



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME

HIST 118: Making Europe Modern: Citizens, States and Nations 20 POINTS

TRIMESTER 2 2015

Important dates

Trimester dates: 13 July to 15 November 2015

Teaching dates: 13 July to 16 October 2015

Mid-trimester break: 24 August to 6 September 2015

Last assessment item due: 15 October 2015

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Lectures: Monday, 12-12.50, Students' Union Memorial Theatre (SUMT228)
Thursday, 12-12.50, Hugh McKenzie Lecture Theatre 205 (HMLT205)

Tutorials: Please see the Academic Timetable 2015 www.victoria.ac.nz/students/study/timetables

Names and contact details

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Communication of additional information

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or lecture and seminar programme will be advised by email, announced in lectures, and posted on the course Blackboard site.

Prescription

This course examines the history of Europe from 1492 to 1945. It addresses themes such as the formation of states and empires; cultural, scientific and religious movements; 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 will be examined through movements such as the Renaissance, the Reformation, the Enlightenment, nationalism, liberalism and socialism alongside comparative histories of colonialism.

Course learning objectives (CLOs)

Students passing the course should be able to:

1. identify and critically review the factors, ideas and historical figures that contributed to the making of citizens, states and nations in European history from 1492 to 1945;
2. demonstrate critical thinking and the ability to connect and compare ideas;
3. identify, classify and review primary and secondary source documents of a textual and visual nature that relate to the history and representation of early modern and modern Europe;
4. demonstrate comprehension and analytical skills by making informed decisions about essay construction, relevant source identification, and writing style.

Teaching format

HIST 118 is delivered as two fifty-minute lectures per week (Mondays and Fridays) and a 50-minute tutorial per week.

Lectures: The lectures are a core foundation for learning, providing students with the factual background and intellectual scaffolding necessary to enable in-depth analysis of primary and secondary sources. We believe that students who perform best make a concerted effort to attend lectures and tutorials;

Tutorials: The tutorials reinforce the lecture experience by providing a space for in-depth analysis of primary sources and critical discussion of relevant literature. They are the student's opportunity to ask questions, stimulate debate, clarify issues and have an informed discussion with teachers and peers alike. It is essential that students prepare for tutorials by reading the set readings and making notes about them.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Obtain at least 40% in each piece of assessment worth more than 20% in order to demonstrate achievement of all CLOs in the course;
2. Attend at least 7 out of 10 tutorials, in order to advance their oral communication skills and critical thinking, and to ensure an appropriate training in the analysis of primary sources.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

Workload

In accordance with University Guidelines, HIST 118 has been constructed on the assumption that students will devote 200 hours to the course throughout the trimester, approximately 13 hours a week across the trimester. This includes:

1. weekly attendance at lectures and tutorials (approx. 34 hours);
2. completion and analysis of all set weekly readings (approx. 33 hours);
3. researching, analysing and writing set assessment tasks, including test revision (approx. 133 hours).

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Tutorial Exercise x 5 (c. 200 words each)	10%	3	See below
2	Mid-term Test (50 minutes)	25%	1-2	20 August
3	Research Essay (2000-2500 words)	40%	2-4	2 October 12.00 noon
4	Final Test (50 minutes)	25%	1-2	15 October

The assessment procedure aims to achieve the following: **a)** to establish that the students have gained a good overall understanding of the history of Early and Modern Europe, and that they are able to identify and analyse the overarching themes and forces that have shaped European nations, and Europe as a continent, across this period (assignments 2-4); and **b)** to ascertain the extent to which students have familiarised themselves with the analysis and handling of primary and secondary sources (assignments 1 and 3). Students will be expected to become familiar with key events, themes and people, and to analyse independently and in more depth one case study referring either to the Early Modern or to the Modern period. To these ends, students of HIST 118 will be asked to sit two in-class tests and complete one research essay – to demonstrate breadth and depth of knowledge respectively – as well as to demonstrate consistent engagement and increasing familiarity with historical evidence in the form of five primary sources analyses prepared for tutorials.

(1) Tutorial Exercise x 5: Primary Source Response Sheet

Weighting: 10% (2% per Response Sheet)

Length: 200 words (excluding footnotes/endnotes and bibliography)

Submission: students are required to submit paper copies in tutorials;

Due: Various throughout the trimester; **N.B. at least THREE responses must be completed by Week 8;**

CLOs: This assessment meets primarily Course Learning Objective 3, though it is also relevant to a student's overall understanding of the topic (CLO 1).

Description: The response form gives students a chance to think critically about the primary sources provided for tutorials, and ensures that they can contribute critically and in depth to in-class discussion. Students will be required to choose five primary sources **from those provided in the Book of Readings**, and submit five responses during the course of the trimester (with at least three submitted by week 8).

Marking Criteria:

Response forms will be graded on a Pass/Fail basis. In assessing your work, the marker will be looking for the following:

- Sound understanding of the source's origin;
- Critical synthesis of the source's significance;

- Ability to identify and reference relevant primary sources.

How make a response form

- The whole response should be no more than one side of A4; divide your response into **three short sections**:
 1. (For each response) Choose a primary source from those provided for the tutorials;
 2. 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;
 3. 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?;
 4. Identify an alternative primary source relating to the same period and theme; reference it appropriately; briefly explain your choice.

(b) **Mid-term Test:**

Weighting: 25%;

Length: 50 minutes;

Submission: this is an in-class test;

Due: 20 August, 12-12.50pm, HM205

CLOs: This assessment meets Course Learning Objectives 1 and 2

Description: The test is designed to assess the student's overall understanding of the **first** half of the course and to what extent the learning objectives have been achieved. Accordingly, students are most likely to succeed in this task if they have attended class consistently, studied the material provided and contributed actively to the learning process. Further guidance on how to prepare and what to expect will be given in class and in a revision tutorial.

Marking Criteria: in assessing your work, the marker will be looking for the following:

- Ability to demonstrate a broad understanding of the history of Early Modern Europe (1492-1789);
- Ability to answer all questions in full within the set time, and in a coherent, clear and legible form;
- Evidence of critical thinking;
- Ability to evaluate critically statements and/or textual/visual primary sources as required.

(c) **Research Essay**

Weighting: 40%

Length: 2,000-2500 words (excluding footnotes/endnotes and bibliography)

Submission: students are required to submit a paper copy of their essay, complete with a History cover sheet (provided); an electronic one may also be required in certain cases;

Due: Friday 2 October, 12pm;

CLOs: This assessment meets Course Learning Objectives 2, 3 and 4.

Description: The research essay requires students to select and answer a question from a list provided by the lecturers (the essay questions will be distributed in Week 1). Students will identify and analyse primary and secondary sources and construct a critical argument: you should specifically aim to not only describe but analyse and interpret the topic in question. The essay invests students with the responsibility to manage their own work and in particular their own time: students will need to devise an appropriate research and writing schedule. The Guide to Writing History Essays, available online here <http://www.victoria.ac.nz/hppi/research/resources/history#History-Writing-Guides>, provides invaluable guidelines for the successful completion of your essay.

Marking Criteria: in assessing your work, the marker will be looking for the following:

- Ability to respond critically to the question;
- Ability to locate and integrate primary and secondary sources into the essay;
- Ability to construct an informed argument and develop this throughout the essay by means of a coherent structure;
- Evidence of scholarly writing, and adherence to all technical aspects of the essay's readability, including: spelling, punctuation, grammar, paragraph use and referencing.

(d) **Final Test:**

Weighting: 25%;

Length: 50 minutes 2,000 words;

Submission: this is in-class test;

Due: 15 October, 12-12.50pm, HM205

CLOs: This assessment meets Course Learning Objectives 1 and 2

The test is designed to assess the student's overall understanding of the **second** half of the course and to what extent the learning objectives have been achieved. Accordingly, students are most likely to succeed in this task if they have attended class consistently, studied the material provided and contributed actively to the learning process. Further guidance on how to prepare and what to expect will be given in class and in a revision tutorial.

Marking Criteria: In assessing your work, the marker will be looking for the following:

- Ability to demonstrate a broad understanding of the history of Modern Europe (1789-1945);
- Ability to answer all questions in full within the set time, and in a coherent, clear and legible form;
- Evidence of critical thinking;
- Ability to evaluate critically statements and/or textual/visual primary sources as required;

Submission and return of work

All assignments are due before 12.00 noon on the due date.

Submission: All work submitted for assessment must be dropped off in HARD COPY at the History Office in the slots provided with an essay cover sheet. You must ADD the name of your tutor and the course code. We reserve the right to ask for an electronic copy of any assessable work for checking in Turnitin.com (see www.cad.vuw.ac.nz/wiki/index.php/Turnitin)

Graded essays will be returned to you in tutorials in the first instance, and then returned to the History Office, OK 405, where they can be collected between the hours of 1.00-2.00 pm, Monday to Friday. We will notify students via Blackboard when graded essays are available (generally between 2-3 weeks after the date submitted).

Extensions and penalties

Extensions

Extensions may only 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 course coordinator/tutor as soon as a problem emerges. Extension forms are available from the History Programme office.

Penalties

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 10 working days. After 10 days, work can be accepted for mandatory course requirements but will not be marked.

Set texts

A Book of Readings for HIST 118 is available from VicBooks. Please see their website: www.vicbooks.co.nz for details on buying Books of Readings. We will advise enrolled students via Blackboard when the Book of Readings are available to purchase.

Recommended reading

Early Modern period:

R. Po-chia Hsia (ed.), *A Companion to the Reformation World* (Oxford: Blackwell Publishing, 2006).

Margaret C. Jacob, *The Enlightenment: A Brief History with Documents* (Boston: Bedford/St. Martin's, 2001).

Lisa Jardine, *Worldly Goods: A New History of the Renaissance* (London: Macmillan Publishers, 1996).

Margaret L. King, *The Renaissance in Europe* (London: Laurence King Publishing, 2003).

John Merriman, *A History of Modern Europe: From the Renaissance to the Present* (New York: W.W. Norton & Company, 1996).

Thomas Munck, *Seventeenth Century Europe* (New York: St. Martin's Press, 1990).

Eugene F. Rice, Jr. and Anthony Grafton, *The Foundations of Early Modern Europe, 1460-1559* (New York: W.W. Norton & Company, 1994).

Guido Ruggiero, *A Companion to the Worlds of the Renaissance* (Oxford: Blackwell Publishing, 2002).

Modern period:

Asa Briggs and Patricia Clavin, *Modern Europe, 1789-Present* (London: Pearson Longman, 2003).

Rachel G. Fuchs, *Gender and Poverty in Nineteenth-Century Europe* (Cambridge: Cambridge University Press, 2005).

Eric Hobsbawm, *The Age of Extremes: A History of the World, 1914-1991* (New York: Pantheon Books, 1994).

Tony Judt, *Postwar: A History of Europe since 1945* (New York: Penguin Press, 2005).

Albert S. Lindemann, *A History of Modern Europe: From 1815 to the Present* (Oxford: Wiley-Blackwell, 2013).

Jonathan Sperber, *Revolutionary Europe, 1780-1850* (Harlow: Longman, 2000).

Ann Taylor Allen, *Women in Twentieth-Century Europe* (Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan, 2008).

Béla Tomka, *A Social History of Twentieth-Century Europe* (New York: Routledge, 2013).

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

This course runs annually but the teaching staff involved each year may change. Over the years, the course has benefited from student feedback both thoughtful and thought-provoking. Specifically for the 2015 offering, we have incorporated changes to ensure increased thematic coherence across the 12 weeks, and significantly changed the assessment package.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: library.victoria.ac.nz/library-v2/find-your-subject-librarian
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz