



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 1 2016

Key dates

Trimester dates: 29 February to 29 June 2016

Teaching dates: 29 February to 5 June 2016

Easter break: 24–30 March 2016

Mid-trimester break: 25 April to 1 May 2016

Study period: 6–9 June 2016

Examination/Assessment Period: 10–29 June 2016

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

Lectures: Monday and Thursday, 10.00-10.50

Venue: Maclaurin Lecture Theatre 101 (MCLT 101)

Tutorials

Please see the Academic Timetable 2016 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 tutorial 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 Thursdays) 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. 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).

To consider when planning your time:

- Tutorial preparation requires careful reading of set texts for meaning and argument, as well as note-taking and preparation of responses to discussion questions. 'Budget' for at least one hour per reading, including additional internet research to help understand the historic and/or historiographical context of readings.
- Essays and other written assignments require time to locate, retrieve and read a range of sources. Note-taking, planning, drafting and editing the draft are necessary before writing a final version. Begin assignments early.
- Revision and preparation should reflect the fact that the two tests, each worth 25%–combined total 50% of your course mark.

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	14 April
3 Research Essay (2000-2500 words)	40%	2-4	13 May 12.00 noon
4 Final Test (50 minutes)	25%	1-2	2 June

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). The response template is provided on p.8 of this document and on Blackboard.

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.

(2) **Mid-term Test**

Weighting: 25%

Length: 50 minutes

Submission: this is an in-class test

Due: Thursday 14 April, 10-10.50pm, MCLT101

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. **The test format will include multiple choice questions and short essay answers.** 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.

(3) **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 13 May, 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.

(4) **Final Test**

Weighting: 25%

Length: 50 minutes 2,000 words

Submission: this is in-class test

Due: Thursday 2 June, 10-10.50pm, MCLT101

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. **The test format will include multiple choice questions and short essay answers.** 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.

Essays should be submitted in hard copy through the History office essay drop-off point, Old Kirk Room 405, together with completed cover and marking sheets, which are available in the Book of Readings and on Blackboard. We reserve the right to ask for an electronic copy of any essays for checking in Turnitin.com (see www.cad.vuw.ac.nz/wiki/index.php/Turnitin).

Essays and tests will be returned at class times to be advised. If students do not attend these times, they may collect their essay from the History Office, Old Kirk Room 405 between the hours of 1.00 and 2.00 pm from Monday to Friday and must show their Student ID card before collection.

Extensions and penalties

Extensions

The course coordinator may grant extensions if exceptional and unforeseen circumstances arise, for example, illness or a family emergency. **You must inform the course coordinator as soon as a problem emerges, complete a Request for an Extension form (available in the History office Old Kirk 405), and agree to a new due date.** For instances of illnesses, presentation of a medical certificate will be necessary, and the doctor should note the number of days the illness has prevented students from undertaking any university work.

Penalties

Students will be penalised for late submission of assignments – a deduction of 5% for the first weekday late, and 2% per weekday thereafter, up to a maximum of 10 weekdays.

Commented [MG1]: Deleted bit about MCRs as these are now only attendance

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.

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 2016 offering, we have made changes to the assessment package and the book of readings, and confirmed the tutorial exercise (including the template in the course outline). We will also make changes to the structure of the course module on Blackboard.

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
- 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
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- 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
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- 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

Hist 118: Making Europe Modern; Trimester 1, 2016
Tutorial Exercise Template

Instructions:

1. Choose a primary source from those provided for the tutorials;
(you must complete **5** across the semester; at least **3** should be submitted by Week 8);
2. Type your answer in the template below; delete the instructions in *italics* within the boxes;

Name:

Tutorial Time:

Student Id:

Tutor's Name:

1. First Primary Source Details:

Provide full bibliographical details of the chosen source.

2. Origin of the Source (max. 150 words):

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. Analysis of the Source (max. 150 words):

Describe what historians can learn from the text. What does it tell us about the person, society or historical period that produced it?

4. Additional primary source:

Identify and reference an additional primary source relating to the same period and theme.

Date:

Signature: