



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL  
RELATIONS  
TE HUNGA ARO WHAKAMURI

HISTORY PROGRAMME  
Trimester 1, 2011  
28 February to 3 June 2011  
CRN 13082

## HIST 118: Making Europe Modern: Citizens, States and Nations



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**Lectures:** Tuesdays and Thursdays, 9 – 9.50am, Memorial Theatre 228 (MT 228)  
Tutorials and tutors to be announced on the HIST 118 Blackboard site and through email.

**Teaching dates**

Teaching dates: 28 February to 3 June 2011

Mid-trimester/Easter break: 18 April to 1 May 2011

Study week: 6–10 June 2011

Examination/Assessment period: 10 June to 2 July 2011

**Withdrawal dates**

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

**Course delivery**

Lectures will provide a broad general framework of European History from c. 1500 to the present, as context for the tutorials, which will be group discussions focused on primary sources (texts written in the past). Students are expected to attend tutorials having read the relevant primary sources for each tutorial. These are listed below and can be found on the Library Catalogue by clicking on the 'Course Reserve' Link and selecting HIST 118 from the drop-down menu. Secondary readings to accompany each primary reading will also be found there.

The course lasts twelve weeks. Each week, the course consists of two one-hour lectures. For ten of those weeks, students also attend one one-hour tutorial.

**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](http://www.orwell.ru/library/essays/nationalism/english/e_nat)

**The Universal Declaration of Human Rights,**

<http://www.un.org/en/documents/udhr/index.shtml>

### **Communication of additional information**

Additions and changes will be advised via email and on the HIST 118 Blackboard site.

## **Course Content**

This course examines the history of modern Europe, beginning with the origins of urban and industrial societies and ending with the Cold War and its effects. It addresses themes such as citizenship and race, labour and popular protest, gender and society, cultural and social change, immigrants and migrations, and political and social revolutions. The making of modern Europe through movements such as nationalism, liberalism and socialism will be examined alongside comparative histories of colonialism. 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, and how these different answers impacted on people's experiences. Focusing thematically on the shifting meaning of 'citizenship', the course specifically covers the Reformation, commercial and industrial revolutions, the French Revolution, the nationalist and political revolutions of the nineteenth century, the World Wars, and post-war Europe.

## **Learning objectives**

Students passing the course should be able to apply the 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. Students must demonstrate cultural literacy about 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. Students will be expected to critically analyze 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.

## **Graduate attributes**

As with all History courses, learning objectives of HIST118 contribute to the attainment of specific graduate attributes. For more details please consult our website: <http://www.victoria.ac.nz/hppi/subjects/hist.aspx#Grad-attributes>

## Expected workload

In accordance with Faculty of Humanities and Social Sciences Guidelines, HIST118 has been constructed on the assumption that students will devote 200 hours across the course. This includes all course readings and assignments, two 50 minute lectures and one 50 minute tutorial.

## Mandatory Course Requirements

To receive a passing mark, HIST118 students must: (1) **attend five tutorials** of the ten scheduled, having done appropriate preparatory work, (2) **submit the library exercise and two essays** by the specified dates, subject to provisions and penalties for late submission, and (3) **sit the final test**. A course mark less than 50% results in the appropriate fail grade (D or E).

## 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 6 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 primary reading, found on the HIST 118 Course Reserve. 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.

## Required Texts

This course has two required readings: All HIST118 readings for the course will be found online at 'Course Reserve' (see **Course Delivery**) and the **History Programme Guidebook "Writing History Essays,"** available online at:

<http://www.victoria.ac.nz/hppi/research/resources/history/default.aspx#History-Writing-Guides> or available for purchase from Student Notes.

## Assessment of Learning Objectives (i.e. Student Marks)

LIBRARY EXERCISE	10%	Due in second tutorial
FIRST ESSAY (1,700 words)	25%	Due Friday 15 April
SECOND ESSAY (1,700 words)	25%	Due Friday 20 May
FINAL TEST	40%	Tuesday 31 May.

The **LIBRARY EXERCISE** (10% of final mark) ensures that students are introduced to the basics of historical research. Students will search for different kinds of historical material, some in print but many in electronic form, including books, e-books, journals, e-journals, reference databases (e.g. Oxford Dictionary of National Biography), aggregator databases, especially ones leading to full-text articles.

The **ESSAYS** (25% and 25% of final mark, respectively) give students a chance to critically analyze self-chosen historical sources in light of historiographic controversy. Both essays should have the same structure. Students start by selecting from a list of essay questions, then choosing a relevant primary source from the Course Reserve list. For the **first essay** (1,700 words) students may write about Luther, the Council of Trent, the Virginia Company, Josiah Child, or Samuel Johnson. For the **second essay** (1,700 words) 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 four sources for the first essay, and 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 synthesize 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 another 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, Old Kirk 405 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 TEST** (40% of final mark, 50 minutes long) tests cultural literacy. The material tested will be drawn from the course lectures. The Test will take place in the lecture period on Tuesday 31 May.

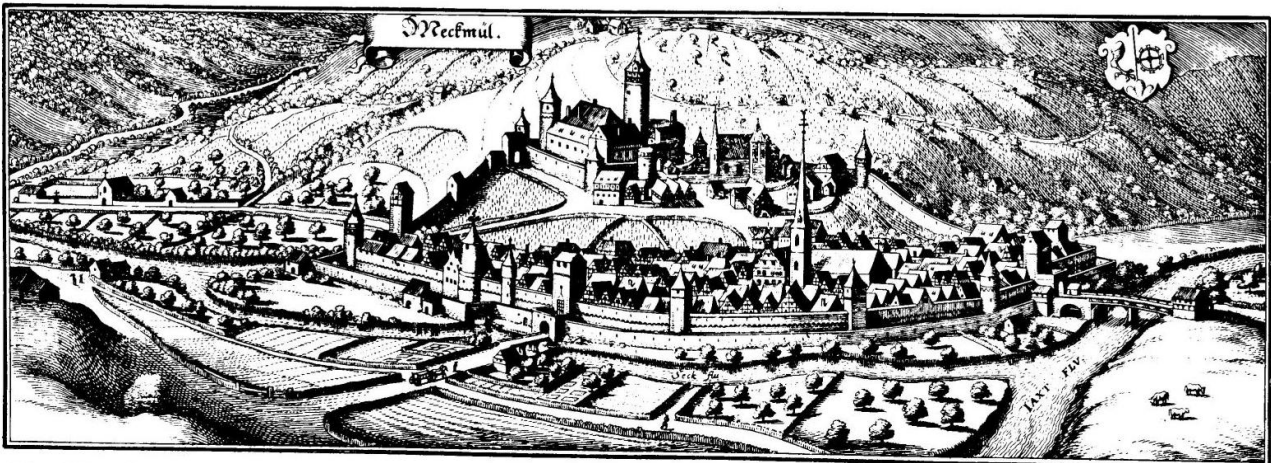
In the test, students will receive a list of “key terms,” all of which will have been mentioned in lectures. Students must write a brief definition of the term and explain its significance. Students unsure what to write should imagine that they are explaining the term to somebody unfamiliar with it.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

Students will also 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

## Programme of Lectures and Tutorials

(GL) = Lecture by Giacomo Lichtner  
Parry

(GP) = Lecture by Glyn



**Week 1 The Early Modern World (GP)**

1 March Introduction to the class, the Past in the Present.

3 March What makes Europe different from the rest of the world?

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)**

8 March Luther and the Magisterial Reformation of Germany

10 March 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)**

15 March The Papacy, the Inquisition and the Jesuits

17 March Popular religion to 1700

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

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

22 March Christianity and the Crusader Impulse, 1500-1700

24 March 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)**

29 March The sinews of war: harnessing resources of the state to 1750

31 March The European State compared to India and China c. 1750

**Samuel Johnson, *Taxation no Tyranny* (1775)**

**Week 6 The Enlightenment (GP)**

5 April Enlightened Absolutism and the Dark Side of Reason

7 April Contract Theory. *Also: final hints for your essay!*

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

**Week 7 From subjects to citizens (and back again) (GL)**

12 April The end of the 'Ancien Regime': the French Revolution

14 April The birth of the 'Modern Regime': the Napoleonic era **\*\* Essay #1 due Friday**

**15 April!\*\***

**Tutorial topic:** The French Revolution and the Rights of Man

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

*The Declaration of the Rights of Man* (1789)

**Mid-Trimester Break 16 April - 1 May****Week 8 From estate to class (GL)**

3 May The industrial revolution: capitalism and its critics

5 May The price of wealth: urbanisation in the 19<sup>th</sup> Century

**Tutorial topic:** The cost of modernity

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

**Week 9 Nationalisms (GL)**

10 May 1848: pathways to and from the year of revolutions

12 May Birth of a nation: Italy and Germany

Tutorial: Nationalist politics

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

**Week 10 Ideology, Identity and the modern nation state (GL)**

17 May Experiences of total war

19 May Mobilising the masses: citizenship and propaganda **\*\*Essay #2 due Friday 20 May!\*\***

Tutorial topic: Allegiance and propaganda between the World Wars

**Selected propaganda posters (images will be made available on blackboard)**

**Arthur Ponsonby (ed.), *Falsehood in wartime*, London, 1928, pp.68-70, 78-82, 103-113**

**Week 11 Post-war Europe (GL)**

24 May Citizenship in Cold War Europe: from 1945 to 1968

26 May Revision Class: Europe and Modernity

**Tutorial topic: Revision Class**

**The Universal Declaration of Human Rights,**

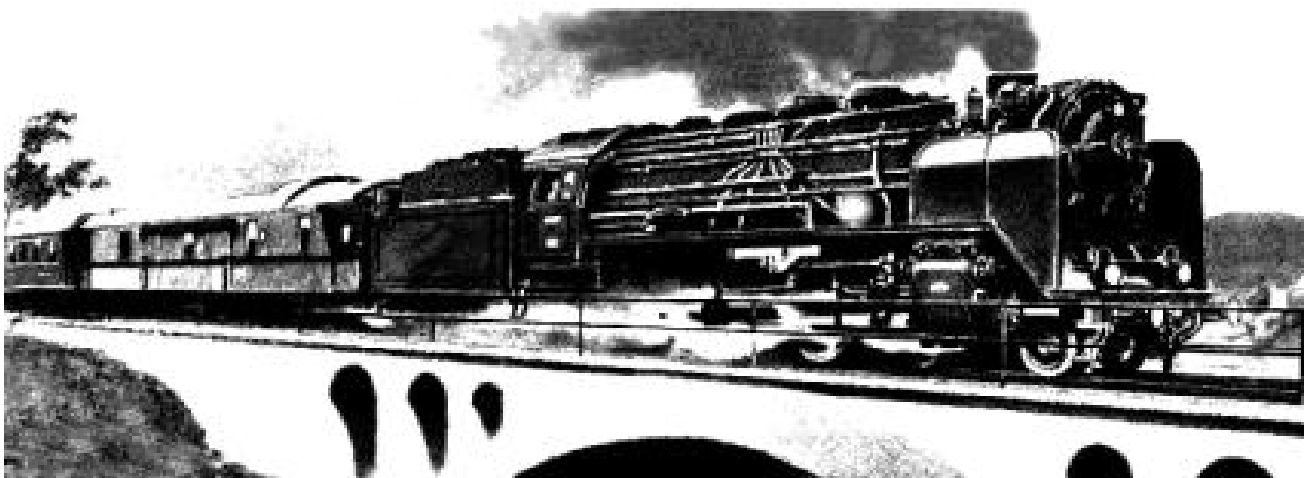
**<http://www.un.org/en/documents/udhr/index.shtml>**

**Week 12**

31 May In-class Test

2 June No Class

No tutorial this week.



## Group Work

There is no group work associated with this course.



## 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 8 days. After 8 days, work can be accepted for mandatory course requirements but will not be marked. Extensions may be granted in exceptional circumstances, but **all extensions require the student to provide documentation**. If granted an extension, students must agree to a new due date. Contact your tutor as soon as a problem emerges. Extension forms are available in the History Programme office.

Note that **Friday 3 June 2011** 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 3 June date.

## Return of assignments

Essays and tests will be returned during lectures and or tutorials. If students fail to attend, they may collect their essay from the History Programme Office in level 4, Old Kirk Building between the hours of 2 and 3pm from Monday to Friday and must show their Student ID card before collection.

## Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator, tutors and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

## Statement on legibility

Students are expected to write clearly. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply;
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply;
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

## 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>

## Use of Turnitin

Student work provided for assessment in 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 compares submitted work with a very large database of existing material. 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 material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

### WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

