Faculty of Education and Arts
School of Humanities and Social Science
http://www.newcastle.edu.au/school/hss/

HIST1070 - The World in the Twentieth Century
Course Outline

Course Coordinator  Dr Chris Valiotis
Semester            Semester 2 - 2007
Unit Weighting      10
Teaching Methods    Email Discussion Group
                    Lecture
                    Student Projects
                    Tutorial

Brief Course Description
The World in the Twentieth Century provides students with a broad base of knowledge on events and issues shaping the world during the twentieth century, under the themes of global interrelations, notions of identity, the rise of mass societies and environmental issues. It focuses on developments in all continents, rejecting a Europe or United States-centric approach. The course consists of lectures and tutorials, and assessment takes the form of essays and a test.

Contact Hours
Tutorial for 1 Hour per Week for 12 Weeks
Lecture for 2 Hours per Week for the Full Term

Learning Materials/Texts

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2007
CTS Download Date: 6 July 2007
**Course Objectives**
Upon completion of this course, students will be expected to:
1. Display understanding of the major facets of twentieth-century world history.
2. Display the ability to reflect on the issues presented in the course, and their possible interpretations.
3. Display the ability to bring their historical knowledge to bear upon the understanding of present-day issues.
4. Show evidence of critical analysis of primary documents, careful reading of secondary sources, as well as the ability to conduct independent research and to write clearly and accurately.

**Course Content**
- **Introduction. Themes in world history**
- **First section. Colonies, colonial powers and the First World War.**
- **Second section. Africa, Asia and South-America: struggles for national independence.**
- **Third section. World War II and the Cold War: rival superpowers.**
- **Final section. Current issues: globalisation and development.**

**Assessment Items**

| Essays / Written Assignments | One to three written assignments, which might include minor or major essays, tutorial papers, book reviews, essay proposals, bibliographies or other similar exercises, totalling 1,000 - 3,000 words, 50 - 75%. |
| Examination: Formal | Formal exam or class test, as specified in the course guide, 15 - 40%. |
| Group/tutorial participation and contribution | Class participation demonstrating preparation and involvement, worth 10%. |
| Other: (please specify) | Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course guide available within the first two weeks of semester. |

**Assumed Knowledge**
None

**Callaghan Campus Timetable**

**HIST1070**

**WORLD IN THE TWENTIETH CENTURY**
Enquiries: School of Humanities and Social Science
Semester 2 - 2007

| Lecture and Tutorial | Monday 11:00 - 13:00 [GP2-1] | Commence Week 2 |
| or | Monday 14:00 - 15:00 [GP2-18] | |
| or | Monday 15:00 - 16:00 [GP2-18] | Commence Week 2 |
| or | Tuesday 10:00 - 11:00 [GP3-20] | Commence Week 2 |
| or | Monday 16:00 - 17:00 [GP3-20] | Commence Week 2 |
| or | Monday 17:00 - 18:00 [GP3-20] | Commence Week 2 |
| or | Tuesday 11:00 - 12:00 [GP2-18] | Commence Week 2 |

**Plagiarism**

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:
- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed.
Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be received in the Student Hub no later than ten working days prior the first date of the examination period
Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 2 courses: 31 August 2007

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

**Faculty Information**

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The Student Hubs are located at:

**Callaghan campus**

- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

**City Precinct**

- City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

**Faculty websites**

Faculty of Education and Arts

http://www.newcastle.edu.au/faculty/education-arts/

**Contact details**

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

The Dean of Students

Resolution Precinct

Phone: 02 4921 5806

Fax: 02 4921 7151

Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm
NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Further Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students

School of Humanities and Social Science
HIST1070
THE WORLD IN THE TWENTIETH CENTURY

Lecturer/Tutor
Dr Chris Valiotis
Macmullin Building LG16a
Office Telephone: 4921 5171
e-mail: Christopher.Valiotis@newcastle.edu.au
Consultations: Tuesday 12-1, (or by appointment)

THE COURSE
HIST1070 is a first year course and offers students an overview of history in the twentieth century. It is also an excellent ‘feeder’ course into any of the modern upper level subjects offered by the School of History.

The course examines major events and features of twentieth century world history. These include modernism, colonialism, nationalism, war, revolution, liberalism, communism, fascism, mass production, the Cold War, decolonisation, civil rights, ideological conflict, migration, cultural identities, consumption culture, communications, globalisation, and environmentalism.

COURSE OBJECTIVES
Students will be encouraged to:
• think creatively about, and reflect critically on the nature of, the twentieth century world
• critically assess the arguments and debates of historians and other writers/researchers in the field
• make good use of their research time in preparation for major items of assessment
• develop strong written and oral skills

ADDITIONAL INFORMATION

Lectures:
The weekly lecture is held on Monday (beginning 16 July) from 11am to 1pm in lecture theatre GP2-1. Students are encouraged to attend all lectures as they will not be tape recorded. Lecture summaries may be available on Blackboard.

Tutorials:
Tutorial classes are crucial to the learning process, and it is imperative that students do not miss any of them unnecessarily. Attendance in tutorials will be recorded, and medical certificates will be requested if students miss more than three tutorials during term.

It is important to prepare for tutorials. A good preparation involves reading and critically thinking about the required readings for the week. Of course, students are encouraged to read beyond the set readings. There will be no class presentation, but every student will be expected to engage in a ‘vigorous’ class discussion. So, do not be afraid to contribute to the class discussion. You will be amongst peers and friends in a very supportive academic environment. Listen to what others have to say and, in turn, others will listen to you. Do not let this opportunity pass you by. Participate and you will feel rewarded.

Key points to bear in mind when preparing for, and participating in, tutorials include:
• Make tutorials interesting by reading sources, thinking about them and raising questions.
• Students are expected to read ‘around’ the tutorial subjects, and look up those words/concepts that are not clear. If something is not understood, find out more about it and raise it in the tutorials.

• Tutorial marks will be allocated on the quality of student participation.

• Overcome shyness and talk in tutorials. There are no ‘stupid questions’. If something is unclear, raise it in class and discuss its relevance. Public speaking is a matter of practice — the more you do it, the easier it gets.

Assessment:

All assignments are to be typed (double-spaced with sufficient margins for markers to comment) and handed to the tutor, with the appropriate cover sheet, by the due date. Essays can only be emailed or sent by mail with the express permission of the course coordinator.

Extensions:

Extensions for written work will only be granted in special circumstances, and will require written evidence (such as a medical certificate), if necessary, and the official approval of the course coordinator. It is a matter of courtesy to contact the course coordinator before the due date of the essay if an extension is required. The Faculty’s policy states: ‘assignments submitted after the due date without an extension of time or after the expiry of an extension of time may incur a minimum penalty of 5% per day and up to 25% per week of the maximum value of the assignment’ http://www.newcastle.edu.au/faculty/educ-arts/studentguide/policies.html (18 December 2003).

General comments on written assignments:

Assignments must be written in clear, error-free English. Written work with a great amount of spelling or grammatical mistakes will be returned for resubmission. For assistance with essay writing, please make use of the learning facilities provided by the university. Consult handbook or web for location
Note: All written work must use non-discriminatory language. Discriminatory language is that which refers in abusive terms to gender, race, age, sexual orientation, citizenship or nationality, ethnic or language background, physical or mental ability, or political or religious views, or which stereotypes groups in an adverse manner that is not supported by evidence. This is not meant to preclude or inhibit legitimate academic debate on any issue; however, the language used in such debate should be non-discriminatory and sensitive to these matters.

Footnotes and bibliography:

Footnotes and bibliographies must be in the correct format, using Chicago-style footnoting as detailed in the course guide. Essays with inadequate footnoting will not be accepted and will have to be resubmitted.

The following points are important:

• Footnotes must be at the bottom of each page, NOT at the end of the essay (these are called ‘endnotes’, not footnotes). Note that there are several different styles of footnoting, and that different disciplines use different styles (historians, sociologists, linguists, etc, use different styles to conform to international conventions in their field). It is important that you conform to the style of your field.

• Footnotes should be used to indicate the source of all direct quotations. At the same time, all quotations not from primary sources should be kept to a bare minimum: arguments from secondary sources should be summarized/paraphrased and not written at length.

• Footnotes should also be used to acknowledge the ideas of others, or when interpretation or information is contentious in some fashion. If all the information and ideas in a particular paragraph are from the same source, then one footnote at the end of the paragraph is sufficient. Ordinarily, almost every paragraph will have at least one footnote.
— except for the introduction, conclusion, and any paragraphs that are primarily based on your own observations.

• A bibliography must be attached to the essay (on a separate sheet of paper). The bibliography should list, in alphabetical order of author or editor’s surname, all works which have substantially contributed to the writing of the essay. It should also include all works cited in the footnotes, or that otherwise proved crucial to the overall writing of the paper.
MORE DETAIL ON INDIVIDUAL ASSIGNMENTS:

First, a note on Primary and Secondary Sources: Ideally, research essays should be based on a variety of evidence, and should contain both primary and secondary sources. Historians often divide material into ‘primary’ and ‘secondary’ sources. Broadly speaking, primary sources are those that were produced at the time under discussion by an observer or participant, while secondary sources were produced later, and may be based on a variety of primary and other secondary material. Newspaper reports, diaries and official reports are usually classed as primary material, while works of analysis produced by historians and others are usually considered secondary material. There are many grey areas: if, for example, one was to investigate changes in interpretations by twentieth-century historians of the French Revolution, then the works produced by those twentieth century historians will become ‘primary’ sources, even though in most other cases they would be considered ‘secondary’ sources. Primary and secondary sources are useful in different ways and for different reasons. Historians generally use both types of material when producing analytical essays or books. Neither is ‘objective’ or ‘unbiased’. Contemporary participants and later observers alike have their own perspectives on a particular event or question, and all historical sources are conditioned by the circumstances under which they were produced. Primary sources may convey certain things more effectively: individual experiences and beliefs, ‘private’ matters, and emotions, for example. Secondary sources may be better at placing an event or an issue in a broad context, and at conveying the ‘big picture’. Students should practice identifying primary and secondary texts in the reading lists provided in the course guide.

Textbook:


Recommended Text:


Other reading material:


**ASSESSMENT**

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>15%</th>
<th>Weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated Bibliography (1000-1200 words)</td>
<td>25%</td>
<td>Due Week 6 Tutorial 5 pm</td>
</tr>
<tr>
<td>Major Essay</td>
<td>40%</td>
<td>Due Week 13 Tutorial 5 pm</td>
</tr>
<tr>
<td>Class test (1 hour)</td>
<td>20%</td>
<td>In lecture time, Week 14</td>
</tr>
</tbody>
</table>

**Class Participation:**

Students will be assessed on their ability to communicate historical themes and ideas to other members of the class. It is important for all students to actively participate in weekly discussions. Marks will be allocated on the basis of student performance and conduct in the course. This involves students critically engaging with and assessing written material relevant to the week’s topic. It does not involve them merely turning up and quietly waiting for the hour to pass.

**Annotated Bibliography:**

The annotated bibliography is the first of the written assignments for the course. It should be viewed as a preparation for the major essay. Students are required to assess the relevance of scholarship related to the major essay question of their choice and to briefly review it.

**Length:** 1000-1200 words

**Instructions:**
1. Provide a brief overview of each research item.
2. Assess its relevance to the topic.
3. There should be no less than 6 sources consulted.
4. Of these 5 have to be journal articles or books (either 3 of the former and 2 of the latter, or vice versa)
5. You must include at least one relevant scholarly web reference.
6. Make an effort to refer to recent scholarship.

**Major Essay:**

The essay must make use of at least 10 appropriate sources. These should include articles or books or some other comparable source. Sources from the internet should be kept to a minimum. No more than 20% of the bibliography should comprise of sources retrieved from the internet.

**Length:** 2000 words

**Instructions:**
1. References should be footnoted, always with the page numbers included.
2. Double space the narrative (single space indented quotes) using 12 point font.
3. Every page should be numbered.
4. A bibliography must be added to the essay.
5. Proof read the essay before submitting it to be marked.
6. A School of History cover sheet should be attached to the front of the essay.

Some basic guidelines for essay writing:
• Researching your essay. This involves the selection and collection of relevant materials. Take notes that include the important elements of what you are reading: concepts, ideas, details of events and other descriptive information, as well as quotations or paraphrased summaries, which relate to your topic. Make sure that you clearly indicate, in your own notes, those pieces of information that are straight quotes from your sources: this will help you avoid plagiarism when writing your essay.

• Planning your essay. Your sources and relevant information must be organized. Draw up a one or two page plan of the essay using headings and sub-headings.

• Writing the essay. Remember that you are analysing, evaluating, criticizing and arguing, not just summarizing, narrating and describing. You are not only trying to answer the question in a structured fashion, but to engage critically with the question and with your sources. Make sure that you substantiate your analysis throughout the essay. Generalizations need to be supported with specific information and examples. It is useful to start with an introduction, which devotes a paragraph or two to:
  • noting what question you are answering
  • explaining how you intend to answer it, and
  • very generally pointing to the direction of your answer

The essay should also have a conclusion: this is a final paragraph that brings together the various themes or elements of the essay.

A good research essay has the following attributes:

• it has clearly answered the question
• it has considered a wide range of primary and secondary sources and has adequately referenced them.
• it has a clear argument and a good structure (paragraphs follow each other logically, there are no repetitions, links are clearly made between various ideas)
• it is written in clear and correct prose (there are no spelling and grammar mistakes, and it is easily understood)

N.B. You are expected to do much more reading than what is included in the weekly reading list for each essay. Essays that are based solely on the weekly reading material have little chance of passing. If you are not sure that the material you have gleaned on your own is adequate, you are most welcome to discuss it with the course co-ordinator.

**IMPORTANT**

• Your essay must be written in clear, error-free English. You may lose marks if it is not, and essays with a great amount of spelling or grammatical mistakes will be returned for resubmission. If you need help with essay writing, please make use of the learning facilities provided by the University. This service is free for students at all levels, and it runs classes on essay writing, research methods, note-taking etc.
• You must use non-discriminatory language in all your work.
• Footnotes and bibliographies must conform to the footnoting conventions outlined below.
• Any work that is not thoroughly referenced has very little chance of passing.
• Work that has no references will fail.

School of Humanities and Social Science
Referencing Guide

Below is a short guide to the referencing system used by the History Discipline. You can also check the Assignment Cover Sheet for further information. This section is taken from ‘How to Write History Essay’ which will be available through Blackboard.

G. Examples of Footnote and Bibliography Entries

In the following examples, FN indicates the footnote form of a reference and B indicates the same reference as it should appear in your Bibliography. Some points to note:

- Do not use the terms, ibid., op. cit. or any other latinism. Instead, use brief titles for all subsequent references.

- Provide the city (not the suburb or country) of publication.

**Book**


**Journal Article**


**Other Examples**

**Translated Book**


**Chapter in an edited book**


**Book in a series**


**Multivolume work**


**Magazine or Newspaper Article [Published monthly or daily]**

FN 1. Patrick Carey, “Home at Last,” *Irish Daily Independent* (Dublin), 16 June 1904. [If the newspaper is cited only once, there is no need to include it in bibliography. If references are more frequent, the bibliography should list the periodical with the time range consulted for research in the essay.]

B *Irish Daily Independent* (Dublin), 1900-1914.

**Thesis or Dissertation**


**Electronic Sources**

To cite sources available via the World Wide Web, give the author’s name (if known), the full title of the work and any reference number, the nature of digital source, the full web address, and the date of your visit (since web sites change rapidly).


**Subsequent references**

If there are subsequent references to works that have already been cited refer to the work by surname, short title and page number. Do not use Ibid. or any other Latin abbreviation for immediately following references; just repeat the short title citation:


**H. Further Reading**

**Books**

Major Essay Questions:

1. What was the relationship between gender and colonialism?
2. To what extent did the concept of the ‘White Man’s Burden’ influence European attitudes towards the ‘colonies’?
3. Assess the causes of the First World War. Was imperial rivalry the major factor?
4. To what extent did the First World War impact on the position of women in the workforce in Europe?
5. Why did Asian nations receive independence from European powers before African nations? Focus your answer on at least one nation from each region.
6. To what extent is imperialism a useful concept for understanding world history in the twentieth century as a whole?
7. To what extent have Western perceptions of the wider world been distorted by a Eurocentric vision of history?
8. How can the collapse of communism in the late 1980s be explained?
9. Was fascism simply a more radical form of nationalism or something else? Refer your answer to the movements and regimes that can be described as fascist.
10. Why did liberalism decline in popularity after the First World War and during the Great Depression?
11. Is globalisation the same as Americanisation?
12. To what degree can 9/11 be said to be exceptional? Discuss by comparing it to other acts of terrorism in the 20th Century.
13. To what extent can warfare be considered a logical consequence of nationalism?
14. To what extent can genocide be considered a logical consequence of nationalism?
15. Why can the end of the Cold War be said to have made the world a more dangerous place?
16. To what extent can both world wars be seen as the causes of American hegemony?
17. Has the influence of the media in the late twentieth century served to enhance democracy or inhibit it?
18. Can improvements of technology explain the horrendous violence of the twentieth century or are there other reasons? Discuss with reference to two genocides.
19. Can the twentieth century really be said to be ‘the American Century’? Critically analyse this claim, departing from Henry Luce’s article of the same name.
20. In what ways is the nation-state threatened by globalisation? How have nation-states attempted to address the apparent threat posed to their relevance by globalisation?

Class Test:

The Class test will take place during the final lecture in Week 14. It will run for 1 hour and may comprise of both a short answer component and an essay component. A discussion on the class test will take place during the lecture in Week 13.
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<thead>
<tr>
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<th>DATE</th>
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<th>TUTORIAL</th>
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<tbody>
<tr>
<td>1</td>
<td>16 July</td>
<td>Introduction</td>
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<tr>
<td>2</td>
<td>23 July</td>
<td>Modernism, Technology, Race &amp; Nation</td>
<td>Introduction &amp; organisation</td>
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<td>3</td>
<td>30 July</td>
<td>Imperialism</td>
<td>Modernism, Technology, Race &amp; Nation</td>
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<tr>
<td>4</td>
<td>6 August</td>
<td>The First World War / The Russian</td>
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<td></td>
<td></td>
<td>Revolution</td>
<td></td>
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<tr>
<td>5</td>
<td>13 August</td>
<td>Mass culture, production &amp; consumption / The Great Depression</td>
<td>WWI / The Russian Revolution</td>
</tr>
<tr>
<td>6</td>
<td>20 August</td>
<td>Political authoritarianism: fascism &amp; communism</td>
<td>The 1920s and 1930s</td>
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<td>7</td>
<td>27 August</td>
<td>WWII (Europe &amp; Asia)</td>
<td>Political authoritarianism</td>
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<td>3 September</td>
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<td>WWII</td>
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<tr>
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<td>10 September</td>
<td>The 60s: civil rights, ethnic conflict &amp; holy war</td>
<td>Cold War / Decolonisation</td>
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<td>10</td>
<td>17 September</td>
<td>Oil, the Middle East &amp; the Iranian Revolution</td>
<td>Civil rights &amp; ethnic conflict</td>
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<td>11</td>
<td>24 September</td>
<td>Capitalism in Asia / The end of history?</td>
<td>Oil &amp; the Middle East</td>
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<td></td>
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<td>1 October to 12 October</td>
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<tr>
<td>12</td>
<td>15 October</td>
<td>Globalisation / the information age / science</td>
<td>The end of history?</td>
</tr>
<tr>
<td>13</td>
<td>22 October</td>
<td>Environmentalism / The clash of civilisations?</td>
<td>Globalisation / Science / the Environment</td>
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<tr>
<td>14</td>
<td>29 October</td>
<td>Class Test</td>
<td>No tutorials</td>
</tr>
</tbody>
</table>
**TUTORIAL GUIDE**

**Week 1:** No tutorials

**Week 2:** Introduction & organisation

**Week 3:** Modernism, Technology, Race & Nation

FOCUS QUESTIONS: What defined early 20th century modernity? How did this differ in the west and in colonized countries? Was social Darwinism a justifiable rationale for European ‘supremacy’ in the early part of the century? How was it justified? How was it challenged? How did nation-states arise? What are national communities and national narratives? Are these terms purely ideological or are there sound historical reasons for their emergence?

**Readings**


**Further Readings**


**Week 4:** Imperialism

FOCUS QUESTIONS: What is imperialism? How many versions of imperialism are there? Is imperialism a useful concept for understanding world history in the 20th century?

**Readings**

Goff, Moss, Terry, Upshur, 32-93.

**Further Readings**


**Week 5: WWI / The Russian Revolution**

FOCUS QUESTIONS: What were the causes of the First World War? What were its consequences? Who were the main protagonists/antagonists? What were their motives? What impact, if any, did notions like modernity, science, race, nation, and imperialism have on the First World War? Was the First World War a ‘total war’? What was the Russian Revolution? How did it come about? What was its relationship to Marxism? Can any of the themes looked at so far in tutorials help us to better understand the Russian Revolution?

**Readings**

Goff, Moss, Terry, Upshur, 94-148.

**Further Readings**


Eric Hobsbawm, ‘Total War’ in Age of Extremes.


**Week 6: The 1920s and 1930s**

FOCUS QUESTIONS: What were the outcomes of the Treaty of Versailles? To what extent was liberalism challenged in the period between the two world wars? What impact did the Great Depression have on domestic and international relations? What was the ‘New Deal’? What changes took place in the world outside of Europe and the USA?

**Readings**

Goff, Moss, Terry, Upshur, 149-217.

**Further Readings**

Richard Bessel, Germany After the First World War, 1995.


M. C. Yapp, The Near East since the First World War, 1996.

**Week 7: Political authoritarianism**

FOCUS QUESTIONS: What is meant by the word totalitarianism? To what extent was the world under the hold of totalitarianism in the lead up to World War II? What is fascism? Can fascism be said to have existed outside of Europe? How can we explain the theory behind, and the violence of, communism?

**Readings**

Goff, Moss, Terry, Upshur, 218-242.

**Further Readings**


**Week 8: WWII**

FOCUS QUESTIONS: What brought about World War II? Who were its chief protagonists/antagonists? Did the world not learn from the First World War? What were the outcomes of World War II? What role did ideology, economics, and technology play in some of those outcomes?

**Readings**

Goff, Moss, Terry, Upshur, 243-264.

**Further Readings**


**Week 9: The Cold War / Decolonisation**

FOCUS QUESTIONS: When did the Cold War begin? Did the Cold War not heat up anywhere in the world? What do you make of terms like the ‘First World’, the ‘Second World’, and the ‘Third World’? What impact did the Cold War have on the economies of Latin America, Africa, and Asia? What is meant by the term ‘decolonisation’? Just who and what was decolonised after World War II? How did decolonisation change domestic and international relations? Did it improve the experiences of many?

**Readings**

Goff, Moss, Terry, Upshur, 282-287, 291-367.

**Further Readings**


**Week 10: Civil rights & ethnic conflict**

FOCUS QUESTIONS: When did ‘civil rights’ emerge? What is meant by the ‘politics of race’? What sustains inequality around the world? How are ethnicities constructed? Why do ethnic conflicts occur? Have they helped raise awareness of ethnic issues, or have they stymied development and progress? What place does ethnicity have in the national imagining? Are we all ethnic or something other?

**Readings**


**Further Readings**


**Week 11: Oil & the Middle East**

FOCUS QUESTIONS: Why is the control of oil so crucial to the interests of many? Has oil fuelled the industries and political motives of 20th century statesmen? What brought about the Arab-Israeli conflict, and what sustains it? Is all the tension in the Middle East directly related to oil and religion? Does the notion of ‘orientalism’ help to clarify the political realities of those in the Middle East?

**Readings**

Goff, Moss, Terry, Upshur, 368-392.

Reynolds, 369-402.

**Further Readings**


*In addition, refer to the writing of Edward Said, particularly his work on Palestine and orientalism.

**Week 12: The end of history?**

FOCUS QUESTIONS: What is meant by the ‘end of history’? Did history really end with the fall of communism? Was the expression somewhat prematurely made? Is it an example of triumphalist rhetoric on the part of those who uphold it as a mantra? If history has ended, how do we account for more recent political conflicts and global challenges? Why are we so concerned with the rise of ‘fundamentalisms’ and the ‘clash of civilisations’ if liberalism has triumphed? Is there irony in any of those concerns?

**Readings**

Reynolds, 539-643.

**Further Readings**


* In addition, refer to the works of Immanuel Wallerstein & Samuel Huntington on international systems and the ‘clash of civilisations’.

**Week 13: Globalisation / Science / The Environment... & the 21st Century...**

FOCUS QUESTIONS: What is globalisation? Does it simply mean Americanisation? Was the 20th century the ‘American Century’, or was it more complicated than that? Is the ‘Information Age’ sustaining or removing domestic and international rivalries? How are recent scientific discoveries changing human experiences and international relations? Is the environment something to be concerned over? Why has it been ignored for so long, or has it? Where do we go from here?

**Readings**

Reynolds, 494-538, 644-692.

**Further Readings**


**Week 14: No Tutorials**