School of Humanities and Languages

ARTS3787, European Modernity
Semester 2, 2015

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th>Name</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Robert Buch</td>
<td>Morven Brown 249</td>
<td>93858643</td>
<td><a href="mailto:Robert.Buch@unsw.edu.au">Robert.Buch@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesday 2-3pm and by appointment</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Whether in public or academic discourse the notions of 'modernity' and 'modern' are ubiquitous. Yet what they mean is often far from clear. They designate a period, which extends to our own present, but the terms also refer to a set of concepts and contentious issues. Chief among these are the ideas of novelty and innovation, of rationalisation and secularism, but also of critique and disillusionment. Narratives of progress and emancipation compete with more somber analyses, frequently tinged by nostalgia for what has been lost in the modern age. Taking its cue from Max Weber’s suggestion to think of the processes of modernisation as leading to the disenchantment of the world, the course looks at a series of prominent concepts that have been used to reflect on the idea of modernity and its implications.</td>
</tr>
</tbody>
</table>
| Course Aims          | 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 and developments had.  
2. Discuss the role and relevance of concepts, ideas, figures of intellectual and cultural history in contemporary debates about Europe.  
3. Demonstrate a critical awareness of the developments and issues treated and the public and scholarly debates surrounding them.  
4. Demonstrate advanced academic written and spoken communication skills.  
5. Demonstrate familiarity with advanced humanities research skills. |
| Student Learning Outcomes | 1. Display developed knowledge of the key figures, ideas and movements that have informed debates on European Modernity.  
2. Gain a conceptual and theoretical foundation for further study in European Studies.  
3. Understand the role and relevance of concepts, ideas, and problems of intellectual, political, and cultural history in contemporary debates about European Modernity.  
4. Show developed and improved skills in conducting research, reading critically, thinking clearly, constructing an argument, writing persuasively and interacting positively with fellow students. |
| Graduate Attributes  | 1. In-depth knowledge and conceptual understanding in the interdisciplinary fields of European studies. |
3. Learning and Teaching Rationale

The learning and teaching strategy is designed to deliver a course that encourages student engagement with debates about the European Modernity, developing their critical skills through multiple modes of teaching and assessment. The course is organized as a seminar prefaced by a short lecture aimed to foster critical thinking and frame the discussion with and among the participants.

4. Teaching Strategies

Each week introductory lectures will focus on a specific figure, movement, and/or preoccupation of European Modernity and its implications for the development of the concept. The main emphasis of the course is on class discussion of the primary materials. The teaching strategy is to encourage student engagement with and structured reflection on the readings by having them respond to discussion questions in advance and be prepared to present their ideas on the critical issues in class. Each student will also give a presentation on the readings of a given week aimed at facilitating class discussion. Engagement with the introductory lecture and reading material will also be encouraged and assessed by two essays, which will give students the opportunity to synthesize and connect ideas and issues discussed and reflect on the material. The final essay will require students to undertake independent research on a specific topic.

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>
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</thead>
<tbody>
<tr>
<td>First essay</td>
<td>1500 words</td>
<td>33%</td>
<td>1, 2, 4</td>
<td>2, 3</td>
<td>14 September 15:00</td>
</tr>
<tr>
<td>Second essay</td>
<td>2000 words</td>
<td>42%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3</td>
<td>9 Nov 15:00</td>
</tr>
<tr>
<td>Weekly responses</td>
<td>200-300 words</td>
<td>15%</td>
<td>2, 3</td>
<td>3, 4</td>
<td>continuous</td>
</tr>
<tr>
<td>In-class presentation</td>
<td>10mns</td>
<td>10%</td>
<td>2, 3</td>
<td>3, 4</td>
<td>continuous</td>
</tr>
</tbody>
</table>

Responses on weekly readings (15%)

Each week you will be asked a question about the assigned text(s). You are expected to email your response to the question to the convenor eight times over the course of the semester. In addition, you are expected to add a paragraph of your own reflections and/or questions about the readings. The responses need to be submitted by email before the class session in which the given materials are discussed. It’s up to you to decide in which weeks you want to submit a question. But you need to keep track of your submissions yourself. -- Assessment criteria address the extent to which your responses closely engage with the text, 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 eight responses you will get zero for this assessment item. As the comments and questions are intended to be discussed in the weekly class sessions, late postings will not count so submitting on time is crucial.
In-class Presentation (10%)

Once in the semester every student is expected to present on a given text so as to facilitate class discussion. This is an opportunity to elaborate on the weekly responses and to engage with your peers. An important aspect of this exercise is not to read your thoughts from paper but to develop them orally. Apart from presenting their responses, presenters should expand on the readings by raising a question and/or presenting a comment of their own aimed to open the discussion. Please note that this must not be a factual question but a discussion question or thesis for discussion. -- In addition to the assessment criteria listed above (Written responses), delivery, communication, and engagement with your peers will be assessed.

Two Essays (30% and 40%)

You are required to write two essays of c. 1500 and 2000 words, respectively. The first is worth 30% of the total course grade, the second 40%. Essay questions will be provided by the lecturer. While the first essay will be more limited in scope, giving students the opportunity to recapitulate and discuss issues from the readings covered in class, the second essay will require independent research, reflection and analysis. Assessment criteria address the extent to which your essay: demonstrates sound knowledge of the topic within the context of the course; engages with relevant debates on the topic, including in the scholarly literature; demonstrates critical thinking in relation to the topic and the literature used; demonstrates breadth and depth in research; puts forward a clear, coherent and logically structured argument; is clearly written; and uses appropriate referencing conventions.

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/

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://student.unsw.edu.au/grades

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/FASSEFile/Permissible_Clash_Rules.pdf](https://www.arts.unsw.edu.au/media/FASSEFile/Permissible_Clash_Rules.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: [https://student.unsw.edu.au/plagiarism/](https://student.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](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)

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<tr>
<th>Week Commencing:</th>
<th>Topic</th>
<th>Readings</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 August</td>
<td>Modernité: Baudelaire and Manet</td>
<td>Charles Baudelaire, “Painter of Modern Life”; Selected poems from <em>Flowers of Evil</em></td>
<td>—</td>
</tr>
<tr>
<td>17 August</td>
<td>Fin de siècle, Decadence</td>
<td>Hugo von Hofmannsthal, “Chandos Letter”</td>
<td>—</td>
</tr>
<tr>
<td>24 August</td>
<td><strong>No class</strong></td>
<td>—</td>
<td>—</td>
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### Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 August</td>
<td>War</td>
<td>Ernst Jünger, <em>Storm of Steel</em> (selections)</td>
</tr>
<tr>
<td>7 September</td>
<td>Disenchantment</td>
<td>Max Weber, “Science as Vocation”</td>
</tr>
<tr>
<td>21 September</td>
<td>Literary Modernism: Kafka</td>
<td>Franz Kafka, “The Burrow”</td>
</tr>
<tr>
<td>28 September</td>
<td>Mid-semester break</td>
<td>--</td>
</tr>
<tr>
<td>5 October</td>
<td>Crowds</td>
<td>Hannah Arendt, “The Masses”</td>
</tr>
<tr>
<td>12 October</td>
<td>Fascist Modernity</td>
<td>Jonathan Littell, “Toccata”</td>
</tr>
<tr>
<td>19 October</td>
<td>Revolution and Terror</td>
<td>Heiner Müller, “Mauser”</td>
</tr>
<tr>
<td>26 October</td>
<td>Postwar Modernism</td>
<td>Samuel Beckett, “Waiting for Godot”</td>
</tr>
</tbody>
</table>

#### Course Resources

**Textbook Details**
- A course reader is available for purchase at the University Bookstore.

**Journals**
- *Modernity/Modernism*
- *Theory, Culture & Society*

**Additional Readings**

Recommended background readings:
- Matei Calinescu, *Five Faces of Modernity*.
- Antoine Compagnon, *Five Paradoxes of Modernity*.
- Modris Eksteins, *Rites of Spring. The Great War and the Age of the Modern Age*.

Recommended readings

**Week 1**

**Week 2**

**Week 3**

**Week 4**

**Week 5**

**Week 6**

**Week 7**

**Week 8**
TBA

**Week 9**

**Week 10**

**Week 11**

**Week 12**

Further titles will be added.

**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. 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:
13. 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://student.unsw.edu.au/complaints

14. 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 https://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://student.unsw.edu.au/special-consideration

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.