HIST1070
THE TWENTIETH CENTURY IN WORLD HISTORY

Course Outline

Course Co-ordinator: Dr Chris Valiotis
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Consultation hours: Tuesday, 12.30-2.00

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 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


Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>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%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Formal</td>
<td>Formal exam or class test, as specified in the course guide, 15 - 40%.</td>
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<tr>
<td>Group/tutorial participation and contribution</td>
<td>Class participation demonstrating preparation and involvement, worth 10%.</td>
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<tr>
<td>Other: (please specify)</td>
<td>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.</td>
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</tbody>
</table>

Assumed Knowledge

None
Callaghan Campus Timetable  
HIST1070  
WORLD IN THE TWENTIETH CENTURY  
Enquiries: School of Humanities and Social Science  
Semester 2 – 2008

<table>
<thead>
<tr>
<th>Lecture and Tutorial</th>
<th>Monday Time</th>
<th>Location</th>
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<tbody>
<tr>
<td></td>
<td>11:00 - 13:00</td>
<td>[GP2-1]</td>
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<tr>
<td>or</td>
<td>14:00 - 15:00</td>
<td>[GP2-18]</td>
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<td>or</td>
<td>15:00 - 16:00</td>
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<td>or</td>
<td>10:00 - 11:00</td>
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<td>or</td>
<td>16:00 - 17:00</td>
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<td>[GP3-20]</td>
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<tr>
<td>or</td>
<td>11:00 - 12:00</td>
<td>[GP2-18]</td>
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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 independently.

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.

**Marks and Grades Released During Term**

All marks and grades released during the term are indicative only until formally approved by the Head of School on the recommendation of the School Assessment body.

**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](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 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. In the first instance, students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer or their Program Executive if studying in Singapore.

**Changing your Enrolment**

The census dates below are the last dates to withdraw without academic penalty. For onshore students, withdrawal on or before the census date means no financial penalty.

- For semester 1 courses: 31 March 2008
- For semester 2 courses: 31 August 2008
- For Trimester 1 courses: 18 February 2008
- For Trimester 2 courses: 9 June 2008
- For Trimester 3 courses: 22 September 2008
- For Trimester 1 Singapore courses: 3 February 2008
- For Trimester 2 Singapore courses: 25 May 2008

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 or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online, please refer to myHub - Self Service for Students

[https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)

**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.

**Important Additional Information**

**Written Assignment Presentation and Submission Details**

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/study/forms/
- **Assignments should be handed to the lecturer on the due date.**
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.

- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

- Annotated Bibliography (1000-1200 words)
- Major Essay (2000 words)

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Academic Integrity**

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes

- copying, paraphrasing, or using someone else's ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
• working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) 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 - http://www.newcastle.edu.au/policylibrary/000608.html

**Penalties for Late Assignments**

Assignments submitted after the due date, without an approved extension of time will be penalised by the *reduction of 5% of the possible maximum mark* for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted *more than ten days* after the due date will be awarded *zero marks*.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

**Special Circumstances**

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

**No Assignment Re-submission**

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**Re-marks & Moderations**

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student's final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style

Note: Revise/replace with a statement on your preferred style.

In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html
Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html

<table>
<thead>
<tr>
<th>Grading guide</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question and capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
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</table>
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 12.30-2.00, (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, nor will they 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 examples, 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 Texts:


Other reading material:


**ASSESSMENT**

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Weight</th>
<th>Due Date Details</th>
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<tbody>
<tr>
<td>Class Participation &amp; Discussion Thread</td>
<td>20%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Annotated Bibliography (1000-1200 words)</td>
<td>20%</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>
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**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.

**Discussion Thread**

At the conclusion of each tutorial a question will appear on Blackboard. Students will locate the question by accessing the Discussion tab. Each student is required to respond to the question or to comments made by other students at least once. This is a way to extend discussion beyond the tutorial class. There are no limits in relation to length and number of responses.

**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 http://home.newcastle.edu.au/centre/elfsc/lsp/index.html
• 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.

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:

2. Macintyre, Concise History of Australia, p. 35.


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 will 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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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**

Keylor, 1-36 & 179-189.

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**

Keylor, 39-83.

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

Keylor, 84-156.

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

Further Readings


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

Keylor, 157-230.

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

Keylor, 157-230.
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

Keylor, 233-404.

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

Further Readings


Week 10: Civil rights, political radicalism & alternative visions

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

Keylor, 365-404 & 423-467.


Further Readings


Week 11: Oil, the Middle East & the Iranian Revolution

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? Why did the Iranian Revolution come about? Can the sole cause for the revolution be attributed to events that took place in Iran at the time? Why did the west perceive the revolution as threatening? How did the revolutionaries themselves view the west?

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: Capitalism in Asia / 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? Does the growth of thriving capitalist economies in Asia support the ‘end of history’ thesis?

**Readings**

Keylor, 392-404 & 407-489.

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**

Keylor, 490-512.

Reynolds, 494-538, 644-692.

**Further Readings**


**Week 14: No Tutorials**