

**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND
INTERNATIONAL RELATIONS**



HISTORY PROGRAMME

TRIMESTER 2, 2009

(Monday, 13 July to Sunday, 15 November 2009)

**HIST118: MAKING EUROPE MODERN: CITIZENS, STATES AND NATIONS
CRN 13082**



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	Office hours: To be announced	Office hours: To be announced	

Lectures:

Tuesdays and Thursdays, 1.10 – 2.00pm

Venue:

Hugh Mackenzie Lecture Theatre 206 (HMLT206)

Tutorials:

S-cubed will be utilised for allocating tutorial spaces.

Additional Information: Any additional information or notices will be posted on Blackboard and/or on the History Programme noticeboard, 4th floor, Old Kirk Building – outside the Administrator’s office, Room 405 (OK405).

COURSE DELIVERY

HIST118 is taught during the period Monday, 13 July to Friday, 16 October 2009. The course lasts twelve weeks. Each week, the course consists of two 50 minute lectures. For ten of those weeks, students also attend one 50 minute tutorial.

COURSE DATES

Teaching period: Monday 13 July to Friday 16 October 2009
Study period: Monday 19 October to Friday 23 October 2009
Examination period: Tuesday 27 October to Sunday 15 November 2009
Please note: HIST118 students must be available to attend an examination at the University at any time during the formal examination period.

OUTLINE OF COURSE CONTENT

Thematically, this course introduces students to European history by exploring the nature of political power. How do individuals see themselves in relation to the state? Why do they resist or acquiesce in the exercise of power? How can the state claim legitimacy? Lectures address how European thinkers and political leaders answered these questions at various places and times in light of the tremendous social and technological change over recent centuries. The course specifically covers the Reformation, commercial and industrial revolutions, the French Revolution, the 1848 “Springtime of Peoples,” the Soviet Union, the World Wars, and the European Union.

Methodologically, the course seeks to give students research skills necessary for university-level research. Assignments ask students to compare and contrast secondary source interpretations of primary sources. These assignments should teach students to read skeptically, preparing them for subsequent work in the History programme in particular, or the university in general.

MANDATORY COURSE REQUIREMENTS

To receive a passing mark, HIST118 students must:

- (1) **attend five tutorials** of the ten scheduled, having done appropriate preparatory work,
and
- (2) **submit two essays** by the specified dates, subject to provisions and penalties for late submission,
and
- (3) **sit the final exam.**

A student who obtains an overall mark of 50% or more, but fails to satisfy a mandatory requirement, will receive a K grade for that course. A course mark less than 50% results in the appropriate fail grade (D or E).

REQUIRED TEXTS

This course has two required readings. They are:

- (1) **The History Programme’s Guidebook “Writing History Essays,”** available online at: <http://www.victoria.ac.nz/history/degrees/docs/WritingHistEssays2006.pdf>, or available to purchase in the history department office,

and

- (2) **HIST118 Book of Readings**, which will be sold from the Memorial Theatre foyer for the first two weeks of trimester. After week two, from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Students are encouraged to consult whatever additional books or articles they find helpful. No further materials are required.

LEARNING OBJECTIVES

To pass this course, students must demonstrate cultural literacy as concerns European history. Historical literacy requires the mastery of certain factual knowledge: students must be familiar with certain people, places, organisations, concepts, slogans, and so on. Both lectures and course readings will introduce students to relevant historical and cultural knowledge. Critically analyse historical sources, specifically by interpreting primary sources with the aid of secondary sources. Students must show awareness that history is a matter of interpretation, and be able to compare and contrast different interpretations. Course tutorials will provide students with the chance to discuss their interpretations of primary sources with those of their peers.

ASSESSMENT OF LEARNING OBJECTIVES (STUDENT MARKS)

CITATION EXERCISE	(200 words)	5%	Due Tuesday, 4 August
FIRST ESSAY	(1,200 words)	20%	Due Friday, 21 August
SECOND ESSAY	(1,700 words)	25%	Due Thursday, 1 October
FINAL EXAM	(2 hours)	50%	During the exam period Tuesday, 27 Oct – Sunday, 15 Nov

The **CITATION EXERCISE** (200 words, 5% of total course mark, due 4 August) ensures that students understand the conventions historians use to refer to other sources. This assignment is also designed to prevent unintentional plagiarism (which will be prosecuted as vigorously as any other sort of plagiarism). Students complete this assignment in four steps:

- (1) Locate two secondary sources that discuss Luther, the Council of Trent, or the Reformation: a history book *and* an article from a scholarly journal. Use the library catalogue for the book, JSTOR for the article. Do *not* pester the nice librarians!
- (2) Write a passage quoting from a *sentence* in the book, referring to the book's author by name. Students then cite the book with a footnote containing the author's name, the title of the book, the city in which the book was published, the year of publication, and the page number.
- (3) Write a sentence summarising a *paragraph* from the article, referring to the article's author by name. Your summary must be substantially different and shorter than the original: do not simply change a couple of words, since that would be plagiarism. Cite the article with a footnote containing the author's name, the title of the article, the name of the journal, the volume and or number of the journal, the year of publication, and the page number.
- (4) Attach photocopies showing the page(s) of the book you cited, and the page(s) of the journal you summarised.

This assignment must be word processed, and should be one (1) page long. Follow the conventions given in the History Programme handbook "Writing History Essays," available online at: <http://www.victoria.ac.nz/history/degrees/docs/WritingHistEssays2006.pdf>

The **ESSAYS** (20% and 25% of final mark, respectively) give students a chance to critically analyse self-chosen historical sources in light of historiographic controversy. Both essays should have the same structure. Students start by selecting one of the primary sources given in the readings.

For the **first essay** (1,200 words, 20% of total course mark, due 21 August) students may write about Luther, the Council of Trent, the Virginia Company, Josiah Child, or Samuel Johnson.

For the **second essay** (1,700 words, 25% of total course mark, due 1 October) students may write about Rousseau, the Declaration of the Rights of Man, Burke, Engels, or Mazzini. Students must then locate secondary sources which shed light on their chosen reading: at least **three** sources for the first essay, at least **four** sources for the second. Students then contrast the different interpretations of their secondary sources. Identify any common ground, but also find points of disagreement. Student should then attempt to synthesise the various sources, either by siding with one interpretation over the other or by providing their own original interpretation. This final interpretation should be supported with relevant quotations from the primary source.

A note on secondary sources: secondary sources are available in many different places; and students are being marked partly on their ability to locate interesting source material on their own. Digital sources are acceptable only if they have appeared in print. **Students must be able to cite their sources as if they had examined a paper copy.** In other words, students may cite articles or books found through JSTOR, Google Book Search, or other digital document archive, but should *not* cite Wikipedia, Geocities, course lectures, television programmes, personal blogs, etc.

Essay assessment will follow the guidelines set forth in "Writing History Essays." Students are required to **submit both a paper version and an electronic version** of all their papers.

Deposit paper versions at the History office, Room 405, Old Kirk Building (OK405) with a History coversheet, available at the History office or on Blackboard. The electronic version can be submitted via blackboard.

#1 #2 Use this handy "before you print" checklist before you hand in your essays

- Set the body text to Times New Roman, size 12
- Check the body text has "justified" right margins, and is double-spaced
- Place page numbers in upper right corner
- Remove any extra spaces between paragraphs
- Set the footnote text to Times New Roman, size 10
- Check that footnotes have "justified" right margins, and is single spaced
- Staple your paper together with the programme cover sheet.

The **FINAL EXAM** (50% of final mark, **2 hours** long) tests cultural literacy. The material tested in the exam will be drawn from the course lectures. The date and time of the exam will be announced in class after the exam schedule has been drawn up. The exam will have two sections.

In the first section, worth **80%** of the exam, students will receive a list of “key terms,” all of which will have been mentioned in lectures. Students must write a brief definition of the term and explain its significance. Students unsure what to write should imagine that they are explaining the term to somebody unfamiliar with it. Alternatively, students may focus on answering the following questions: Who or what is it? Where and when did it exist? Why was it important?

In the second section, worth **20%** of the exam, students will discuss four images, e.g. a political cartoon, a propaganda poster, a painting, a map, etc. Students must interpret the image in the context of the circumstances in which it was made. Students should suggest when and where the image was originally produced, explain any relevant symbolism or metaphor, and discuss what political or cultural commentary the image makes on the people or events that it depicts.

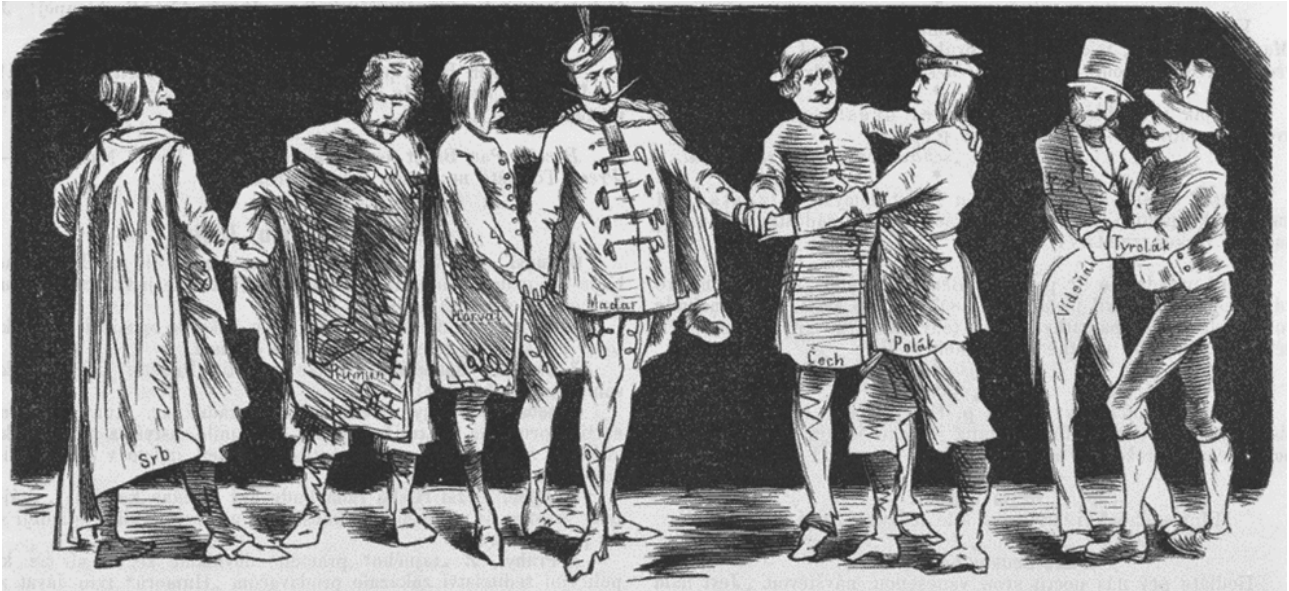
TUTORIALS

Tutorials begin the second week of class. Students must participate in **five (5)** tutorials to pass the course. Students may miss two tutorials without penalty. Students who miss three tutorials will have **2% deducted** from their final mark. Students who miss four tutorials will have **5% deducted** from their final mark. Students who miss five tutorials will have **8% deducted** from their final mark. Students who miss six tutorials have not completed course requirements. Since it is not possible to re-assemble the class for the benefit of one absent student, tutorials cannot be made up under any circumstances, no matter how legitimate. Use your absences wisely!

To receive credit for participation in a tutorial, students must (1) **attend**, and (2) **fill in a response form** about that week’s reading, specifically the reading listed in bold type in on the syllabus. The response form ensures that students come prepared for the discussion, but more importantly gives students a chance to think critically about primary sources. Response forms will not be graded for content: write what you really think. Some interpretations may be more insightful than others, but students are not expected to provide any specific “right answer.”

How make a response form

- (1) Take an ordinary blank piece of A4 paper.
- (2) Write your name in the top right-hand corner.
- (3) Draw a horizontal line across the middle of the page, halfway between top and bottom.
- (4) On the top half of the page, describe the author of the text. Describe any elements of the author’s background that you consider relevant to understanding the text. You may wish to focus on variables such as social class, nationality, religion, ideology, and so forth.
- (5) On the bottom half of the page, describe what historians can learn from the text. What does it tell us about the person, society or historical period that produced it? Focus on what the text can teach historians, not your personal reaction. Comments such as “I liked this text,” “the prose style annoyed me” or “I did not understand some parts” are not helpful; you can do better.



ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

PENALTIES FOR LATE WORK

History Programme policy stipulates that **late submission of essays is penalised**. Students **lose 5% for the first day late** and **2% thereafter** for a maximum of **eight (8) days**. After eight days, work can be accepted for mandatory course requirements but will not be marked.

Extensions may be granted if there are exceptional grounds, e.g. hospitalisation, incarceration, etc. **All extensions require documentation**. If granted an extension, students must agree to a new due date. Contact the course coordinator as soon as a potential problem emerges. Extension forms are available in the History Programme office, Room 405, Old Kirk Building (OK405).

Note that Friday, 23 October is the **final date** on which any written work can be accepted by the Programme, because this is the date on which we must certify whether students have met the course requirements. The provision for late submission with penalty does not apply beyond this date. Permission to submit work after Friday, 23 October must be sought in writing from the Head of Programme, Dr Glyn Parry.

STATEMENT ON THE USE OF TURNITIN

Student work for this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources. At the discretion of the head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism. If so, access to the full text of submissions will not be available to any other party.

WORKLOAD GUIDELINES

In accordance with Faculty of Humanities and Social Sciences Guidelines, this course has been constructed on the assumption that students will devote **18** hours per week to HIST118. This includes all course readings and assignments, two 50 minute lectures and one 50 minute tutorial.

GROUP WORK

There is no group work associated with this course.

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

<http://www.victoria.ac.nz/home/about/avcacademic/Publications.aspx>

ELECTRONIC BIBLIOGRAPHY

Martin Luther, *Address to the Nobility of the German Nation* (1520)

<http://www.fordham.edu/halsall/mod/luther-nobility.html>

The Dutch Declaration of Independence (1581)

<http://www.fordham.edu/halsall/mod/1581dutch.html>

Decrees of the Council of Trent, excerpts (1546-63)

<http://www.intratext.com/X/ENG0432.HTM>

Instructions for the Virginia Colony (1606)

<http://odur.let.rug.nl/~usa/D/1601-1650/virginia/instru.htm>

Josiah Child, *Brief Observations Concerning Trade and Money* (1668)

<http://www.yale.edu/lawweb/avalon/econ/trade.htm>

Samuel Johnson, *Taxation no Tyranny* (1775)

<http://www.samueljohnson.com/tnt.html>

Jean-Jacques Rousseau, *The Social Contract* (1762, book 1, book 2 sections 1-7)

<http://www.constitution.org/jjr/socon.htm>

Edmund Burke, *Reflections on the Revolution in France* (excerpts, 1791).

<http://www.fordham.edu/halsall/mod/1791burke.html>

The Declaration of the Rights of Man (1789)

<http://www.yale.edu/lawweb/avalon/rightsof.htm>

Friederich Engels, *The Condition of the Working Class in England*, (1845)

<http://www.marx.org/archive/marx/works/1845/condition-working-class/index.htm>

Giuseppi Mazzini, *Essay on the Duties of Man, Address to Workingmen* (1860)

<http://history.hanover.edu/texts/mazzini/mazintro.htm>

Stephen Bonsal, *Suitors & Suppliants: Little Nations at Versailles* (1946)

<http://www.hungarian-history.hu/lib/bonsal/>

Benito Mussolini, “Doctrine of Fascism,” (1932)

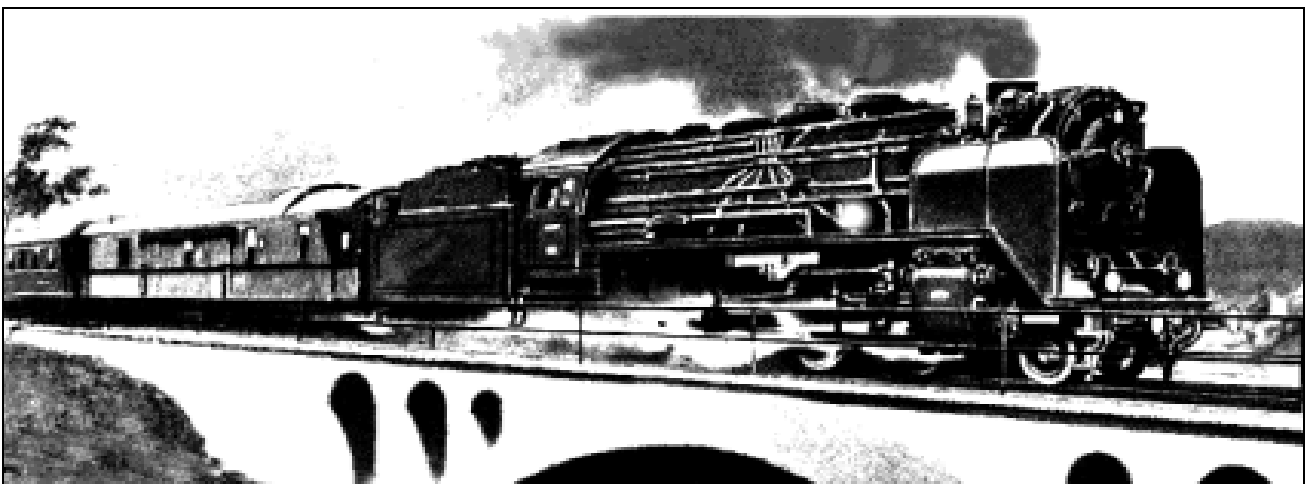
<http://www.historyguide.org/europe/duce.html>

George Orwell, “Notes on Nationalism” (1945)

http://www.orwell.ru/library/essays/nationalism/english/e_nat

Václav Havel, “The Power of the Powerless” (1978, excerpts)

<http://history.hanover.edu/courses/excerpts/165havel.html>



PROGRAMME OF LECTURES AND TUTORIALS

(AM) = Lecture by Alexander Maxwell

(GP) = Lecture by Glyn Parry



Week 1 The Early Modern World (AM)

14 Jul Introduction to the class, introduction to Europe.

16 Jul Religion and the social order

No readings or tutorials for the first week.

Homework: learn your European Geography from the following online quiz:

<http://www.lizardpoint.com/fun/geoquiz/euroquiz.html>

Week 2 The Reformation (GP)

21 July Luther and the Magisterial Reformation of Germany

23 July National Reformations across Europe: top down or bottom up?

Martin Luther, *Address to the Nobility of the German Nation* (1520).

The Dutch Declaration of Independence (1581).

Week 3 The Counter-Reformation (GP)

28 July The Papacy, the Inquisition and the Jesuits

30 July Popular religion to 1700

***Decrees of the Council of Trent*, excerpts (1546-63)**

Week 4 Europe's Drive towards Overseas Empire (GP)

4 Aug Christianity and the Crusader Impulse, 1500-1700 **** Citation exercise due!****

6 Aug The Competition for Empire among European States

Instructions for the Virginia Colony (1606)

Josiah Child, *Brief Observations Concerning Trade and Money* (1668)

Week 5 Technology, Competition and the 'Centralisation of States' (GP)

11 Aug European politics to 1750

13 Aug The sinews of war: harnessing resources of the state to 1750

Samuel Johnson, *Taxation no Tyranny* (1775)

Week 6 The Enlightenment (AM)

18 Aug Enlightened Absolutism and the Dark Side of Reason

20 Aug Contract Theory. *Also*: final hints for your essay! ** Essay #1 due Fri 21 August!**

Jean-Jacques Rousseau, *The Social Contract*, book 1; book 2, sections 1-7 (1762)

Monday, 24 August to Sunday, 6 September:

Mid-Trimester break

Week 7 The French Revolution (AM)

8 Sept The Revolution from the fall of the Bastille to the Directory

10 Sept The Napoleonic Adventure

Edmund Burke, *Reflections on the Revolution in France* (excerpts, 1791).

The Declaration of the Rights of Man (1789)

Week 8 The Industrial Revolution (GP)

15 Sept Capitalism, Commerce and Competing Industrialisations

17 Sept Exporting Capitalism to the World: European Empires to 1850

Friederich Engels, *The Condition of the Working Class in England*, "Introduction" and "The Great Towns" (1845)

Week 9 An Age of Progress (AM)

22 Sept Socialism and Secularism

24 Sept 1848: "the revolution of the intellectuals"

Giuseppi Mazzini, *Essay on the Duties of Man, Address to Workingmen* "Introduction," "Duties toward your Country," and "Conclusion." (1860)

Week 10 From Empires to Nation-states (AM)

29 Sept Italian and German unification; Ottoman Decline.

1 Oct The First World War and Wilsonian politics ** Essay #2 due Fri 2 October!**

Stephen Bonsal, *Suitors & Suppliants: Little Nations at Versailles* Ch. VI, VII and IX on the Italians, Poles, and Slovaks (1946)

Week 11 Twentieth-Century Totalitarianism (AM)

6 Oct Lenin and Stalin

8 Oct Fascism as the politics of experience

Benito Mussolini, "Doctrine of Fascism," (1932)

George Orwell, "Notes on Nationalism" (1945)

Week 12 The Post-War World (AM)

13 Oct Western Europe, Welfare states, and the European Union

15 Oct The Soviet Empire and its collapse

Readings: Václav Havel, "The Power of the Powerless" (1978, excerpts)

No tutorial this week.

Parry and Maxwell will hold a Q and A session for all students.