



Arts & Social  
Sciences

School of Humanities and Languages

## **ARTS 1271: THE HISTORY MATRIX: The Making of the Modern World, Semester 2, 2014**

---



Pablo Picasso, *Guernica*, 1937

**Convenor: Dr Zora Simic**

---

1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Attendance/Class Clash
7. Academic Honesty and Plagiarism
8. Course Schedule
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information

1. Course Staff and Contact Details			
<b>Course Convenor/ Lecturer</b>			
<ul style="list-style-type: none"> <li>• Please direct general course inquiries to Zora.</li> </ul>			
Name	Dr Zora Simic	Room	MB 347
Phone	9385 1736	Email	z.simic@unsw.edu.au
Consultation Time	Thursday 10:30-11:30am, 2:00-3:00pm or by consultation.		
<b>Lecturer/ Tutor</b>			
Name	Associate Professor Nicholas Doumanis	Room	MB334
Phone	93851705	Email	n.doumanis@unsw.edu.au
Consultation Time			
<b>Tutors</b>			
Name	Isobelle Barrett Meyering	Email:	i.barrettmeyering@unsw.edu.au

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>ARTS1271 is a level 1 course. It offers students an overview of history in the twentieth century. It follows from ARTS1270 World History: The Big Picture, 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.</p> <p><b>Essentials:</b> Study Kit (UNSW Bookshop); Moodle (for power points, lecture recordings, other course materials, news from Zora and Turn It In assessment' Gradebook). <b>Please make sure you have access to Moodle and take care to check messages on Moodle.</b></p> <p><b>Lectures</b> begin on Tuesday July 29 (Week 1) in <b>Law Theatre GO4 (10am-midday)</b> and run through to Week 13 (class test during Lecture slot). There is no lecture in Week 9. Tutorials run from Week 2 to Week 13. There is no tutorial in Week 9. You will be automatically assigned a tutorial time and class when you enrol.</p> <p><b>Tutorials:</b>            Tuesday 12-1: Mathews 113 (Zora)            Tuesday 1-2: Mathews 113 (Zora)            Tuesday 3-4: Morven Brown LG2 (Nick)            Tuesday 4-5: Mathews 309 (Nick)            Tuesday 5-6: Mathews 309 (Zora)            Wednesday 10-11: Material Sciences G10 (Isobelle)            Wednesday 1-2: Quadrangle GO46 (Isobelle)            Friday 11-12: Goldstein G04 (Nick)            Friday 12-1: Material Sciences G10 (Nick)</p>

Course Aims	1.	Students will develop a strong grasp of twentieth century world history and its key themes.
	2.	Students will be able to critically analyse debates, arguments and evidence in twentieth century world history.
	3.	Students will develop the skills to find primary sources, using online and 'off-line' platforms.
	4.	Students will advance their own historical arguments and interpretations, drawing on relevant primary and secondary material.
Student Learning Outcomes	1.	Demonstrate an understanding of at least one period or culture of the past.
	2.	Demonstrate an understanding of a variety of conceptual approaches to the past.
	3.	Identify and interpret a wide range of secondary and primary material.
	4.	Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
	5.	Analyse historical evidence, scholarship and changing interpretations of the past.
	6.	Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form.
	7.	Identify and reflect on the knowledge and skills developed in their study of History.
Graduate Attributes	1.	The skills developed in scholarly enquiry
	2.	The ability to engage in independent and reflective learning
	3.	Information literacy – the skills to locate, evaluate and use relevant information
	4.	The skills of effective communication
	5.	The capacity for enterprise, initiative and creativity.

### 3. Course Schedule

#### LECTURE SCHEDULE - AT A GLANCE

\*lectures are presented by Zora, unless otherwise indicated. Lectures are on Tuesdays 10-12 in Law Theatre GO4. The date on the schedule is the date of the lecture.

<b>Week 1</b>	<b>29 July (Tue)</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The World in 1900</li> </ol>
<b>Week 2</b>	<b>5 August</b>	<p><b>Modern Subjects</b></p> <ol style="list-style-type: none"> <li>1. Migration</li> <li>2. Modernity</li> </ol>
<b>Week 3</b>	<b>12 August</b>	<p><b>World War I and its aftermath</b></p> <ol style="list-style-type: none"> <li>1. World War I (Nick Doumanis)</li> <li>2. Aftermath (Nick Doumanis)</li> </ol>
<b>Week 4</b>	<b>19 August</b>	<p><b>Colonisers and Colonised</b></p> <ol style="list-style-type: none"> <li>1. New Colonialism, New Nationalisms</li> <li>2. Spotlight: India (Andrew McGarrity)</li> </ol>
<b>Week 5</b>	<b>26 August</b>	<p><b>Competing Ideologies</b></p> <ol style="list-style-type: none"> <li>1. Fascism, Communism &amp; Democracy between the wars</li> <li>2. Fascist Italy (Nick Doumanis)</li> </ol>
<b>Week 6</b>	<b>2 September</b>	<p><b>World War II</b></p> <ol style="list-style-type: none"> <li>1. World War II in Global Context</li> <li>2. War in the Pacific (Peter Schrijvers)</li> </ol>
<b>The Post-War World</b>		
<b>Week 7</b>	<b>9 September</b>	<ol style="list-style-type: none"> <li>1. Social Movements, Social Change</li> <li>2. The Cold War (Nicolas Rassmussen)</li> </ol>
<b>Week 8</b>	<b>16 September</b>	<p><b>The Post-Colonial World</b></p> <ol style="list-style-type: none"> <li>1. Decolonisation</li> <li>2. Spotlight: India (Andrew McGarrity)</li> </ol>
<b>Week 9</b>	<b>23 September</b>	<p><b>First World/ Third World</b></p> <ol style="list-style-type: none"> <li>1. First World/ Third World</li> <li>2. Latin America (Peter Ross)</li> </ol>
<b>Semester Break Monday 29<sup>th</sup> September to Friday October 3</b>		
<b>Week 10 (6<sup>th</sup>-10<sup>th</sup> October – no lectures or tutorials)</b>		
<b>Week 11</b>	<b>14 October</b>	<p><b>The Post-Communist World</b></p> <ol style="list-style-type: none"> <li>1. Communism: collapse and aftermath</li> <li>2. The rise of environmentalism (Nicolas Rassmussen)</li> </ol>
<b>Week 12</b>	<b>21 October</b>	<p><b>Coming to Terms with the 20<sup>th</sup> century.</b></p> <ol style="list-style-type: none"> <li>1. The End of History? Twentieth Century Assessments.</li> <li>2. Wrap-up</li> </ol>
<b>Week 13</b>	<b>28 October</b>	Class Test in Lecture Theatre

#### 4. 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 21<sup>st</sup> century, by drawing on lessons from the 20<sup>th</sup>.
- 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.

#### 5. 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 convenor 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**.

#### 6. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Tutorial presentation	No more than five minutes	10%	4, 7	3,4,5	Allocated in WK 2 Tutorial
First Text Exercise	500 words	15%	1, 2, 4,5,6	1, 2, 4	Week 5 – by 5pm on the day of your tutorial to Turn It In.
Second Text Exercise	600 words	20%	1, 2, 4, 5, 6	1, 2, 4	Week 7 by 5pm on the day of your tutorial to Turn

					It In.
Research Essay	2000 words	35%	1,2,3,4,5,6	1,2,3,4,5	Friday October 17 by 5pm on Turn It In
Class Test	Multiple choice, short answers and essay.	20%	1, 2,3, 6,7	1,2,4,5	Lecture Slot, Week 13.
Extended details about the assignments outlined below and also on Moodle under 'Learning Tasks'					

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

**REFERENCING:** We prefer the footnote and bibliography method in History:  
<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.

<http://subjectguides.library.unsw.edu.au/content.php?pid=69088&sid=758278>

[http://unsw.custhelp.com/app/answers/detail/a\\_id/1189/kw/newspapers](http://unsw.custhelp.com/app/answers/detail/a_id/1189/kw/newspapers)

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:

<http://gale.cengage.co.uk/product-highlights/history/illustrated-london-news.aspx>

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/hnpnewyorktimes?accountid=12763>

*The Guardian* (1821-2003) and *The Observer* (1791-2003) (UK):

<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:

- 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). I 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”.<sup>[1]</sup> 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”.<sup>[2]</sup> 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).

This is to be handed in, in your tutorial in week 7.

*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.

The purpose of these exercises is twofold: to get you to consider some of the readings in depth, and to prepare you to write your major essay.

### ESSAY (35%)

**due on Friday October 17 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**.

***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. Why did the October Revolution of 1917 occur? Why did it succeed?
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. 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 governments argue was at stake? Discuss with reference to examples from Eastern and Western blocs.
10. According to Victoria de Grazia, America's post-war empire was propelled by "soft" power. Consider Americanisation and its impact on the wider world. Answer with reference to a case study.
11. How 'global' was feminism as a social movement in the second half of the twentieth century?
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)

## **Grades & Feedback**

---

Your written assessments will be marked electronically and your grades will be made available to you via Gradebook on Moodle. Zora will send a notice out to the course when grading is complete, but in general if you submit your assessments in a timely fashion you should expect to receive feedback (grade plus rubric with comments) within two weeks of submission (three maximum for the essay). You receive a grade for your test, but no written feedback.

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://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

## **Submission of Assessment Tasks**

---

All written assessments must have a signed and dated cover-sheet. You can upload digitally when you electronically submit your assessments and/ or hand in your signed cover-sheets to your tutors. Coversheets are available outside the School Office on Level 2 Morven Brown Building or can be downloaded from Moodle or

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>.

## **Late Submission of Assignments**

---

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. Attendance/Class Clash

### Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 8. 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: <http://www.lc.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>

## 9. 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.

## 10. 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>

## 11. 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://my.unsw.edu.au/student/atoz/Complaints.html>

## 12. 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 <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://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

### 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.

## 13. Course Resources & Tutorial Schedule

### Textbook Details

There is no text book for this course – we use a STUDY KIT available in the UNSW Bookshop. This is ESSENTIAL for successful completion of the course.  
If you are keen for a good introduction to the twentieth century I can recommend Eric Hobsbawm, *The Age of Extremes: The Short Twentieth Century* (London, 1995, 2010)  
Michael Adas, Peter N. Stearns and Stuart B. Schwartz, *Turbulent Passage: A Global History of the Twentieth Century*, Longman Publishers, 2006.  
Both will be available in the High Use collection. (some copies of Hobsbawm with also be available in the UNSW Bookshop – a great read).

### 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*

<i>Gender and History</i>
<b>Essay Guides</b>
<p>Two different essay guides will be made available electronically via Moodle.</p> <p>The first is <b>The Little Red Booklet</b>: 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.</p> <p>The <b>Matrix Essay Guide</b> 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.</p>
<b>Websites</b>
<p>A very useful website for referencing purposes is the UNSW guide to footnoting (the preferred referencing system in History):</p> <p><a href="https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system">https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system</a></p>

## COURSE SCHEDULE - week by week

**Week 1: Tue 29 July**

### INTRODUCTION

#### Lectures

1. Introduction
2. The World in 1900

**There is no tutorial or set reading in Week 1.**

**Week 2: Tue August 5**

### 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:

F.T. Marinetti, „The Futurist Manifesto“ (1909) <http://cscs.umich.edu/~crshalizi/T4PM/futurist-manifesto.html>

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

Secondary:

Stephen Kern, „The Culture of Time and Space“ (1983) in *The Global History Reader*, ed. Bruce Mazlish and Akira Iriye (New York and London: Routledge, 2005), 32-45

#### Tutorial Questions

1. What was “futurism” and what made it modern?

2. What defined the New World for Emma Ciccotosto?
3. In what ways did new technologies herald modernity?

### **Week 3: August 12 WW1 AND AFTERMATH**

#### **Lectures**

1. World War I and the nature of warfare (Nick Doumanis)
2. Aftermath (Nick Doumanis)

#### **Tutorial: WWI and aftermath**

##### **Set Reading:**

Hew Strachan, 'The First World War as a Global War', *First World War Studies*, Vol. 1, No. 1, March 2010, 3-14

##### Primary:

'General Syrian Congress of Damascus: Resolution of July 2 1919' and Deng Yingchao *Memoirs* (excerpt, 1987) in James H. Overfield, *Sources of Twentieth Century Global History*, (Boston and New York: Houghton Mifflin Company, 2002), 103-108

#### **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: 19 August COLONISERS AND COLONISED**

#### **Lectures**

1. New Colonialisms, New Nationalisms
2. Spotlight: India (Andrew McGarritty)

#### **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:

Robert J. C. Young, „Gandhi's Counter-Modernity“, *Postcolonialism: An Historical Introduction*, (Oxford: Blackwell Publishing, 2001), 316-334

Judith M. Brown, 'Gandhi: A Victorian Gentleman: An essay in Imperial Encounter', *Journal of Imperial and Commonwealth History*, (27: 2, 1999), 68-85

#### **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: 26 August**  
**COMPETING IDEOLOGIES**

**Lectures**

1. Fascism, Communism & Democracy between the wars
2. Italian fascism (Nick Doumanis)

**Tutorial: Fascism, Communism.**

**Set Reading**

Primary:

Joseph Stalin, „The Results of the First Five-Year Plan“, Letters to *Izvestiya* on the Abortion Issue, May-June 1936“ in James H. Overfield, *Sources of Twentieth Century Global History*, (Boston and New York: Houghton Mifflin Company, 2002), 135-142

Secondary:

Sheila Fitzpatrick, “Family Problems”, *Everyday Stalinism*, (New York: Oxford University Press, 1999), 139-163

Robert O. Paxton, “The Five Stages of Fascism”, *The Journal of World History*, (70:1: March 1998), 1-23

**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: 2 September**  
**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**

Ernst Klee, Willi Dressen and Volker Riess, eds., *The Good Old Days: The Holocaust as Seen by Its Perpetrators and Bystanders* (New York, 1998), 88-106. 16

Daniel Jonah Goldhagen, *Hitler's Willing Executioners* (New York, 1983), 375-414.  
Christopher Browning, "Ordinary Men," in Donald L. Niewyk, ed. *The Holocaust: Problems and Perspectives of Interpretation* (New York, 2003), 76-90.

### **Week 7: 9 September THE POST-WAR WORLD**

#### **Lectures**

1. Social Movements, Social Change
2. The Cold War (Nicolas Rasmussen)

#### **Tutorial:**

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

#### **Set Readings:**

##### Primary:

Betty Freidan, excerpt from *The Feminine Mystique* (Harmondsworth, England: Penguin Books, 1965), [original – (New York: W.H. Norton, 1963)]

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: 16 September THE POST-COLONIAL WORLD**

#### **Lectures**

1. Decolonisation
2. Spotlight: India (Andrew McGarrity)

#### **Tutorial: Decolonisation**

#### **Set Reading**

##### Primary Sources:

Frantz Fanon, 'Algeria Unveiled' in Prasenjit Duara (ed.) *Decolonization: Perspectives from now and then*, (London and New York: Routledge, 2004), 42-55

Kwame Nkrumah, 'Society and Ideology' in Prasenjit Duara (ed.) *Decolonization: Perspectives from now and then*, (London and New York: Routledge, 2004), 64-77

##### Secondary:

Raymond F. Betts, 'Countryside and city', "Gotta Be This or That", *Decolonization* (London: Routledge, 1998), 48-70

#### **Tutorial Questions:**

1. How does Fanon illuminate the processes of colonisation and decolonisation in Algeria via 'the Algerian woman [who] in the eyes of the observer, is unmistakably 'she who hides behind a veil'?
2. How did Nkrumah argue for decolonisation using the ideas of pan-Africanism?
3. According to Betts, what were the various forms decolonisation take in the countryside? How was this different from the city?
4. Who benefitted from independence in formerly colonised countries? Who did not?

**Week 9: 23 September**  
First World/ Third World

**Lectures**

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

**Tutorial: The US and the Third World**

**Set Readings**

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

Ian Tyrell, "From the 1970s to New Globalization: American Transnational Power and Its Limits, 1971-2001" in *Transnational Nation: United States History in Global Perspective Since 1789* (NY: Palgrave, 2007), 201-222

**Tutorial questions:**

1. How was the Third World implicated in the Cold War?
2. What forms did US 'development' in the Third World take? Discuss the benefits and limitations of these schemes.
3. To what extent was the United States synonymous with the "First World" from the 1970s? What reinforced and challenged this notion?

**SEMESTER BREAK MONDAY 30 SEPT-FRIDAY OCTOBER 4**

**Week 10: NO LECTURES OR TUTORIALS**

**NB: Public Holiday Monday October 6**

**Week 11: 14 October**  
**THE POST-COMMUNIST WORLD**

**Lectures**

1. Communism: collapse and aftermath
2. The rise of environmentalism (Nicolas Rasmussen)

**Tutorial: Environmentalism**

**Set reading**

Primary:

Rachel Carson, *Silent Spring* (1963), excerpt in James H. Overfield, *Sources of Twentieth Century Global History*, (Boston and New York: Houghton Mifflin Company, 2002), 296-301

Secondary:

J.R. McNeil, "Ideas and Politics" in *Something New Under the Sun: An Environmental History of the Twentieth-Century World*, (London: Penguin, 2000), 325-356

**Tutorial Questions:**

1. Rachel Carson's 1963 text *Silent Spring* is considered foundational to the emergence of twentieth-century environmentalism. What were the key issues according to the excerpt, and how does McNeil assess her contribution and influence?

2. According to McNeil, what were the “big ideas” that suppressed concern for the environment prior to 1970?
3. Why and how did environmental ideas become more widespread from the 1960s?
4. What forms has environmentalism taken?

## **RESEARCH ESSAY DUE FRIDAY 17 OCTOBER**

### **Week 12: 21 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**

Mark Mazower, ‘Violence and the State in the Twentieth Century’, *American Historical Review*, Vol. 107, No. 4, October 2002, 1158-1178

#### **Tutorial Questions**

1. How and why has the twentieth century been described as one of or the most violent epoch/s in history?
2. To what extent has the state been responsible for large-scale violence? Refer to specific examples.
3. 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.