School of Humanities and Languages

ARTS1271 History Matrix:
The Making of the Modern World
Semester 2, 2015

Mahatma Gandhi, India, undated.

**Coordinators:** Dr Stefania Bernini & Dr Zora Simic
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1. Course Staff and Contact Details

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<tr>
<th>Course Convenor</th>
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<tr>
<td>Name</td>
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<tr>
<td>Dr Stefania Bernini</td>
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<td>Phone</td>
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<td>Consultation Time</td>
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<th>Lecturer/ Co-convenor</th>
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<tr>
<td>Name</td>
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<td>Dr Zora Simic</td>
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<td>Phone</td>
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<th>Tutors</th>
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<tr>
<td>Name</td>
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<tr>
<td>Dr Andrew Beattie</td>
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<td>Phone</td>
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<td>Dr Peter Ross</td>
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<td>Phone</td>
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## 2. Course Details

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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 and the library catalogue. Moodle will also house power points, lecture recordings, other course materials, news from staff and Turn It In 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 27 July (Week 1) in **Rex Vowels Theatre (9am-11am)** and run through to Week 13 (class test during Lecture slot). **There is no lecture or tutorial in Week 10.** Tutorials run from Week 2 to Week 13. You will be automatically assigned a tutorial time and class when you enrol.

**Tutorials:**
- Monday 12-1 Morven Brown G3 (Andrew)
- Monday 12-1 Mathews 309 (Stefania)
- Monday 1-2 Morven Brown G3 (Andrew)
- Monday 2-3 Mathews 102 (Stefania)
- Tuesday 10-11 Mathews 113 (Stefania)
- Tuesday 11-12 Mathews 113 (Stefania)
- Wednesday 11-12 Mathews 313 (Peter)
- Wednesday 3-4 Electrical Engineering 221 (Peter)

### Course Aims

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<tr>
<td>1.</td>
<td>Students will develop a strong grasp of twentieth century world history and its key themes.</td>
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<td>2.</td>
<td>Students will be able to critically analyse debates, arguments and evidence in twentieth century world history.</td>
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<td>3.</td>
<td>Students will develop the skills to find primary sources, using online and ‘off-line’ platforms.</td>
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<td>4.</td>
<td>Students will advance their own historical arguments and interpretations, drawing on relevant primary and secondary material.</td>
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### Student Learning Outcomes

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<tr>
<td>1.</td>
<td>Demonstrate an understanding of at least one period or culture of the past.</td>
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<td>2.</td>
<td>Demonstrate an understanding of a variety of conceptual approaches to the past.</td>
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<td>3.</td>
<td>Identify and interpret a wide range of secondary and primary material.</td>
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<td>4.</td>
<td>Examine historical issues by undertaking research</td>
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<td>Table</td>
<td>Description</td>
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<td>5.</td>
<td>Analyse historical evidence, scholarship and changing interpretations of the past.</td>
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<td>6.</td>
<td>Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form.</td>
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<td>7.</td>
<td>Identify and reflect on the knowledge and skills developed in their study of History.</td>
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<td>Graduate Attributes</td>
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<tr>
<td>1.</td>
<td>The skills developed in scholarly enquiry</td>
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<td>2.</td>
<td>The ability to engage in independent and reflective learning</td>
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<td>3.</td>
<td>Information literacy – the skills to locate, evaluate and use relevant information</td>
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<td>4.</td>
<td>The skills of effective communication</td>
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<td>5.</td>
<td>The capacity for enterprise, initiative and creativity.</td>
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3. **Learning and Teaching Rationale**

*The History Matrix* is convened and taught by historians in the discipline of History who are specialists in their respective areas of 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.

4. **Teaching Strategies**

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

**Lectures:** Most weeks the two hour lecture slot includes a one hour lecture by the convenors Stefania Bernini and Zora Simic that maintains a broad chronology, 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. The second hour of the lecture slot is typically allocated to a guest lecturer, a specialist in the field who provides a closer examination and/ or case study of the week’s theme. 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.
5. Course Schedule – Lectures at a glance

To view course timetable, please visit: http://www.timetable.unsw.edu.au/
*lectures are presented by Zora, unless otherwise indicated. Lectures are on Mondays 9-11am in Rex Vowels Theatre. The date on the schedule is the date of the lecture.

Week 1 27 July
1. Introduction
2. The World in 1900

Week 2 3 August
1. Modern Subjects
   1. Migration
   2. Modernity

Week 3 10 August
1. World War I and its aftermath
   1. World War I (Stefania Bernini)
   2. War and Gender (Anne O’Brien)

Week 4 17 August
1. Colonisers and Colonised
   1. New Colonialism, New Nationalisms
   2. Spotlight: India (Leah McGarrity)

Week 5 24 August
1. Competing Ideologies
   1. Fascism, Communism & Democracy between the wars
   2. Spanish Civil War (Jan Láníček)

Week 6 31 August
1. World War II
   1. World War II in Global Context
   2. War in the Pacific (Peter Schrijvers)

The Post-War World

Week 7 7 September
1. Social Movements, Social Change
2. The Cold War (Stefania Bernini)

Week 8 14 September
1. The Post-Colonial World
   1. Decolonisation
   2. The Battle of Algiers (1966)

Week 9 21 September
1. First World/ Third World
   2. Latin America (Peter Ross)

Semester Break Monday 28th September to Tuesday October 6
Week 10 (6th-10th October – no lectures of tutorials)

Communist and Post-Communist Worlds
1. Communism in Europe: collapse and aftermath
2. Communism in China (Louise Edwards)

Week 12 19 October
Coming to Terms with the 20th century.
1. The End of History? Twentieth Century Assessments.
2. Wrap-up

Week 13 28 October
Class Test in Lecture Theatre
## 6. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>Tutorial presentation</td>
<td>No more than five minutes</td>
<td>10%</td>
<td>4, 7</td>
<td>3, 4, 5</td>
<td>Allocated in WK 2 Tutorial</td>
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<tr>
<td>First Text Exercise</td>
<td>500 words</td>
<td>15%</td>
<td>1, 2, 4, 5, 6, 7</td>
<td>1, 2, 4</td>
<td>Week 5 – by 5pm on the day of your tutorial to Turn It In.</td>
</tr>
<tr>
<td>Second Text Exercise</td>
<td>600 words</td>
<td>20%</td>
<td>1, 2, 4, 5, 6</td>
<td>1, 2, 4</td>
<td>Week 7 by 5pm on the day of your tutorial to Turn It In.</td>
</tr>
<tr>
<td>Research Essay</td>
<td>2000 words</td>
<td>35%</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Friday October 16 by 5pm on Turn It In</td>
</tr>
<tr>
<td>Class Test</td>
<td>Multiple choice, short answers and essay.</td>
<td></td>
<td>20%</td>
<td>1, 2, 3, 6, 7</td>
<td>Lecture Slot, Week 13.</td>
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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/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

**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)

**TUTORIAL PRESENTATION (week allocated in Week 2 tutorial).**
In the first tutorial, presenters will be assigned for the rest of semester. It is anticipated that two to three students will present their newspaper source each week.

**Task:** Bring in a newspaper (or magazine) source related in some way to the tutorial topic and talk about it. In no more than 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 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* that are accessible through the Library Catalogue or other online sources include:
The National Library of Australia’s Trove resource is fantastic 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/hpnnewyorktimes/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 shortly after the presentation (by the end of the week, over email). 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.
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.

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: Gandhi (due Week 5 by 5pm on the day of your tutorial, electronic submission on Turn It In via Moodle) (15%)
See Text Exercise Question in Week 4 tutorial outline.
Based on the set readings, write a response to the question of no more than 500 words. Then, complete the library exercise.
This is to be handed in, in your tutorial the following week in week 5.
You MUST reference your work: i.e. with footnotes or in-text references, bibliography.

Text exercise 2: Respond to Week 6 (due Week 7 by 5pm on the day of your tutorial, electronic submission on Turn It In via Moodle) (20%)
Daniel Jonah Goldhagen and Christopher R. Browning have two very different interpretations of what caused Germans to participate in the extermination of Jews in Nazi Germany. To what extent was Felix Landau (see Ernst Klee, Willi Dressen and Volker Riess (eds.), The Good Old Days: The Holocaust as Seen by its Perpetrators and Bystanders) a “willing executioner” or an “ordinary man”?
There are two parts to this assignment:
First, you must choose either Goldhagen or Browning, and formulate a thesis statement (no more than three or four sentences), or a description of their argument. Then list three clear sub-arguments found in the source in support of the thesis statement (just bullet-points).

Example 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).

Note: In tutorials you will be given pointers on how to successfully complete this exercise.

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 8 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

In no more than 2000 words, respond to one of the following questions:
1. To what extent was the First World War a “world war”? Consider your answer with reference to Africa, Asia or Latin America.
2. To what extent was nationalism reshaped by the experience of the First World War? Answer with reference to a case study.
3. 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]

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

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

6. 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.

7. 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.

8. 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)

9. 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).

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

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

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

13. Why did the Eastern Bloc collapse?

14. 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).

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

**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: https://student.unsw.edu.au/grades
Submission of Assessment Tasks

All Assessments are to be submitted electronically via Turn It In on Moodle. Your tutor may also request hard copy submission to the School Assignment Box on Level 2 Morven Brown, office of the School of Humanities and Languages. Electronic submission is by 5pm, hard copy submission by 4pm on the due date.

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

NOTE: If you have any problems with Turn It In, email your tutor with your assessment and then upload to Moodle as soon as it works again. It is your responsibility to ensure the assessment is submitted to Turn It In.

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.

- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

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.
The complete Arts and Social Sciences Extension Guidelines can be read [here](#).

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the **Special Consideration** section. You will need to submit documentary evidence in support of your request.

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

### 8. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend **all** class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

- A student who arrives **more than 15 minutes late** may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- **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 final grade of UF (Unsatisfactory Fail).**
• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

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 Resources

<table>
<thead>
<tr>
<th>Textbook Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no text book or study kit for this course – the essential readings for each week will be available in designated folders on Moodle and via the Library Catalogue. These weekly readings are ESSENTIAL for successful completion of the course.</td>
</tr>
</tbody>
</table>

**Journals**

- All of these 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.
  - *Journal of Modern History*
  - *Past and Present*
  - *History Workshop Journal*
  - *Journal of Contemporary History*
  - *The American Historical Review*
  - *History and Theory*
  - *Journal of Social History*
  - *Journal of World History*
  - *Gender and History*

**Essay Guides**

Two different essay guides will be made available electronically via Moodle.

- The first is **The Little Red Booklet**: This contains information and resources to help you develop your reading and writing skills in history and a style guide for the writing and referencing of essays which you must follow in your essay. It is an essential learning supplement for this course. It also contains Information for Undergraduate Students, including counselling services and the learning centre, to help you with your studies. Finally, it contains a definitive guide to School policies regarding grading, assignment submission, academic honesty and plagiarism, graduate attributes and Occupational Health and Safety.

- The **Matrix Essay Guide** is designed to help you research your major essay for this course. It includes advice on essay preparation and design, and a further reading list. It will appear on Moodle by Week 4.

**Websites**

- The Library has a dedicated subject guide for history – links to databases and so on. [http://subjectguides.library.unsw.edu.au/history](http://subjectguides.library.unsw.edu.au/history)
- A very useful website for referencing purposes is the UNSW guide to footnoting (the preferred referencing system in History): [https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system](https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system)

### 12. 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.

### 13. 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](http://www.lc.unsw.edu.au)
14. 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/complaints

15. 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
https://my.unsw.edu.au/student/atoz/ABC.html

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 https://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/special-consideration

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: http://www.studentequity.unsw.edu.au/

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.
COURSE SCHEDULE - week by week

Week 1: Monday July 27

INTRODUCTION

Lectures
1. Introduction
2. The World in 1900

There is no tutorial or set reading in Week 1.

Week 2: Monday August 3

MODERN SUBJECTS

Lectures
1. Mass Migration
2. Modernity

Tutorial: Modern Subjects
This week's tutorial is mostly devoted to housekeeping issues. Each student will be assigned a week in which to present their newspaper source. If we have time (unlikely!) we will discuss the readings and tutorial questions – if not, week three will include some time to discuss what it meant to be ‘modern’.

Set reading
Primary:
Emma Ciccotosto and Michael Bosworth, “The New World”, *Emma: A Translated Life*, (Fremantle: Fremantle Arts Press, 1990), 34-48

Secondary:

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

Week 3: August 10

WW1 AND AFTERMATH

Lectures
1. World War I and the nature of warfare (Stefania Bernini)
2. Aftermath (Anne O’Brien)

Tutorial: WWI and aftermath
Set Reading:

Primary:
Tutorial questions:
1. 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.
2. Why and how does Hew Strachan argue that the First World War was a ‘global war’?
3. In what ways and for what reasons does the Syrian Resolution reject the League of Nations covenant?
4. 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.

Week 4: 17 August
COLONISERS AND COLONISED

Lectures
1. New Colonialisms, New Nationalisms
2. Spotlight: India

Tutorial: Gandhi’s anti-colonialism

Set Reading
Primary:
Mohandas Gandhi, "Indian Home Rule" (or Hind Swaraj, 1908) in James H. Overfield, Sources of Twentieth Century Global History, (Boston and New York: Houghton Mifflin Company, 2002), 212-216
Secondary:

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

Text Exercise Question (Due in class next week)
Why and how did Gandhi’s politics merge the traditional with the modern?
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.
Week 5: 24 August
COMPETING IDEOLOGIES

Lectures
1. Fascism, Communism & Democracy between the wars
2. Spanish Civil War (Jan Láníček)

Tutorial: Fascism, Communism.

Set Reading
Primary:

Secondary:

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

Week 6: 31 August
WORLD WAR II

Lectures
1. World War II in Global Context
2. War in the Pacific (Peter Schrivers)

Tutorial: Nazi Germany
This week’s reading and discussion forms the basis of your second text exercise due in class next week.
In this tutorial we will attempt to get an insight into the mindset of perpetrators, and some of the competing explanations of why people kill. We will discuss the strengths and weaknesses of Goldhagen’s and Browning’s arguments in helping us to make sense of the reading from Klee, Dressen and Riess.

Set Reading


Week 7: 7 September

**THE POST-WAR WORLD**

**Lectures**
1. Social Movements, Social Change
2. The Cold War (Stefania)

**Tutorial:**
**Tutorial: Gender, Sexuality and Social Change**

**Set Readings:**
Primary:
Boston Women’s Health Book Collective, excerpt from *Our Bodies, Ourselves: A Book By and For Women* (New York: Simon and Schuster, 1971), 1-3

Secondary:
Kathy Davis, ‘Feminist Body/Politics as World Traveller: Translating *Our Bodies, Ourselves*’, *European Journal of Women’s Studies*, (9: 3, 2002), 223-247
Peter N. Stearns, ‘Sex in Contemporary World history’, *Sexuality in World History*, (Oxford: Routledge, 2009), 133-164

**Tutorial Questions:**
1. How did North American feminists critique the post-war world? Where did sexuality fit in to their critique?
2. According to Betty Friedan, what was the ‘problem that has no name’ facing North American women?
3. The Boston Women’s Health Book Collective described the process of learning about their bodies as ‘liberating’. What did they believe women need to be liberated from?
4. Despite being a ‘distinctively North American product’, Davis argues that *Our Bodies, Ourselves* resonated with women globally. What made this possible?
5. What examples does Stearns provide of sex for pleasure surpassing sex for reproduction in the post-war world?

Week 8: 14 September

**THE POST-COLONIAL WORLD**

**Lectures**
1. Decolonisation

**Tutorial: Decolonisation**

**Set Reading**
Primary Sources:
Frantz Fanon, ‘Concerning Violence’, *The Wretched of the Earth*, (New York, Grove Press, 1963), 35-47

Secondary:
Tutorial Questions:
1. 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?
2. How does Fanon describe decolonization in *The Wretched and the Earth*?
3. What is the larger context Betts provides for comprehending Fanon’s ideas and decolonisation in general?

Week 9: 21 September
First World/ Third World

Lectures
1. First World/ Third World
2. Latin America (Peter Ross)

Tutorial: The US and the Third World

Primary (with context):

Secondary:
Audra J. Wolfe, ‘Hearts and Minds and Markets’, *Competing with the Soviets: science, technology and the state in Cold War America*, (Baltimore: John Hopkins Press, 2013), 55-73


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

SEMESTER BREAK MONDAY 28 SEPT-TUESDAY OCTOBER 6

Week 10: NO LECTURES OR TUTORIALS
NB: Public Holiday Monday October 5
Week 11: 12 October
THE POST-COMMUNIST WORLD

Lectures
1. Communism: collapse and aftermath
2. Communism in China (Louise Edwards)

Tutorial: Communism in China

Set reading (suggested by Professor Edwards)

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

Tutorial Questions:
1. 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?
2. 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’?
3. What wider context does Zarrow provide to the development of communism in China in the twentieth century?

RESEARCH ESSAY DUE FRIDAY 16 OCTOBER

Week 12: 19 October
Coming to Terms with the Twentieth Century

Lectures
1. The End of History? Twentieth Century Assessments.
2. Wrap-up

Tutorial: Violence and the State in the Twentieth Century

Set Reading
Primary:

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

Week 13: 28 October
Last Tutorial and Class Test.
Lecture Slot: Class Test. Please bring writing material: we provide
Tutorial: We do have a tutorial this week, but there are no readings. We shall discuss your essay results (if you submitted on time) and chat informally about the course. We welcome all feedback, positive, negative and in-between.