,2,3,4	May, 30 <sup>th</sup>
In class exercise		20%	1, 2	1, 2	June, 2nd

**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

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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

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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

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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.

## 5. Attendance/Class Clash

### Attendance

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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

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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.

## 6. 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>

## 7. Course Schedule

**To view course timetable, please visit:** <http://www.timetable.unsw.edu.au/>

Week Commencing:	Topic	Readings
March, 3 <sup>rd</sup>	Introduction: Thinking about the Family in Europe	John Gillis, <i>A World of Their Own Making, Myth, Ritual, and the Quest for Family Values</i> , Harvard: Harvard University Press, 1997, pp.3-19.

		Paul Ginsborg, "Family, civil society and the state in contemporary European History. Some methodological considerations", <i>Contemporary European History</i> , Vol.4, No.3, (Nov.,1995).
March, 10 <sup>th</sup>	Family Forms in Historic Europe	David Reher, "Family ties in Western Europe: persistent contrasts", in <i>Population and Development Review</i> , 24 (1998), pp.203-234.  Beatrice Moring, "Nordic family patterns and the north-west European household system", <i>Continuity and Change</i> , Vol.18, No.1 (2003), pp.77-109.
March, 17 <sup>th</sup>	Ambiguous Inheritances: Christianity and the Family	Koschorke, <i>The Holy Family and Its Legacy. Religious Imagination from the Gospel to Star Wars</i> , New York: Columbia University Press, 2000, selected chapters.  Marina Warner, <i>Alone of All Her Sex. The Myth and the Cult of the Virgin Mary</i> , London: Weidenfeld and Nicolson 1976, selected chapters.
March 24 <sup>th</sup>	Parents and Children, Orphans and Widows	Giulia Calvi, "Maddalena Nerli and Cosimo Tornabuoni: A Couple's Narrative of Family History in Early Modern Florence", <i>Renaissance Quarterly</i> , Vol.45, No.2. Summer, (1992), pp.312-339.  David I.Kertzer and Wendy Sigle, "The Marriage of Female Foundlings in Nineteenth-century Italy", <i>Continuity and Change</i> , 13 (1998), pp.201-220.
March 31 <sup>st</sup>	Family and Capitalism in Europe	Harold James, <i>Family capitalism: Wendels, Haniels, Falcks, and the continental European model</i> , Cambridge, Mass.: Harvard University Press, 2006, Introduction and ch.2.  Peter Laslett, "Family and Household as work group and kin group: areas of traditional Europe compared", in Richard Wall (ed.), <i>Family Forms in Historic Europe</i> , Cambridge: Cambridge University Press, 1983, pp.513-563;
April, 7 <sup>th</sup>	The Century of the Family	John Gillis, <i>A World of Their Own Making</i> , pp.61-80 and 109-132.

April 14 <sup>th</sup>	Family, Sexuality and the Nation	Alexander Maxwell, "National Endogamy and double standards: sexuality and nationalism in East-central Europe during the 19 <sup>th</sup> c." <i>Journal of Social History</i> , Vol.41, No.2 (Winter, 2007), pp. 413-433.
		Tara Zahra, "Reclaiming Children for the Nation: Germanization, National Ascription, and Democracy in the Bohemian Lands, 1900-1945", <i>Central European History</i> , Vol.37. No.4 (2004), pp.501-543.
April 28 <sup>th</sup>	Families, Revolutions, Dictatorships (1)	Lauren Kaminsky, "Utopian Visions of Family Life in the Stalin-Era Soviet Union", <i>Central European History</i> 44 (2011), pp.63-91.
		Orlando Figes, <i>The Whisperers. Private Life in Stalinist Russia</i> , London: Penguin, 2007, pp.1-19 and 40-53.
May 5 <sup>th</sup>	Families, Revolutions, Dictatorships (2)	Michelle Mouton, <i>From Nurturing the Nation to Purifying the Volk</i> , Cambridge: Cambridge University Press, 2009, chapter 1.
		Cornelie Usborne, "Social body, Racial Body, Woman's Body. Discourses, Policies, Practices from Wilhelmine to Nazi Germany, 1912-1945", <i>Historical Social Research</i> , 36 (2011), pp.140-161.
May 12 <sup>th</sup>	Family Life and Domesticity in Postwar Europe	Paul Betts and David Crowley, "Introduction", <i>Journal of Contemporary History</i> , Vol.40, No. 2, Domestic Dreamworlds: Notions of Home in Post-1945 Europe (Apr., 2005), pp. 213-236
		Claire Langhamer, "The Meanings of Home in Postwar Britain", <i>Journal of Contemporary History</i> , Vol.40, No. 2, (Apr., 2005), pp.341-362;
May 19 <sup>th</sup>	The Family in the People's Republics	Gail Kligman, <i>The Politics of Duplicity: Controlling Reproduction in Ceausescu's Romania</i> , Berkeley: University of California Press, 1998, chs. 2, 6. (e-book)
		Brian Porter, " <i>Hetmanka</i> and Mother: Representing the Virgin Mary in Modern Poland", <i>Contemporary European History</i> , Vol.14, No.2 (2005), pp.151-170.
May 26 <sup>th</sup>	Family and Kinship in	



	Contemporary Europe	Young and Willmott, <i>Family and Kinship in East London</i> , London: Routledge, 1956, selected chapters.  Massimo Livi Bacci, "Too Few Children and Too Much Family", <i>Daedalus</i> , Vol.130, No.3, (2001), pp.139-155.

## 8. Course Resources

### Recommended Journals

Contemporary European History  
Journal of Contemporary History  
Journal of Modern History  
Journal of Family History  
Continuity and Change  
Historical Social Research  
Central European History  
Feminist Review  
Population and Development Review  
Gender and History  
Journal of Women's History  
Population Studies

**Additional Readings** related to specific essay topics will be suggested and discussed during the course.

### Websites

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>

## 9. 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.

## 10. 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>

## 11. 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>

## 12. 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.