School of Humanities and Languages

ARTS1271 History Matrix: The Making of the Modern World
Semester 2, 2016

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14. Other Information
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Peter Ross</th>
<th>Room</th>
<th>336 Morven Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385.2418</td>
<td>Email</td>
<td><a href="mailto:p.ross@unsw.edu.au">p.ross@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesdays 9-11am</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Anne O'Brien</th>
<th>Room</th>
<th>368 Morven Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385.2384</td>
<td>Email</td>
<td><a href="mailto:anne.obrien@unsw.edu.au">anne.obrien@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>TBA</td>
<td></td>
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Tutors

<table>
<thead>
<tr>
<th>Name</th>
<th>Peter Ross</th>
<th>Room</th>
<th>336 Morven Brown</th>
</tr>
</thead>
<tbody>
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<tr>
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<td><a href="mailto:anne.obrien@unsw.edu.au">anne.obrien@unsw.edu.au</a></td>
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2. Course Details

<table>
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<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
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Course Description

ARTS1271 is a level 1 course. It offers students an overview of history in the twentieth century. It follows from ARTS1270 Global History, which is the Gateway course for students majoring in History, by carrying its themes and concepts into the study of the 20th century. ARTS1271 further develops skills in the discipline of History; students will apply these skills in Upper Level History courses that focus more narrowly on specific geographic regions.

**Essentials:** Compulsory readings will be available electronically via Moodle. Moodle will also house power points, lecture recordings, other course materials, news from staff and turnitin for assessment submission. Please make sure you have access to Moodle and take care to check messages on Moodle. NB: There is no Study Kit for this course.

Lectures begin on Monday 25 July (Week 1) in Electrical Engineering G24 (11am-1pm) and run through to Week 13 (class test during Lecture slot in week 13). There are no lectures and no tutorials in Week 10.

If you have chosen to enrol in the web-based lecture, you are required to listen to all Echo360 lecture recordings made available on Moodle following each lecture and must do so prior to your tutorial. You are reminded that, at the moment, we cannot guarantee that Echo 360 lectures will always work. Background noise or technical difficulties may result in poor recording. Moreover, technical difficulties can sometimes lead to lectures not being recorded at all. If a lecture fails to record properly on Echo360, it is still your responsibility to catch up on the lecture material. Note, too, that students enrolled for web-based lectures will
also sit for the in class exam in week 13 from 11am-1pm; however they will take the exam in a different room. The location of the room will be announced well prior to week 13.

**Tutorials** run from Week 2 to Week 13 (except for Week 10 when there are no tutorials). **Note that the tutorial topic for discussion builds on the lecture material of the week before.** This is to enable those students reliant on the recorded lectures to have listened to those lectures before the associated tutorial.

**Tutorials:**
- Monday 2-3 Mathews 102 (Peter)
- Monday 3-4 Mathews 102 (Peter)
- Tuesday 10-11 Mathews 230 (Anne)
- Wednesday 12-1 Mathews 226 (Peter)
- Wednesday 1-2 Mathews 226 (Peter)
- Friday 10-11 Mathews 123 (Peter)

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Demonstrate an understanding of at least one period or culture of the past.</td>
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<tr>
<td>2.</td>
<td>Demonstrate an understanding of a variety of conceptual approaches to the past.</td>
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<tr>
<td>3.</td>
<td>Identify and interpret a wide range of secondary and primary material.</td>
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<tr>
<td>4.</td>
<td>Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.</td>
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### 3. Course Schedule

*To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)*

**LECTURES**

Lectures are on Mondays 11-1pm in Electrical Engineering G24. The date on the schedule is the date of the lecture.

**Week 1: 25 July**
1. Introduction  
   Lecturer: Peter Ross  
2. The World in 1900  
   Lecturer: Anne O’Brien

**Modern Subjects**

**Week 2: 1 August**
1. Migration  
   Lecturer: Anne O’Brien  
2. Modernity  
   Lecturer: Anne O’Brien

**World War I and its aftermath**

**Week 3: 8 August**
1. World War I  
   Lecturer: Anne O’Brien  
2. War and Gender  
   Lecturer: Anne O’Brien

**Colonisers and Colonised**
Week 4: 15 August
1. New Colonialism, New Nationalisms
   Kama Maclean
2. Spotlight: India
   Kama Maclean

Competing Ideologies
Week 5: 22 August
1. Fascism, Communism & Democracy WWI to II
   Anne O’Brien
2. Spanish Civil War
   Peter Ross

World War II
Week 6: 29 August
1. World War II in Global Context
   Anne O’Brien
2. War in the Pacific
   Anne O’Brien

The Post-War World
Week 7: 5 September
1. Social Movements, Social Change
   Anne O’Brien
2. The Cold War
   Anne O’Brien

The Post-Colonial World
Week 8: 12 September
1. Decolonisation
   Kama Maclean
2. The Battle of Algiers (1966)
   Kama Maclean

First World/ Third World
Week 9: 19 September
1. First World/ Third World
   Anne O’Brien
2. Latin America
   Peter Ross

Semester Break Monday 26 September – 30 Sept.

Week 10: 3 October: LABOUR DAY HOLIDAY
No lectures and tutorials during this week for this course.

Communist and Post-Communist Worlds
Week 11: 10 October
1. Communism in Europe: collapse & aftermath
   Anne O’Brien
2. Communism in China
   Louise Edwards

Week 12: 17 October
Coming to Terms with the 20th century.
1. The End of History? 20th Century Assessments
   Anne O’Brien
2. Wrap-up
   Anne O’Brien

Week 13: 24 October
Class Test in Lecture Theatre
TUTORIALS
Detailed Weekly Schedule of Tutorial Readings and Tutorial Questions. Note that tutorial topics deal with the lecture topics of the previous week.

You can access the readings on the Moodle site of the course.

Week 1: 25 July
There are no tutorials in week 1.

Week 2 Tutorial 1 August: What we do in Tutorials
1. This week’s tutorial is mostly devoted to housekeeping issues. The tutor will assign a week to students when they will present their newspaper sources.

2. Discussion of what we expect from presentations.

3. Discussion of an example of a newspaper source.


Questions
Why do you think a New Zealand paper picked up Conrad’s reflections on the Titanic?
What does the writer do with the Conrad text?
How would you test the trustworthiness of the report in the paper?
Do you think Conrad is sufficiently expert and unbiased enough to shed light on the Titanic sinking?
As a historian, what could you use this newspaper report for?

Week 3 Tutorial 8 August: THE WORLD IN 1900 AND WHAT IT MEANT TO BE MODERN

Set readings

Primary:


Secondary:

Questions
What was “futurism” and what made it modern?
What defined the New World for Emma Ciccostoso?
In what ways did new technologies herald modernity?

Week 4 Tutorial 15 August: WW1 AND AFTERMATH

Set Readings

Secondary:

Primary:

Questions:
What are some of the ways that the First World War has been understood and represented as a ‘European War’? Draw on examples from contemporary and historical accounts.
In what ways and for what reasons does the Syrian Resolution reject the League of Nations covenant?
The May Fourth movement in China began as a protest against the Versailles Treaty but soon moved beyond this. Drawing on Deng Yingchao’s memoirs, consider firstly China’s response to the Versailles Treaty, and, secondly, the other issues that participants sought to address.

TEXT EXERCISE 1
Submit by 4pm Friday 26 August via turnitin on Moodle site of course under your tutor’s name.

Question

Why and how and to what extent was the First World War a global war?

Discuss with reference to the primary and secondary sources.

Then:

Complete the library exercise:

Using the library catalogue and its on-line search engine, find and list five other sources that are relevant to this question, and which could help you provide a response. Use proper bibliographical conventions. NOTE: This assessment has two parts and should be properly referenced (Oxford or Harvard referencing systems AND bibliography correctly set out).
Week 5 Tutorial 22 August: COLONISERS AND COLONISED

Set Readings

Primary:

Secondary:


Questions:
How did Gandhi use the concept of “civilisation” for the purposes of Indian nationalism?
What did Gandhi learn from other anti-colonial struggles?
Why and how does Robert Young argue that Gandhi was a figure of “counter-modernity”?
How did Gandhi’s “imperial encounters” inform his politics?

Week 6 Tutorial 29 August: COMPETING IDEOLOGIES

Set Readings

Primary:

Secondary:


Questions:
How do the primary sources support or complicate the notion of the Stalin-era as “totalitarian”?
How does Sheila Fitzpatrick’s study of family life under Stalin illuminate our understanding of communism?
What is ‘fascism’ and to what extent is it possible to discuss fascism as a ‘global’ phenomenon?
According to Robert Paxton, what made fascism a distinctly twentieth-century “ism”?

Text Exercise 2 (20%)
Submit by 4pm Friday 16 September via turnitin on course Moodle site under your tutor’s name.

Respond to Week 6 tutorial readings
There are two parts to this assignment:

**First**, read Sheila Fitzpatrick carefully and formulate a thesis statement (no more than three or four sentences), or a description of her argument.

**Second**, list three clear sub-arguments found in the source in support of the thesis statement (just bullet-points).

**Week 7 Tutorial 5 September: WORLD WAR II**

**Set Readings**


**Questions**

Why do people kill other people?
Why are people more ready to kill others in a war situation?

**Week 8 Tutorial 12 September: THE POST-WAR WORLD**

**Set Readings**

**Primary:**


**Secondary:**


**Questions**

How did North American feminists critique the post-war world? Where did sexuality fit in to their critique?
According to Betty Friedan, what was the ‘problem that has no name’ facing North American women?
The Boston Women’s Health Book Collective described the process of learning about their bodies as ‘liberating’. What did they believe women needed to be liberated from? Despite being a ‘distinctively North American product’, Davis argues that Our Bodies, Ourselves resonated with women globally. What made this possible?

What examples does Stearns provide of sex for pleasure surpassing sex for reproduction in the post-war world?

**Week 9 Tutorial 19 September: THE POST-COLONIAL WORLD**

**Set Readings**

**Primary:**

**Secondary:**

**Questions:**
The film Battle of Algiers (1966) has been described as fair-minded in its approach to the Algerian war, also known as the War of Algerian independence. Would you agree with this assessment and if so, why?

How does Fanon describe decolonization in The Wretched and the Earth?

What is the larger context Betts provides for comprehending Fanon’s ideas and decolonisation in general?

Semester Break Monday 26 September – 30 Sept.

**Week 10: 3 October: LABOUR DAY HOLIDAY**
No lectures and tutorials during this week for this course.

**Week 11 Tutorial 10 October: FIRST WORLD/THIRD WORLD**

**Set Readings**

**Primary (with context):**

**Secondary:**


**Questions:**
According to Guevara, how did US imperialism manifest itself in Latin America?
How was the Third World implicated in the Cold War?
What forms did US ‘development’ in the Third World take? Discuss the benefits and limitations of these schemes.
To what extent was the United States synonymous with the ‘First World’ from the 1970s?
What reinforced and challenged this notion?

RESEARCH ESSAY DUE 4PM FRIDAY 14 OCTOBER

Week 12 Tutorial 17 October: THE POST-COMMUNIST WORLD

Set Readings

Primary:
Editorial of the Liberation Army Daily (Jiefangjun Bao), ‘Mao Tse-Tung’s Thought is the Telescope and Microscope of our Revolutionary Cause’, 7 June, 1966.


Students can also scroll through some of the propaganda posters from this era at the ‘Mao Cult’ theme on a poster website: http://chineseposters.net/themes/mao-cult.php

Secondary:

Questions:
The first source has been described as a classic example of the manic Maoism of that era. How does the content of the editorial support this view?
The intensity of Mao propaganda in the second half of the 1960s was unparalleled. What features mark the posters out as emblematic of the ‘Mao cult’?
What wider context does Zarrow provide to the development of communism in China in the twentieth century?

Week 13 Tutorial 24 October: COMING TO TERMS WITH THE TWENTIETH CENTURY

Set Readings

Primary:

Secondary:

Questions
How is the Rwandan genocide depicted in Keane’s account?
How and why has the twentieth century been described as one of or the most violent epoch/s in history?
To what extent has the state been responsible for large-scale violence? Refer to specific examples.
According to Mark Mazower, how useful are the terms ‘genocide’ and ‘ethnic cleansing’ as instruments of historical analysis?

4. Course Resources

<table>
<thead>
<tr>
<th>Textbook Details</th>
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<tbody>
<tr>
<td>There is no textbook. Tutorial readings can be accessed on the Moodle site of the course.</td>
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<tr>
<th>Journals</th>
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<tbody>
<tr>
<td>The journals are accessible via the library catalogue. Do note that databases such as Jstor and Google Scholar have made so much hitherto inaccessible material from a wide variety of journals accessible. This is not a comprehensive list by any means, and more specialised journals will be identified in the essay guide.</td>
</tr>
<tr>
<td>Journal of Modern History</td>
</tr>
<tr>
<td>Past and Present</td>
</tr>
<tr>
<td>History Workshop Journal</td>
</tr>
<tr>
<td>Journal of Contemporary History</td>
</tr>
<tr>
<td>The American Historical Review</td>
</tr>
<tr>
<td>History and Theory</td>
</tr>
<tr>
<td>Journal of Social History</td>
</tr>
<tr>
<td>Journal of World History</td>
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<tr>
<td>Gender and History</td>
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<tr>
<th>Additional Readings</th>
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<tbody>
<tr>
<td>See suggested readings for each week.</td>
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<table>
<thead>
<tr>
<th>Websites</th>
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</thead>
<tbody>
<tr>
<td>Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is: <a href="http://info.library.unsw.edu.au/web/services/services.html">http://info.library.unsw.edu.au/web/services/services.html</a></td>
</tr>
<tr>
<td>A highly recommended one-stop website is ‘Trove’ by the National Library of Australia: very easy to use and provides links to digitised material and library catalogues throughout Australia: trove.nla.gov.au</td>
</tr>
</tbody>
</table>

5. Course Assessment

Extended details about the assignments outlined below and also on Moodle under ‘Learning Tasks’.

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:
A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).
The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/
### Assessment Task

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/ No)</th>
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<tbody>
<tr>
<td>Tutorial presentation</td>
<td>About five minutes</td>
<td>10%</td>
<td>1, 2, 4</td>
<td>Allocated in Week 2 Tutorial</td>
<td>No</td>
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<tr>
<td>First Text Exercise</td>
<td>500 words</td>
<td>15%</td>
<td>1, 2, 4</td>
<td>4pm Friday 26 August</td>
<td>Yes</td>
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<tr>
<td>Second Text Exercise</td>
<td>600 words</td>
<td>20%</td>
<td>1, 2, 4</td>
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<td>Yes</td>
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<tr>
<td>Research Essay</td>
<td>2000 words</td>
<td>35%</td>
<td>1, 2, 3, 4</td>
<td>4pm Friday 14 October</td>
<td>Yes</td>
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<tr>
<td>Class Test*</td>
<td>Multiple choice, short answers, and essay</td>
<td>20%</td>
<td>1, 2, 3</td>
<td>Lecture Slot, Week 13 (11am Monday 24 October)</td>
<td>No</td>
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* This is the final assessment task for attendance purposes.

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**Please Note:** The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

If students attend less than 80% of their possible classes they may be refused final assessment.

Students must attend 80% of lectures (9 out of 11 lectures). Students must attend 80% of tutorials (9 out of 11 tutorials).

The UNSW Policy on Class Attendance and Absence can be viewed at: [https://student.unsw.edu.au/attendance](https://student.unsw.edu.au/attendance)

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at: [https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/)

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**REFERENCING:** We prefer the footnote and bibliography method in History: [https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system](https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system)
Information about Assessment Tasks

1. TUTORIAL PRESENTATION (week allocated in Week 2 tutorial).
   Weight: 10%

In the first tutorial, presenters will be assigned for the rest of semester. Two to three students will present their newspaper source each week.

Note that the topic of the presentation is that of the lectures in the week before so that those students reliant on the recorded lectures will have had the chance to listen to those lectures.

Task: Bring in a newspaper (or magazine) source related in some way to the tutorial topic and talk about it. In about five minutes, provide context and content analysis. While you may not always be able to identify the author, you can provide other publication details – name of the newspaper, date, location of the article/section in the newspaper as a whole. This is an informal presentation; you do not need to prepare a written paper (some may prefer to do so) – a few points that you can speak to shall suffice. Some questions you may ask of the source include:

What is it about?
How does it illuminate the period under consideration?
What did the source encourage you to think about?
How trustworthy is the source?
How might it be used as a primary source in a wider history of the period?

You can interpret the source’s relation to the period/topic under investigation however you wish. For example, if we are looking at World War II, you may choose to discuss the letters pages following a particularly momentous turning point in the War; or you may choose to examine how the women’s pages of a major newspaper were addressing the War (or not). I encourage you to browse through a particular edition of a major newspaper to get a larger sense of the period and the newspaper’s generic features. [This is easier to do with some online platforms than others.] Cartoons are also acceptable, and photo features.

Where to find the source
The UNSW Library Catalogue is a great digital resource of major newspapers. We will be confined to newspapers written in English which is a limitation in terms of global reach; however, major newspapers do engage with worldwide news, including the independence of nations, the process of decolonization, the rise of nationalist movements throughout the world and so on. Some starting points include:

http://subjectguides.library.unsw.edu.au/history

http://find.galegroup.com/dvnw/start.do?prodId=DVNW&userGroupName=unsw

Specific newspapers* are accessible through the Library Catalogue or other online sources. See e.g.:
The National Library of Australia’s Trove resource. This is great for Australian newspapers and magazines. Titles include The Sydney Morning Herald, The Australian Women’s Weekly, The Canberra Times and many regional titles (most of their stories tend to be sourced from larger papers). The site allows you to PDF an entire issue (note newspapers were much smaller for much of the twentieth century than they are today) and to browse. The Trove link is: http://trove.nla.gov.au
The Illustrated London News (1842-2003) is particularly good for images, and the website offers a PDF function: 

Below is a sample of newspapers available through the library catalogue via the ProQuest historical newspapers database
The New York Times (1851-2008): 
http://search.proquest.com/hnnewyorktimes/index?accountid=12763
http://search.proquest.com/hnpguardianobserver/advanced?accountid=12763
The Times of India (1838-2003): 
http://search.proquest.com/hnptimesofindia/advanced?accountid=12763

How this assignment is assessed
The purpose of this exercise is to get you excited about the possibilities of primary research, and to encourage students to talk in class. You will receive a mark out of ten from your tutor by email shortly after the presentation (generally within two weeks). You automatically receive five marks for turning up with your source. The scale then follows:
- 5-6: Minimum requirements met, largely descriptive with little analysis.
- 6-7: good work, solid description and historical context provided.
- 8-9: a very good presentation in which the student showcased research skills and providing an illuminating discussion of the source.
- 10: an excellent presentation: the student clearly approached the task with enthusiasm, and displayed analytical and descriptive flair in their talk.

*These are just a sample of the newspapers available via the library catalogue. You are also encouraged to seek out others, and if you do happen to be able to read and speak a language other than English foreign newspaper sources may be of interest to you, including Pravda, the major Russian newspaper that is available via the Library catalogue.

Common Question
Do I need to bring copies of my source for the rest of the class?
No. It is a good idea to pass around a few copies and to provide a copy for the tutor. One popular and recommended option is to use the computer facilities in the classroom to ‘screen’ the source to the class (eg. by saving it as PDF or power-point on a USB or going directly to the data base). Your tutor will show you ways to do this in Week 2. If you do this there is no need to bring in extra copies.

TASKS 2 & 3: TEXT EXERCISES
LEARNING TO RESEARCH AND WRITE AN ESSAY
In the first half of semester you must write two text exercises. These exercises constitute the first steps along the road to writing your research essay in two key ways:
1. By developing your skills in formulating an answer/argument
2. In extending and refining your research skills.

Text Exercise 1
Due 4pm Friday 22 August. Submit on turnitin under your tutor’s name.
Weight (15%)

See Text Exercise Question in Week 4 tutorial outline on Moodle or on page 6 of this course outline.

a) Based on the set readings, write a response to the question of no more than 500 words.
b) Complete the library exercise.

You MUST reference your work: i.e. with footnotes or in-text references, bibliography.

Text Exercise 2 (20%)
Submit by 4pm Friday 16 September via turnitin on course Moodle site under your tutor’s name.

Respond to Week 6 tutorial readings

There are two parts to this assignment:

First, read Sheila Fitzpatrick carefully and formulate a thesis statement (no more than three or four sentences), or a description of her argument.

Second, list three clear sub-arguments found in the source in support of the thesis statement (just bullet-points).


Example of a thesis statement and sub-arguments
Nb. This is taken from a different secondary source.

David Landes’s The Wealth and Poverty of Nations proposes a compelling thesis regarding the rise of the West at the dawn of the twentieth century. In short, Landes suggests that in comparison to Oriental nations, Europe was inherently superior – culturally, economically and politically – which enabled an era of growth surpassing all of history. It is also interesting to note Landes’s vehement critique of anti-Eurocentric sentiment for its failure to acknowledge what he views as complete domination by the West. Landes argues for this thesis in three ways:

1. The emergence of a European culture of rationalization and curiosity.
2. The autonomy, method and “routinization” of Western science.
3. The Industrial Revolution in Europe.

Second, with reference to both the primary source and your chosen secondary source, explore the extent to which the example of Landau provides evidence for this thesis.

Example analysis of primary and secondary source:

Landes’s thesis of Western domination (in terms of wealth and power) is governed primarily by the nature of European culture. In particular, Landes highlights the role that European characteristics of rationality and curiosity played in enabling exploration, scientific innovation and exploitation of peoples and resources. Landes quite significantly suggests that, “if we learn anything from the history of economic development, it is that culture makes all the difference”.[1] This analysis of the imperative nature of culture is derived from Max Weber’s suggestion that “certain types of rationalization have developed in the Occident, and only there”. Weber then concludes “it would be natural to suspect that the most important reason lay in the differences of heredity”. [2] Quite clearly, Weber and Landes infer that European political and economic superiority was the result of inherently European cultural characteristics; a conclusion which seems to imply a sort of racist “social Darwinism”.

The final word count should come to 600 words (+/- 10%). Your assignment should be appropriately referenced (references are not included in word count).
For both these exercises, you will be marked on your ability to follow instructions, and to use the text to respond fully – but concisely – to the question. You are not expected to undertake any external reading.

**ESSAY (35%)**
*due on Friday October 16 Week 11 - submit electronically to Turn It In via Moodle by 5pm.*

The research essay is a major component of university assessment. An essay is an attempt to mount a reasoned, researched argument in response to a given question. This exercise is designed to develop your ability to conduct independent research, and to critically evaluate texts. This exercise will also give you the opportunity to pursue an area of particular interest to you within the course.

A good research essay does not simply tell the story of what happened in the past. A good research essay examines a figure, an event or a movement in the past and uses it to pose a broader question; i.e. what can this tell us about what was going on? The questions are designed to encourage you to research a particular aspect of twentieth-century history, and to place this in the broader context of that century’s major themes and currents. You should frame your response in accordance with this.

The research essay will be assessed according to your ability to research and compile a list of relevant sources, and to make use of this secondary reading to build a discussion that responds to the essay question. **Your essay must be based on at least 10 significant sources** – these include articles or books or some other comparable source. **No more than 20% of your sources can be drawn from the internet. The library’s electronic databases are exempted from this.** In some instances, the extra reading for tutorials will be able to provide some relevant research material and/or a starting point for further research. Further help on essay writing and referencing are held in the Little Red Booklet (PDF on Moodle). Extra reading list and further essay advice is provided in the Matrix Essay Guide. See also: History Subject guide on Library catalogue: [http://subjectguides.library.unsw.edu.au/history/primarysources](http://subjectguides.library.unsw.edu.au/history/primarysources)

**In no more than 2000 words, respond to one of the following questions:**

1. To what extent was nationalism reshaped by the experience of the First World War? Answer with reference to a case study.

2. What global factors influenced waves of migration in the twentieth century? Answer the question in general terms, and with relevant examples and/ or case study. [If you wish you can narrow this question down to a specific period, eg. post WW2]

3. Assess the key differences between Chinese and Soviet style communism. Discuss in relation to origins, characteristics and development.

4. What did it mean to be “modern”? Discuss with reference to one of the following: popular/ mass culture; technology; gender roles; female emancipation.

5. Why did political radicalism, whether of the far Left or far Right, seem so attractive at the popular level in the interwar years? Consider your answer with reference to a case study.

6. To what extent is it useful to interpret the Second World War as two world wars? You can answer in general terms or through specific focus on one country’s war time experience, eg. Australia.

7. What were the main factors behind decolonization after the Second World War? Choose a case study (eg. India, Algeria, parts of Southeast Asia and Africa)
8. Does the term “fascism” apply to all modern dictatorships? Compare either the Nazi or Italian Fascist regimes with any other dictatorship that has been accused of being “fascist” (e.g. Pinochet’s Chile, the Greek Colonels, Franco’s regime).

9. What was the Cold War, and what did leaders argue was at stake? Discuss with reference to examples from Eastern and Western blocs.

10. How ‘global’ was feminism as a social movement in the second half of the twentieth century?

11. What was the Third World and to what extent was the term useful in describing the regions and nations it encompassed?

12. Why did the Eastern Bloc collapse?

13. Why does the twentieth century appear to have been an age of genocide? In other words, is there anything particularly “modern” about genocide? Consider your answer with reference to a case study (e.g. Armenia, the Holocaust, Cambodia, Rwanda, Bosnia).

14. What is “modern” about fundamentalism? What is not? Discuss with reference to a case study (e.g. Iran)

Formal Examination

There is no Formal Exam.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see:

Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

Refer to the section “Course Assessment” for details of assessment tasks that are to be submitted via Moodle.

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:
I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedures. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission of Assignments

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

**Task with a non-percentage mark**

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student’s mark is therefore 17 – [25 (0.05 x 3)] = 13.25.

**Task with a percentage mark**
If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student’s mark is therefore 68 – 15 = 53

- Work submitted 10 to 19 days after the stipulated deadline will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- Work submitted 20 or more days after the stipulated deadline will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

6. Learning and Teaching Rationale and Strategies

The History Matrix is convened and taught by historians in the discipline of History who are specialists in twentieth century history. Research-led teaching has many benefits for students and for teachers. We teachers can share our own research interests and pathways, introduce students to relevant primary material/ case studies and help them identify key debates and developments in the broader field of study. More generally, research-led teaching conveys enthusiasm and dedication to a specific teaching area and to historical scholarship. We seek to:

- Encourage critical thinking about the 21st century, by drawing on lessons from the 20th.
- Introduce students to a range of theories and interpretations in lectures and tutorials.
- Bring the twentieth century to life through the use of images, films and other cultural artefacts, with reference to the most recent and influential theories of the century, and by encouraging students to think creatively about the topic.

The History Matrix introduces students to twentieth century history via three inter-related yet distinct pathways: lectures, tutorial discussions and guided independent research.

Lectures: The two hours of lectures each week provides a broad chronology of the 20th century, introduces key themes and approaches in a general and comparative fashion, and links course material to essay questions. This ensures that students are given direction and continuity in their learning; it also encourages students to make connections across course content. Professor Anne O’Brien will give most of the lectures. Associate Professor Kama Maclean, Professor Louise Edwards and Dr Peter Ross will deliver some guest lectures. All of our guest lecturers are drawn from the History Discipline here at UNSW where research-led teaching is highly encouraged and valued.

Tutorials: Tutorials typically focus on a case study and/ or debate that specifically relates to the larger themes explored in the lecture slot. They provide a forum for students to discuss and clarify material from the lectures and the study kit. The study kit showcases both primary and secondary material as a way of encouraging both critical thinking and primary research. Tutorials further focus on primary research through the primary source presentations discussed in assessment.
7. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

8. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where
applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

9. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

10. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

11. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.
12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au

13. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:
https://student.unsw.edu.au/guide

14. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see
http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:
https://student.unsw.edu.au/guide

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the
Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: [https://student.unsw.edu.au/disability](https://student.unsw.edu.au/disability)

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.