

SCHOOL OF HUMANITIES AND LANGUAGES

1. Location of the Course			
FACULTY	Arts and Social Sciences		
SCHOOL	Humanities and Languages		
COURSE CODE	ARTS3782		
COURSE NAME	Contemporary Europe – Key Issues and Debates (Capstone in European Studies)		
SEMESTER	2	YEAR	2013

2. Table of Contents	
	Page
1. Location of the Course	1
2. Table of Contents	1
3. Staff Contact Details	1
4. Course Details	2
5. Course Timetable	3
6. Rationale for the Inclusion of Content and Teaching Approach	3
7. Assessment	3
8. Academic Honesty and Plagiarism	5
9. Course Schedule	5
10. Expected Resources for Students	6
11. Course Evaluation and Development	7
12. Other Information	7

3. Staff Contact Details			
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4. Course Details	
Credit Points	6
Summary of the Course	Contemporary Europe: Key Issues and Debates is the capstone course for European Studies. This course will give students a chance to revisit and reflect upon the major political, economic, social and cultural developments that have shaped contemporary Europe. It will also provide an opportunity to consolidate what they have learned during the course of their major in European Studies. Special attention will be given to key issues, themes and debates of contemporary and future relevance to twenty-first century European polities, cultures and societies. Given the interdisciplinary nature of the European Studies major, this course will draw upon different disciplines including history, cultural studies, politics and international relations.
Aims of the Course	<ol style="list-style-type: none"> 1. To encourage students to reflect upon the major political, economic, social and political developments and issues that have shaped twentieth and twenty-first century Europe 2. To enable students to gain a critical understanding of the key issues and debates in contemporary Europe 3. To review and interpret contemporary scholarship on European history, politics, society and economy 4. To develop students' critical thinking, research and written and spoken communication skills
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Demonstrate sound knowledge of the major political, economic, social and cultural developments and issues that have shaped twentieth and twenty-first century Europe and the people, ideas and institutions behind them 2. Demonstrate a critical awareness of the developments and issues treated and the public and scholarly debates surrounding them 3. Discuss the effects of history on contemporary Europe and Europe's place in the twenty-first century world 4. Apply critical-analytical skills to public and scholarly debates 5. Demonstrate familiarity with advanced humanities research skills 6. Demonstrate advanced academic written and spoken communication skills
Graduate Attributes	<ol style="list-style-type: none"> 1. A well-rounded understanding of contemporary European history, politics, culture and society 2. The capacity for critical analysis of scholarship, writing and sources on or about contemporary Europe 3. An understanding of the tools and methods used in the humanities and social sciences, including an awareness of the ways in which an interdisciplinary approach enhances the study of the region 4. Effective written and oral communication skills and the ability to express these effectively in intercultural contexts 5. An ability to understand and explain European perspectives on the world

5. Course Timetable			
Class	Day	Time	Location
Lecture and Tutorial	Fridays	9am-12pm	Matthews 306
* <i>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.</i>			

6. Rationale for the Inclusion of Content and Teaching Approach
<p>This course has been designed to engage students in learning through informed seminar discussion based on guided reading. Students are expected to reflect on and consolidate what they learned during the course of their major in European Studies. Therefore, attendance, participation, and adequate preparation for each meeting are required and essential if the seminar is to be successful. Every member of the seminar is expected to be fully familiar with the weekly readings and bring to class their own considered reactions to the material.</p> <p>Particular attention will be given to key issues and debates of relevance to contemporary Europe. Major themes will include, for instance: European integration; Europe's demographic, cultural and social change; the transformation of gender roles; migration. Learning outcomes will be addressed through seminar preparation/participation plus submission of written course assignments and student presentations.</p>

7. Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Seminar blog	7 x 300 words	15%	1,2,3,4	1,2,3,5	Fridays, 9am
Essay proposal	1000	25%	1,2,4,5,6	1,2,3,4	16 Sep
Presentation	Max. 10 mins	10%	1,2,6	1,2,4	11 Oct
Research essay	3000	50%	1,2,4,5,6	1,2,3,4,5	25 Oct
<ul style="list-style-type: none"> • Due dates and other details may be subject to change. You will be given a minimum of one week's notice of any changes. If you cannot attend an in-class assessment task at the advertised or agreed time, you must let the convener know in advance. Failure to do so may result in a mark of zero for that assessment task. • 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/GuideToUNSWGrade.html>

See under “13 Other Information” for more information on Submission of Assessment Tasks and Late Assignments.

Seminar Blog (15%)

You are required to write a brief response (ca. 300 words each) to one of the required weekly readings for seven of the nine regular seminars. The specific questions that the responses will have to address will be available on Moodle. You must post your response as a weekly blog entry on Moodle before the seminar for which the reading has been set. Assessment criteria address the extent to which you answer the question, the extent to which you demonstrate an understanding of the reading and relevant associated issues, and the extent to which you demonstrate critical thinking. If you do not submit seven entries you will get zero for this assessment item. Each day of late submission for an individual entry will count as a date of late submission for the whole assessment item and will be penalised at the rate indicated under “late submission of assignments” at “12. Other Information” below. You will be asked to share your response with the class during the seminar, so you should have a copy with you in class.

Essay Proposal (25%) and Essay (50%)

You are required to write an essay of approximately 3000 words (excluding the bibliography), which is worth 50% of the total course grade. You are required to develop your own research question, in consultation with the course convener. In preparation for the essay, you are required to write an essay plan of approximately 1,000 words (excluding the bibliography), which is worth 25% of the total course grade. Proposed essay questions must be confirmed with the course convener at least one week before the due date for the essay proposal, preferably earlier. You must be prepared to accept advice about the feasibility of your proposed question, which will reflect the size of the topic and the availability of appropriate resources.

The essay proposal should provide an abstract of the proposed essay, i.e. state the question being investigated and outline the proposed argument, approach and essay structure. It should also include a discussion of relevant resources, i.e. a mini-literature review that identifies relevant concepts, issues and interpretations and that places the topic within its historical/social/political/cultural context as well as its academic field.

The essay should build on the essay proposal, but not repeat it or parts of it. It should also indicate that you have reflected on the feedback you received on the essay proposal. If you have decided to ignore such feedback in part or in whole, you should explain this in a brief cover note (that is additional to the word limit). As it counts for 50% of the course grade, the essay should be a substantial piece of independent research, reflection and analysis. Assessment criteria include the breadth and depth of research, the clarity of the argument and the extent to which the question is answered, the soundness of the demonstrated knowledge, the extent of critical-analytical thinking displayed, the coherence and clarity of the essay’s structure and writing, and referencing.

Seminar Presentation (10%)

You are required to do a seminar presentation, worth 10% of the total course grade. Your presentation should last approximately 8 minutes, not including the resulting discussion. You will present your essay project to the class, outlining the topic, your research question, your approach, your intended argument and your response to the feedback provided on your essay proposal. You must submit a brief written outline of your presentation on the day of the presentation, no more than 1 page in length.

Assessment criteria address the extent to which you follow these instructions (including keeping to the time limit) and the extent to which your presentation clearly communicates to the class your research question, topic, approach, argument and response to feedback.

8. 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.qs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

9. Course Schedule

Wk	Date	Content
1	2 Aug	Introduction
2	9 Aug	Immigration and multiculturalism in Europe (I)
3	16 Aug	Immigration and multiculturalism in Europe (II)
4	22 Aug	The Eurozone crisis (PG)
5	29 Aug	The EU and its Crisis in a Historical Perspective (PG)
6	6 Sep	Germany and the Eurozone crisis
7	13 Sep	Essay proposal writing week: no class
8	20 Sep	The European social model (SB)
9	27 Sep	The European family (SB)
	4 Oct	Non-teaching week: no class
10	11 Oct	Seminar presentations
11	18 Oct	European Anti-Americanism (RB)
12	25 Oct	Europe as Utopia (RB)

10. Required Reading

You are required to read the following texts from the course study kit before the relevant seminar.

Week 1

Enzensberger, H. M., *Brussels, the Gentle Monster, or the Disenfranchisement of Europe*, trans. M. Chalmers (London: Seagull Books, 2011), pp. 1-4, 22-30

Week 2

Parsons, C.A., and Smeeding, T.M., 'What's Unique about Immigration in Europe?', in *Immigration and the Transformation of Europe*, ed. Parsons and Smeeding (Cambridge: Cambridge University Press, 2006), pp. 1-29

Vertovec, S., and Wessendorf, S., 'Introduction: Assessing the Backlash Against Multiculturalism in Europe', in *The Multiculturalism Backlash: European Discourses, Policies and Practices*, ed. Vertovec and Wessendorf (London: Routledge, 2010), pp. 1-31

Week 3

O'Brien, P., 'Making (Normative) Sense of the Headscarf Debate in Europe', *German Politics & Society* vol. 27, no. 3 (2009), pp. 50-76

Ehrenkamp, P., 'Migrants, Mosques, and Minarets: Reworking the Boundaries of Liberal Democracy in Switzerland and Germany', in *Walls, Borders, Boundaries: Spatial and Cultural Practices in Europe*, ed. M. Silberman, K.T. Till and J. Ward (New York: Berghahn Books, 2012), pp. 153-172

Week 4

Krugman, P., 'Can Europe Be Saved?', *The New York Times*, 12 January 2011

Wyplosz, C., 'The ECB's trillion euro bet', *VOX*, 13 February 2012

Giavazzi, F., et al., 'The Wisdom of Karlsruhe: The OMT Court Case Should be Dismissed', *VOX*, 12 June 2013

Week 5

Hall, P.A., 'The Economics and Politics of the Euro Crisis', *German Politics* vol. 21, no. 4 (2012), pp. 355-371

Eichengreen, B., 'Europe's Trust Deficit', *Project Syndicate*, 12 March 2012

Eichengreen, B., 'The Euroless Union?', *Project Syndicate*, 13 December 2012

Week 6

Auer, S., 'The End of the European Dream? What Future for Europe's Constrained Democracy?' *Eurozine*, 22 February 2012

Maier, C.S., 'Lessons from History? German Economic Experiences and the Crisis of the Euro', *Bulletin of the German Historical Institute* Issue 50 (Spring 2012)

Week 8

Jepsen, M., and Pascual, A.S., 'The European Social Model: An Exercise in Deconstruction', *Journal of European Social Policy* vol. 15, no. 3 (2005), pp. 231-245

Auer, S., 'Europe's Declining Social Model: A Cautionary Tale for Australia', *Australian Historical Studies* vol. 42, no. 3 (2011), pp. 404-416

Week 9

Mätzke, M., and Ostner, I., 'Introduction: Change and Continuity in Recent Family Policies', *Journal of European Social Policy* vol. 20, no. 5 (2010), pp. 387-398

Pichardo, J.I., 'We are Family (or Not): Social and Legal Recognition of Same-Sex

Relationships and Lesbian and Gay Families in Spain', *Sexualities* vol. 14, no. 5 (2011), pp. 544-561

Week 11

Golsan, R.J., 'From French Anti-Americanism and Americanization to the "American Enemy"?', in *The Americanization of Europe: Culture, Diplomacy and Anti-Americanism after 1945*, ed. A. Stephan (New York: Berghahn Books, 2006), pp. 44-68

Garton Ash, T., 'What Future for the West? Reflections on an Enlarged Europe and the United States in the Twenty-First Century', *Bulletin of the German Historical Institute* Issue 37 (Fall 2005)

Week 12

Bohrer, K.H. "Europe" as Utopia: Causes of its Decline', *New Literary History* vol. 43, no. 4 (2012), pp. 587-605

Websites

The course uses Moodle.

11. 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.

12. 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.

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.