



Arts & Social  
Sciences

School of Humanities and Languages

ARTS1271

History of the Present: the world since 1900  
Semester 2, 2018

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A section of the Berlin wall, Los Angeles, *Smithsonian.com* 6 November 2014  
<https://www.smithsonianmag.com/travel/las-vegas-bathroom-unexpected-places-to-see-berlin-wall-180953226/>, accessed 27 June 2018.

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1. Course Staff and Contact Details			
<b>Convenor</b>			
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2. Course Details	
Units of Credit (UoC)	6
Course Description	Today's news headlines are dominated by the rise of populist leaders like Donald Trump, by stories of refugee movements, ethnic and racial tensions, by religious violence and fundamentalism, war in the Middle East, the concentration of global wealth into fewer and fewer hands, and China's return to the centre of world power. How can history help explain such phenomena? In History of the Present, you will explore colonialism and decolonization, modernity and tradition, communism, fascism and liberalism, the rise of feminisms and the intensification of global exchanges. You will look back over the last twelve decades to find the roots of our present-day fortunes. With an array of our twentieth century historians, you will ponder how the last century explains, problematizes and deepens our understanding of the present.
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Describe important turning points, people, ideas, and developments in world history</li> <li>2. Evaluate and contextualise primary sources</li> <li>3. Answer historical questions using arguments and evidence</li> <li>4. Submit original work, properly referenced according to disciplinary conventions</li> </ol>

Week Commencing	Topic	Lecture	Tutorial
Week 1 23 July	Introduction	A history of the present The world in 1900	COURSE CODE AND NAME No tutorial
Week 2 30 July	Modern subjects	Migration (Zora Simic) Modernity	Introductions; tutorial facilitations
Week 3 6 August	World War 1 and its aftermath	World War 1 (Nick Doumanis) Gender and war	Global war
Week 4 13 August	Colonisers and Colonised	New Colonialism, New Nationalism (Kama Maclean) Spotlight India (Kama Maclean)	Gandhi's anti-colonialism
Week 5 20 August	Competing Ideologies	Fascism, communism and democracy between the wars (Nick Doumanis) The rise of Nazism and origins of the holocaust (Jan Lanicek)	Stalinism, fascism and family life
Week 6 27 August	World War II	War in global context War in the Pacific	Nazi Germany
Week 7 3 September	The Post-war world	Social Movements, social change The Cold War	Gender, sexuality and social change
Week 8 10 September	The Post-Colonial World	Decolonisation (John Ingleson) Spotlight: Indonesia (John Ingleson)	Decolonisation
Week 9 17 September	First world/Third world	First World/Third World Conflicts in the Middle East (Nick Doumanis)	The US and 'the Third World'
Break 24 September			
Week 10 1 October	Essay focus	Labour Day – public holiday (no lecture)	Reading intensive
Week 11 8 October	Communist and Post-Communist Worlds	Communism in Europe: collapse and aftermath Communism in China (Louise Edwards)	Communism in China
Week 12 15 October	Coming to terms with the Twentieth Century	The end of History? Test hints	Violence and the State in the Twentieth Century
Week 13 22 October	Assessments	No lecture	In-class test

## Tutorials and tutorial readings

The following is a detailed weekly schedule of Tutorial Readings and Tutorial Questions. Note that tutorial topics deal with the lecture topics of the previous week.

The readings are divided into primary and secondary source and all are accessible via Moodle: some via Leganto, others will be in weekly folders. Note that each week, extra readings are available on Leganto, in addition to those required for the weekly tutorial. These

are not compulsory but will enlarge your understanding of each topic and come in handy when you are compiling the bibliography for your essay.

Note that Moodle also houses the powerpoints, lecture recordings, other course materials, news and Turnitin for assessment submission. Please make sure that you have access to Moodle and take care to check messages on Moodle.

**Week 1: 23-29 July: There are no tutorials in week 1.**

**Week 2 Tutorial 30 July - 5 August: What we do in Tutorials and what it meant to be modern**

This week's tutorial is mostly devoted to housekeeping issues. Each student will be assigned a week to present your newspaper source. If we have time 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 readings**

#### **Primary:**

F.T. Marinetti, 'The Founding and Manifesto of Futurism', originally published in *Le Figaro*, Paris, 20 February 1909, English translation 1973, excerpted in Apollonio, Umbro, ed. *Documents of 20th Century Art: Futurist Manifestos*. Brain, Robert, R.W. Flint, J.C. Higgitt, and Caroline Tisdall, trans. New York, Viking Press, 1973: 19-24.

Emma Ciccosto 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.

#### **Questions**

What was "futurism" and what made it modern?  
 What defined the New World for Emma Ciccosto?  
 In what ways did new technologies herald modernity?

**Week 3 Tutorial 6-12 August: WW1 AND AFTERMATH**

### **Set Readings**

#### **Secondary:**

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.

#### **Questions:**

What are some of the ways that the First World War has been understood and represented as a 'European War'? Draw on examples from contemporary and historical accounts.

In what ways and for what reasons does the Syrian Resolution reject the League of Nations covenant?

The May Fourth movement in China began as a protest against the Versailles Treaty but soon moved beyond this. Drawing on Deng Yingchao's memoirs, consider firstly China's response to the Versailles Treaty, and, secondly, the other issues that participants sought to address.

#### **Week 4 Tutorial 13-19 August: COLONISERS AND COLONISED**

**NB: This tutorial is the basis of the first Text Exercise assessment, due at the end of Week 5, Friday 24 August. See details on page 12.**

#### **Set Readings**

##### **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.

##### **Questions:**

How did Gandhi use the concept of 'civilisation' for the purposes of Indian nationalism?

What did Gandhi learn from other anti-colonial struggles?

Why and how does Robert Young argue that Gandhi was a figure of 'counter-modernity'?

How did Gandhi's 'imperial encounters' inform his politics?

#### **Week 5 Tutorial 20-26 August: COMPETING IDEOLOGIES**

#### **Set Readings**

##### **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.

##### **Questions:**

How do the primary sources support or complicate the notion of the Stalin-era as "totalitarian"?

How does Sheila Fitzpatrick's study of family life under Stalin illuminate our understanding of communism?

What is 'fascism' and to what extent is it possible to discuss fascism as a 'global'?

phenomenon?

According to Robert Paxton, what made fascism a distinctly twentieth-century “ism”?

## **Week 6 Tutorial 27 August - 2 September: WORLD WAR II**

**NB: This tutorial is the basis of the second Text Exercise assessment, due at the end of Week 8, Friday 14 September. See details on pages 12-13.**

### **Set Readings**

#### **Primary:**

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

#### **Secondary:**

Daniel Jonah Goldhagen, *Hitler's Willing Executioners*, New York, Alfred A. Knopf, 1983: 375-414.

Christopher Browning, 'Ordinary Men' in Donald L. Niewyk, ed. *The Holocaust: Problems and Perspectives of Interpretation*, New York, Houghton Mifflin, 2003: 76-90.

#### **Questions**

Why do people kill other people?

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

## **Week 7 Tutorial 3-9 September: THE POST-WAR WORLD**

### **Set Readings**

#### **Primary:**

Betty Freidan, excerpt from *The Feminine Mystique*, Harmondsworth, England, Penguin Books, 1965: 13-17. [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: 33-164.

#### **Questions**

How did North American feminists critique the post-war world? Where did sexuality fit in to their critique?

According to Betty Friedan, what was the 'problem that has no name' facing North American women?

The Boston Women's Health Book Collective described the process of learning about their bodies as 'liberating'. What did they believe women needed to be liberated from?

Despite being a 'distinctively North American product', Davis argues that *Our Bodies*,

*Ourselves* resonated with women globally. What made this possible?  
 What examples does Stearns provide of sex for pleasure surpassing sex for reproduction in the post-war world?

## **Week 8 Tutorial 10-16 September: THE POST-COLONIAL WORLD**

### **Set Readings**

#### **Primary:**

Leopold Senghor, 'Some thoughts on Africa: a continent in Development', *International Affairs*, vol 38:2, April 1962, pp. 189-195.

#### **Secondary:**

Frederick Cooper, 'Introduction', *Citizenship between empire and Nation: remaking France and French Africa, 1945-1960*, (Princeton: Princeton University Press, 2014), 1-25.

#### **Questions:**

In what ways does Leopold Senghor draw on what he calls 'Negro-African' and European ideals and concepts to discuss African development?

How does Frederick Cooper's chapter help contextualize Senghor's speech to a British audience in 1962?

Frederick Cooper argues against the 'conventional narrative of nationalist triumph' when approaching the processes of decolonization in French Africa after WW2. What does he mean, and how does he do this?

What alternatives were offered to the independent nation-state as the post-colonial model?

How does Cooper draw on the history of French citizenship to comprehend the decolonizing process in French Africa?

## **Week 9 Tutorial 17-23 September: FIRST WORLD/THIRD WORLD**

### **Set Readings**

#### **Essential:**

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*, New York, Palgrave, 2007: 201-222.

#### **Questions:**

How was the Third World implicated in the Cold War?

What forms did US 'development' in the Third World take? Discuss the benefits and limitations of these schemes.

To what extent was the United States synonymous with the 'First World' from the 1970s?

What reinforced and challenged this notion?

### **Semester Break 24 September – 30 Sept.**

## **Week 10: 1 - 5 October: LABOUR DAY HOLIDAY on Monday**

**Reading Week – an opportunity to do intensive work on your essay – no tutorial.**

**Week 11 Tutorial 8-14 October: THE POST-COMMUNIST WORLD****Set Readings****Primary:**

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

1966 Editorial from the key Chinese paper *Liberation Army Daily*—classic example of manic Maoism from that era <http://legacy.fordham.edu/halsall/mod/1966-mao-culturalrev1.html>

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

**Secondary:**

Peter Zarrow, 'Social and Political Developments: the making of the twentieth century Chinese state' in Kam Louie ed., *The Cambridge Companion to Modern Chinese Culture*, Cambridge, Cambridge University Press, 2008: 20-45.

**Questions:**

The first source has been described as a classic example of the manic Maoism of that era. How does the content of the editorial support this view?

The intensity of Mao propaganda in the second half of the 1960s was unparalleled. What features mark the posters out as emblematic of the 'Mao cult'?

What wider context does Zarrow provide to the development of communism in China in the twentieth century?

**Week 12 Tutorial 15 - 21 October: COMING TO TERMS WITH THE TWENTIETH CENTURY****Set Readings****Primary:**

Fergal Keane, 'Season of Blood' in James H. Overfield, *Sources of Twentieth Century Global History*, Boston and New York, Houghton Mifflin Company, 2002: 445-449.

**Secondary:**

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

**Questions**

How is the Rwandan genocide depicted in Keane's account?

How and why has the twentieth century been described as one of or the most violent epoch/s in history?

To what extent has the state been responsible for large-scale violence? Refer to specific examples.

According to Mark Mazower, how useful are the terms 'genocide' and 'ethnic cleansing' as instruments of historical analysis?

**Week 13 Tutorial 22 – 28 October**

There are no lectures this week, or set readings. Instead there is an in-class text during your tutorial time. Closed book. Exam booklets provided.



### 3. Course Resources

There is no set textbook. The essential tutorial readings for each week can be accessed on the Moodle site of the course and via the Library Catalogue.

There are a number of very useful overviews of the 20<sup>th</sup> century that can also be accessed via Leganto on Moodle:

- Eric Hobsbawm *The Age of Extremes: The Short Twentieth Century*, London, 1995, 2010.
- Micheal Adas, Peter N. Stearns, Stuart B Schwartz, *Turbulent Passage: a global history of the twentieth century*, New York: Pearson, 2006.
- Antony Best et al, *International History of the Twentieth Century and beyond*, London, Routledge, 2015.
- Charles Townshend, *Oxford History of Modern War*, Oxford, OUP, 2000.
- Michael Adas, *Essay on twentieth century history*, Philadelphia, Temple University Press, 2010.
- J. A. S. Grenville, *A History of the World*, London, Routledge, 2005.
- Antony Best et al, *International History of the Twentieth Century*, London, Routledge, 2003

#### Journals

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*

#### Websites

Please note that websites are not always acceptable. Please use only those sites which are likely to contain reliable material, that is sites created by universities, libraries, archives and some government bodies, and electronic academic journals. Reference websites properly, citing author, title, date and place of origin. Do not simply list the website address, this will NOT be accepted.

#### Referencing

We prefer footnote references in history. The short guide to Chicago referencing is on the UNSW website at: [http://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)

#### Library subject guide

The Library has a History Subject Guide, which has links to Cambridge histories online and the Oxford reference online, which can provide a really helpful starting point for your essay. <http://subjectguides.library.unsw.edu.au/history/history>

#### 4. Teaching Strategies and Rationale

The course is designed to encourage you to draw on the recent past, particularly the twentieth century, in order to make sense of present-day conditions around the world. You will be introduced to, or further extend your understanding of, the benefits of applying an historical perspective to analysis of contemporary phenomena. The lectures will introduce the major events, themes and developments of the twentieth century and will do so in two main ways. Firstly, there will be an overview lecture focussed broadly on a theme such as decolonisation or the Cold War. Secondly, there will also be guest lectures from various twentieth century historians on staff, focussed on their areas of research specialisation. In both formats, there will be an emphasis on evidence and historiography. In tutorials, you will participate in in-depth discussion of the scholarship and lecture material, guided by tutorial questions. Our teaching strategy is to encourage your critical engagement with course material through class discussion, written responses to selected tutorial questions and a class test. The course will also help you develop your research and written and/ or verbal skills through a classroom facilitation exercise and a research essay which requires you to undertake independent research on a specific topic.

#### 5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Due Date	Submitted in Moodle? (Yes/ No)
Research Essay*	2000 words	35%	1,2,3,4	12 Oct 4pm	Yes
Tutorial presentation	5 mins max.	10%	2		No
Text exercises	2 responses - 500 words each	35%	1,2,3,4.	Friday 24 August (week 5) 4.00pm; Friday 14 Sept (week 8) 4pm.	Yes
Class test	Multiple choice & short essay	20%	1,3	Tutorial week 13	No
*This is the final assessment task for attendance purposes.					

*Please Note:* If students attend less than 80% of their classes they may be refused final assessment. See “Attendance and Absence” for details of attendance requirements.

#### COURSE ASSESSMENT DETAILS

##### TUTORIAL PRESENTATION (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 will 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). It is a good idea 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.

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>

These are just a sample of the newspapers available via the library catalogue. You are also encouraged to seek out others.

**How this assignment is assessed:** the purpose of this exercise is to get you excited about the possibilities of primary research, and to engage the class in discussion. You will receive a mark out of ten from your tutor shortly after the presentation, 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. But please send your tutor your source by 4.00pm the day before your tutorial. This gives us time to read it ahead of time, and help engage the class in discussion of your source. 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.

### **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 Friday August 24 Week 5 by 4pm, electronic submission on Turn It In via Moodle—submit under tutor's name) (15%)

This exercise is in two parts: a 500 word response to a question, and a library exercise.

##### *Part 1*

Based on the set readings for week 4, write a response to the following question in no more than 500 words.

Why and how did Gandhi's politics merge the traditional with the modern? Discuss with reference to the primary and secondary sources.

You MUST reference your work: i.e. with footnote references and bibliography.

##### *Part 2*

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 bibliographic conventions. You do not have to describe the sources, just list them.

Feedback: Via individual and group comments, available two weeks after submission.

#### **Text exercise 2: Why people killed under Nazism**

(due Friday 14 September, Week 8 by 4pm, electronic submission on Turn It In via Moodle) (20%)

This exercise is in two parts: a thesis statement, and a primary source analysis.

##### *Part 1*

Daniel Jonah Goldhagen and Christopher R. Browning, whose writings are in the set readings in week 6, have two very different interpretations of what caused Germans to participate in the extermination of Jews in Nazi Germany. Goldhagen sees them as 'willing executioners' and Browning sees them as 'ordinary men'.

Choose either Goldhagen or Browning, and formulate a thesis statement or description of their argument (no more than three or four sentences). 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. 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' 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.

### *Part 2*

Read the primary source i.e. the diary of Felix Landau in Ernst Klee, Willi Dressen and Volker Riess, eds, *The Good Old Days: The Holocaust as Seen by Its Perpetrators and Bystanders*, New York, Konecky and Konecky, 1998: 88-106.

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. i.e. consider the extent to which he was a willing executioner, or an ordinary man?

The final word count should come to 500 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.

Feedback: via individual and group comments, available two weeks after submission

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 extra reading.

### **ESSAY (35%)**

due on Friday October 12 Week 11 by 4.00pm - submit electronically to Turnitin via Moodle by 4pm under your tutor's name.

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. 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.

### **Topics**

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

1. To what extent was nationalism reshaped by the experience of the First World War? Answer with reference to a case study.
2. What global factors influenced waves of migration in the twentieth century? Answer the question in general terms, and with relevant examples and/ or case study. [If you wish you can narrow this question down to a specific period, eg. post WW2]
3. Assess the key differences between Chinese and Soviet style communism. Discuss in relation to origins, characteristics and development.
4. What did it mean to be “modern”? Discuss with reference to one of the following: popular/ mass culture; technology; gender roles; female emancipation.
5. Why did political radicalism, whether of the far Left or far Right, seem so attractive at the popular level in the interwar years? Consider your answer with reference to a case study.
6. To what extent is it useful to interpret the Second World War as two world wars? You can answer in general terms or through specific focus on one country’s wartime experience, e.g. Australia.
7. What were the main factors behind decolonization after the Second World War? Choose a case study (e.g. India, Algeria, parts of Southeast Asia and Africa)
8. Does the term “fascism” apply to all modern dictatorships? Compare either the Nazi or Italian Fascist regimes with any other dictatorship that has been accused of being “fascist” (e.g. Pinochet’s Chile, the Greek Colonels, Franco’s regime).
9. What was the Cold War, and what did leaders argue was at stake? Discuss with reference to examples from Eastern and Western blocs.
10. How ‘global’ was feminism as a social movement in the second half of the twentieth century?
11. What was the Third World and to what extent was the term useful in describing the regions and nations it encompassed?
12. Why did the Eastern Bloc collapse?
13. Why does the twentieth century appear to have been an age of genocide? In other words, is there anything particularly ‘modern’ about genocide? Consider your answer with reference to a case study (e.g. Armenia, the Holocaust, Cambodia, Rwanda, Bosnia).
14. What is ‘modern’ about fundamentalism? What is not? Discuss with reference to a case study (e.g. Iran)

Feedback: via individual comments, two weeks after submission

### **CLASS TEST**

(20%, in your tutorial Week13)

There is no formal exam for this course. Your final assessment is an in-class test in Week 13 that will run for 50 minutes, so you need to make sure you arrive to class on time. You will be given an exam booklet and must write in it. There are no computers allowed.

The format is a mix of multiple choice and short essay. The last lecture will provide lots of guidance (HINT!). The test is designed to test knowledge accrued in lectures and your grasp of course themes.

### **A GUIDE TO ESSAY MARKING CRITERIA IN HISTORY AT UNSW**

#### High Distinction 85% +

An outstanding essay, excellent in every regard. A High Distinction essay shows flair, originality and creativity in its analysis. Based on extensive research and reading, it engages with complex historiographical issues, demonstrates theoretical acumen and involves both the critical analysis of argument and innovative interpretation of evidence. This essay is a delight to read and the prose is of exceptionally high standard. A High Distinction essay shows the potential to undertake post - graduate studies in History.

#### Distinction 75% - 84%

An essay of a superior standard. Well written, closely argued and based on wide, thoughtful and critical reading, a distinction essay answers the question convincingly and shows an understanding of complex historiographical issues. At its best, it is elegantly expressed and pursues an argument with subtlety and imagination. Distinction students are encouraged to progress to Honours in History.

#### Credit 65% - 74%

A credit essay is work of a high degree of competence. It answers the question well, demonstrating a sound grasp of subject matter, and arguing its case with clarity and confidence. It engages critically and creatively with the question, attempts to critique historical interpretations and positions itself within the relevant historiography. A credit essay demonstrates the potential to complete Honours work in history.

#### Pass 50% - 64%

A pass essay is work of a satisfactory standard. It answers the question but does not do so fully or particularly well. It has a coherent argument, and is grounded in the relevant reading but the research is not extensive and the argument fails to engage important historiographical issues. The prose is capable but could be much improved. A pass grade suggests that the student can (with application) complete a satisfactory pass degree; it does not qualify a student for admission to Honours. There is a world of difference between a bare and a high pass essay. The latter signals far more reading and a much deeper understanding of the question. With work, a high pass essay can achieve credit standard.

#### Fail Under 50%

This is work of unacceptable standard for university study. It fails to answer the question and/or is based on inadequate reading. A failed essay usually has serious faults in terms of prose, presentation and structure.

### **Grades**

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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 learning outcomes 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**

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

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

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

When you submit your assignment electronically, you agree that:

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

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

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

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

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

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

For information on how to submit assignments online via Moodle:

<https://student.unsw.edu.au/how-submit-assignment-moodle>

### **Late Submission of Assignments**

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Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless Special Consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty



calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

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

*Task with a non-percentage mark*

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

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

*Task with a percentage mark*

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

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

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

## 6. Attendance and Absence

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled.

The Arts & Social Sciences guidelines on attendance and absence can be viewed at: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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

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

In this course, students must attend at least 80% of lectures (10 out of 12 lectures). Students must attend at least 80% of tutorials (10 out of 12 tutorials).

A student who attends less than eighty per cent of the classes within a course may be refused final assessment. The final assessment in this course is identified under “*Course Assessment*”.

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

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

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

## 7. Special Consideration for Illness or Misadventure

Students can apply for Special Consideration if illness or misadventure interferes with their assessment performance or attendance.

Applications are accepted in the following circumstances only:

- Where academic work has been hampered to a substantial degree by illness or other cause. Except in unusual circumstances, a problem involving only 3 consecutive days or a total of 5 days within the teaching period of a semester is not considered sufficient grounds for an application.
- The circumstances must be unexpected and beyond your control. Students are expected to give priority to their university study commitments, and any absence must clearly be for circumstances beyond your control. Work commitments are not normally considered a justification.
- An absence from an assessment activity held within class contact hours or from an examination must be supported by a medical certificate or other document that clearly indicates that you were unable to be present. A student absent from an examination, or who attends an examination and wants to request special consideration, is normally required to provide a medical certificate dated the same day as the examination.
- An application for Special Consideration must be provided within 3 working days of the assessment to which it refers. In exceptional circumstances an application may be accepted outside the 3-day limit.

Students cannot claim consideration for conditions or circumstances that are the consequences of their own actions or inactions.

Applications are normally not considered if:

- The condition or event is not related to performance or is considered to be not serious
- More than 3 days have elapsed since the assessment for which consideration is sought
- Any key information is missing

- Supporting documentation does not meet requirements
- Supporting documentation has not been presented to Student Central for verification

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

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

If a student is granted an extension under Special Consideration, failure to meet the stipulated deadline will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “*Late Submission of Assignments*” for penalties of late submission.

## 8. 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. The online form can be found at: <https://www.arts.unsw.edu.au/ttclash/index.php>

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](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf)

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

## 9. 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>

## 10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered from students using myExperience. Students are encouraged to complete their surveys by accessing the personalised web link via the Moodle course site.

## 11. 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>

## 12. Grievances and Review of Assessment Results

### 13.1 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 course convenor.

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

### 13.2 Review of Assessment Results

There is no automatic right to have an assessment reviewed. The Faculty reserves the right to make such judgements.

In the first instance a student should seek an informal clarification. This should normally be done within two working days of the return of the assessed work.

If the student is not satisfied with the informal process, they should complete the UNSW Review of Results Application form, which is available at: <https://student.unsw.edu.au/results>. An application must be lodged within 15 working days of receiving the result of the assessment task.

Further information on review of student work in the Faculty of Arts and Social Sciences can be viewed at: <https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/>

## 13. Other Information

## **myUNSW**

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

<https://my.unsw.edu.au>

## **OHS**

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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/>

## **Student Equity and Disabilities Unit**

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

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.