TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME
HIST 248: HISTORY OF THE GERMAN-SPEAKING PEOPLES
20 POINTS

TRIMESTER 2 2014

Important dates

Trimester dates: 14 July to 16 November 2014

Teaching dates: 14 July to 17 October 2014

Mid-trimester break: 25 August to 7 September 2014

Study week: 20–24 October 2014

Examination/Assessment Period: 24 October to 15 November 2014

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 or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Lectures: Monday/Thursday 4.10 – 5.00 pm
Venue: Murphy (MY)LT220
Tutorials: Weekly from 22 July
Tutorial venue: EA 201
Tutorial times   Tuesdays 2:10 – 3:00; 3:10 – 4.00 pm

Names and contact details

Course Coordinator: Alexander Maxwell
Room No: OK 422
Phone: 463 6753
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Office hours: To be announced at the History Programme office

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 may be announced in lectures or posted on the course Blackboard site.

Prescription

This course on the German-Speaking world starts at the end of the Thirty Years' War in 1648 and concludes at the present day, and it takes the interplay between German linguistic nationalism and other political loyalties as its main theme.

Course learning objectives (CLOs)

Students who pass this course will be able to:

1. Demonstrate that they understand the political geography of the German-speaking world.
2. Explain important symbols, slogans, concepts, and key figures from the German-speaking world.
3. Take effective notes from a spoken lecture.
4. Construct a clearly-written research paper based on both primary and secondary sources.

The final examination assesses the first three objectives. The research essay assesses the fourth. The short essays assess the second, but also train students for their research essay.

Teaching format

This course consists of two 50-minute lectures every week, and one 50-minute tutorial every week (except the first and last weeks). Attending lectures is encouraged; attending tutorials is mandatory.

A detailed schedule of lectures and tutorial programme is included in the Book of Readings.

Tutorials

Tutorials begin the second week, and take place every week except the first and last week of the trimester. Tutorials are a mandatory course requirement because only in tutorials can students participate in a group discussion about the primary source readings. Students who fail to participate in at least seven tutorials have not completed course requirements and will not pass the course. Students may attend a tutorial other than their own in case of extraordinary schedule conflicts. **Missed tutorials cannot be made up under any circumstances**, no matter how legitimate, because it is not possible to re-assemble a group discussion for the benefit of an absent student.

To be considered present at 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 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.

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. Consider the author's social class, political affiliation, religion, ideology, gender, etc.
(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 us as historians, not your personal reaction. Comments such as "I liked this text," "it was boring," or "I did not understand some parts" are not helpful: you can do better.

Response forms are not graded for content. Some comments are more insightful than others, but there is no "right answer." So, write what you really think. Forms do not need to be word-processed.

Mandatory course requirements

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

1. Attend at least seven of ten tutorials, having done appropriate preparatory work i.e. completed the response form.
2. Submit all three essays by the specified dates, subject to provisions and penalties for late submission.
3. Sit the final examination.

Workload

This course has been designed on the assumption that students will devote approximately 200 hours to it throughout the trimester. This is an average of 14 hours per week across the 14 weeks of trimester. This includes attendance at 24 lectures and 10 tutorials. The remainder of your time will need to be shared between tutorial/seminar preparation and making progress on assignments. Essays and other written assignments will require significant time for locating, reading, and digesting a wide a range of sources.

Assessment

	Assessment items and workload per item	%	CLO(s)	Due date
1	Short essay #1 (1,000 words)	10%	2, 4	Friday 15 August, 4.00 pm
2	Peer review (500 words)	5%	4	Monday 22 September, 4.00 pm
3	Research essay (3,000 words)	45%	4	Friday 26 September, 4.00 pm
4	Short essay #2 (1,000 words)	10%	2, 4	Friday 10 October, 4.00 pm
5	Final two-hour examination	30%	1, 2, 3	Between 24 October and 15 November

Short Essays
The two short essays assess how well students understood the course reading. Answer the question from the assigned reading. Students may use in-text citations: just put the page number from the book of readings in parentheses.

The Research Essay
The research essay is the most heavily-weighted item of assessment because the ability to conduct independent research is the most important historical skill. Students are advised **not** to choose their thesis ("their question") in advance: pick a broad theme and then let the narrative and argument emerge from your research.

Papers should examine primary sources in the context of historiographical debate. Papers must refer to at **least ten secondary sources** and **at least three primary sources**. Students should view these figures as an absolute minimum: students aspiring to earn high marks will exceed them. Fun fact: 2012 student papers for HIST 248 improved on average one grade notch (e.g. B+ > A-) for every twenty-two footnotes. Finding primary sources in English about the German-speaking world can be difficult. Students are therefore provided with relevant primary sources for different research themes: see the "Research Paper Sources Guide" in the Book of Readings.

Students can also select their own topic with instructor permission. Students seeking approval for a self-chosen topic must demonstrate a sufficient quantity of relevant primary sources. Students with a reading knowledge of German are encouraged to develop self-chosen topics; the Research Paper Sources guide also lists possible sources in German.

Students are responsible for finding their own secondary sources. The library is the best place to start, but digital sources are acceptable if they have at some point appeared in print. (In other words, JSTOR articles are acceptable, Wikipedia articles are not.) Despite section 5 (h) of *Writing History Essays*, course lectures should not be cited.

The Research Paper – Milestones
Students must demonstrate progress on their research essays as the semester progresses, which will be assessed with three "milestones." Students will have 4 points deducted from their research essay grade if milestones are not completed on time. Milestones will be checked in tutorials. Students should ensure that milestones are marked as completed. Milestones 1 and 2 may be completed early.

Milestone 1: (due in tutorial in week 4) students must come to tutorial showing that they have taken at least **eight (8) pages of notes** relevant to their research paper. Notes may come from either primary or secondary sources. Notes must therefore contain all citation data: author name, the title of the book or article, the date of publication, and most importantly **relevant page numbers**.
Milestone 2: (due in tutorial on week 6) students must write a paragraph related to their research topic by contrasting two secondary sources that discuss the same primary source. The paragraph should comment how the secondary sources differ in their interpretation, offering some opinion which interpretation is more compelling. Students should provide full citations for all three sources, formatted as in the final bibliography. All this information should fit in one paragraph. Students may consult *Writing History Essays* for citation details.
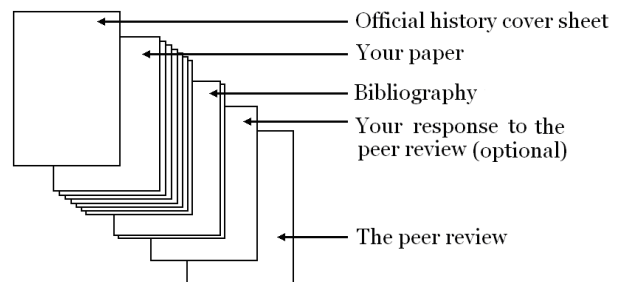**Milestone 3**: (due in tutorial on week 8) students will bring a draft of their paper to class for peer review. Students will exchange drafts with a fellow student and write a review of their peer's draft. Students who do not receive their review should contact the instructor. Students have the option of responding to the peer review, if they wish. Put your name and email address on your draft!

Peer Review
Students must read a paper from a fellow student and suggest ways to improve it. Send your suggestions **both** to the author **and** to the instructor by email. It should have the following elements:

(a) The title "Review of (other student name)'s paper by (your name)."
(b) A paragraph on the use of primary sources. How could the author use them more effectively?
(c) A paragraph on the use of secondary sources. How could the author use them more effectively?
(d) A list of practical suggestions about how to improve the paper.

Peer reviewers will be marked on the quality of their suggestions. A reviewer may give good advice to a weak paper and vice-versa. When you hand in your final paper, attach the review you received, *not* the review you wrote. Follow the diagram shown to the right.

Official history cover sheet
Your paper
Bibliography
Your response to the peer review (optional)
The peer review

Final Examination

The final examination is drawn from the lectures. It is designed to test cultural literacy. The examination has two sections.

In the first section, worth 60% of the exam, students will receive a list of "key terms," all of which will have been introduced in course lectures. Students must define the term and explain its significance. Students may imagine that they are explaining the term to somebody unfamiliar with German history. Alternatively, students may focus on answering the following questions: (1) Who or what is it? (2) Where and when did it happen? (3) Why was it important?

In the second section, worth 40% of the exam, students will discuss a series of images: political cartoons, propaganda posters, maps, 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 and explain any relevant symbols or metaphors.

Submission and return of work

Short essays and the research essay should be submitted electronically through Blackboard **and** in hard copy through the History office essay drop-off point, Old Kirk Room 405. Hard copies will need a completed cover sheet, available on Blackboard or from the office. Milestones are due in tutorials.

Essays will be returned in class at times to be advised. If students are absent on that particular class, they may collect their essay from the History Programme Office in level 4, Old Kirk Building 405 between 1.00 and 2.00 pm. Students must show their Student ID card.

Extensions and penalties

Extensions

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 lecturer as soon as a problem emerges. Extension forms are available in 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.

Students will have 4 points deducted from their research essay grade for each milestone not completed on time. Note: Milestones 1 and 2 may be completed early.

Set texts

The course readings can all be found in the HIST 248 Book of Readings, available at VicBooks. There is no other textbook for this course.

See www.vicbooks.co.nz for details on buying Books of Readings.

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

Changes made to this course, based on student feedback, will be covered during the course.

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-progess (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: http://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