The University of Newcastle  
Faculty of Education and Arts  
School of Humanities and Social Science  

Student Focus are located at:
Level 3, Shortland Union, Callaghan  
Level 2, Student Services Centre, Callaghan  
Ground Floor, University House, City  
Ground Floor, Administration Building, Ourimbah

-----

HIST1070 - The World in the Twentieth Century  
Course Outline

Course Co-ordinators: Ashley Carr & Peter Henderson  
Room: MCLG 17a  
Ph:  49215217  
Fax:  49216940  
Email: Ashley.Carr@newcastle.edu.au or Peter.Henderson@newcastle.edu.au  
Consultation hours: Tuesdays 12.00 – 2.00pm or by appointment

Course Overview

Semester  
Semester 2 - 2006

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 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 Outline Issued and Correct as at: Week 1 Semester 2 2006

CTS Download Date: 20/06/2011
Course Content
. Introduction. Themes in world history
. Third section. World War II and the Cold War: rival superpowers.

Assessment Items

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

Assumed Knowledge
None

Callaghan Campus Timetable

HIST1070
WORLD IN THE TWENTIETH CENTURY
Enquiries: School of Humanities and Social Science
Semester 2 - 2006
Lecture and Tutorial Monday 11:00 - 13:00 [GP2-1] Commence Week 2 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

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 - http://www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.pdf

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 on the prescribed form.


Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the 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 lodged no later than 5 working days before the date of the examination.

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 2006

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. 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 the Student Enquiry Centre.

To change your enrolment online, please refer to [http://www.newcastle.edu.au/study/enrolment/changingenrolment.html](http://www.newcastle.edu.au/study/enrolment/changingenrolment.html)

**Contact Details**

**Faculty Student Service Offices**

**The Faculty of Education and Arts**

Room: GP1-22 (General Purpose Building)  
Phone: 02 4921 5314

**Ourimbah Focus**

Room: AB1.01 (Administration Building)  
Phone: 02 4348 4030

---

School of Humanities and Social Science
The Dean of Students
Dr Jennifer Archer
Phone: 02 4921 5806
Fax: 02 4921 7151
resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Dr Bill Gladstone
Phone: 02 4348 4123
Fax: 02 4348 4145

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

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate 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:
• http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm
Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: 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, 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.
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.

Submission:
- **Type your assignments**: All work must be typewritten in 12 point black font. Leave 2.5cm wide margins and use double spacing, and include page numbers. All your written work will be submitted and marked via Turnitin which is accessed via Blackboard.
- **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.
- **HIST 1070 coversheet**: All assignments must be submitted with the course coversheet which is provided in Blackboard.
- **Do not fax or email assignments**: Only copies of assignments submitted through Turnitin will be considered for assessment. Full instructions for the submission of assignments can be found in the detailed course guide later in this document.
- **Keep a copy of all assignments**.

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.

Special Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student Focus.
http://www.newcastle.edu.au/study/forms/index.html

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

Return of Assignments
Students will be able to access their assignments through the Turnitin function within Blackboard.

Preferred Referencing Style
A full guide to referencing in history can be found at the end of this guide.

Student Representatives
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

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 can be found at:
<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<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 a 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, a 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, and 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>
</tbody>
</table>
The World in the Twentieth Century

Detailed Course Guide

Lewis Hine, Albanian Immigrant to the United States, Ellis Island, 1905
WELCOME TO THE COURSE.

The twentieth century was arguably the most destructive, violent, creative, safe and dangerous century in the history of humanity. Forces were unleashed that caused the deaths of millions though paradoxically advances in technology and medicine also saved the lives of millions as the century progressed. At no other time in history, except perhaps our current century, has change occurred so rapidly and with such enormous effect. From the industrial age to the nuclear age, from daguerreotypes to digital, from colonialism to independence, the jazz age, modernism, feminism, civil rights, the spread of democracy, the spread of communism, the rise of nationalism, the rise of fascism, revolution, famine and global warming these all continue to shape our lives.

The following pages will give you a detailed introduction to the course and its requirements. We look forward to your participation in this exciting history course.

Ashley Carr and Peter Henderson
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 17 July</td>
<td>Introduction to the course</td>
<td>Introducing world history</td>
</tr>
</tbody>
</table>
| 2. 24 July | Imperialist rivalries  
Case studies in imperialism. Africa and India | The White Man’s Burden and reactions to it. |
| 3. 31 July | World War I  
Modernism | Science, technology and mass culture in the inter-war period. |
| 4. 7 August | The Russian Revolution  
Global Communism | Revolution and revolutionaries. |
| 5. 14 August | Great Depression  
Film: *Radio, Racism and Foreign Policy* | No tutorials. Assessment one due 5.00pm Friday 18 August. |
| 6. 21 August | The rise of Fascism  
Fascism as a global force | Fascism around the globe. |
| 7. 28 August | World War II in Europe  
World War II in Asia | War and memory. |
| 8. 4 Sept. | Origins of the Cold War  
McCarthyism around the globe | Ideology and the Cold War. |
| 9. 11 Sept. | Migration  
The rise of consumerism | The spread of American culture. |
| 10. 18 Sept. | Decolonisation and the Third World  
Science and technology in the twentieth century. | Essay consultation |
| 11. 25 Sept. | The Iranian Revolution  
The Arab-Israeli conflict | Crisis in the Middle East |
| **Mid-semester recess Monday 2 October to Friday 14 October.** | | |
| 12. 16 Oct. | The rise of Civil Rights  
The rise of dictatorships | The U.S. and Latin America |
| 13. 23 Oct. | Environmentalism  
The post Cold War world | Clash of civilisations? |
| 14. 30 Oct. | The twentieth century in forty minutes  
Exam preparation | No tutorials |
| **Examination period Monday 6 November to Friday 24 November** | | |
CONSULTATION TIMES AND COMMUNICATION:

We are available for consultations Tuesdays 12.00 to 2.00 or by appointment. Please email us to book an appointment. This course will also make extensive use of Blackboard, and you are encouraged to check it regularly for messages. It is also useful for us to be able to contact students via email, so make sure you check your studentmail address regularly.

LECTURES:

Lectures will be held on Mondays from 11.00 to 1.00 p.m. in lecture theatre GP2-1. There seems to be a strong correlation between regular lecture attendance and good marks, so you are encouraged to attend all the lectures. Lecture presentations will be available on Blackboard from the Lecture’s button.

TUTORIALS:

Tutorials are an integral part and a requirement of the course. You may be excluded from the course if you fail to attend regularly (you will be asked to provide medical certificates if you miss more than three tutorials).
You are required to prepare for the tutorial by reading and thinking about the material given in the reading guide, and you should come ready to initiate or contribute discussion on the topic. As well as being completely familiar with the content of the sources, you should be able to account for the discrepancies, if any, found amongst the sources, to comment on the reliability of the sources and you should also think about the ‘voices’ that may not have been included in the reading.

Please keep these important points in mind:

- You can make tutorials interesting by reading your sources, thinking about them and raising questions.
- It is an essential part of your training at University that you take initiative in research. In other words, you are expected to read ‘around’ the tutorial subjects, and look up those words/concepts that are not clear. If you can not understand something, find out more about it and raise it in the tutorials.
- Overcome shyness and talk in tutorials. There are no ‘stupid questions’. If something is unclear to you, you can be sure that several other people in the room are wondering the same thing. Raise your question, even if you think it is ‘dumb’: everyone else will be grateful you did.
- Public speaking is a matter of practice – the more you do it, the easier it gets.

**Textbook:**


This book is available for purchase at the Co-Op Bookshop in Newcastle CBD. Two copies are also available in the Short-Loans section of the library (note: it is possible to book reading material in advance over the internet, thus guaranteeing its availability when you are ready to do your reading).

This textbook is also connected to a website, which has further reading, online quizzes and other material. Although it will not be used for assessment in this course, the website might be useful for self-directed learning. Appropriate links will be put on blackboard. The general website address is: [www.mhhe.com/goff6](http://www.mhhe.com/goff6)
Other reading material:

Primary source material that must be read in preparation for tutorial discussion is available via the Tutorial Document’s button in Blackboard. A great number of general histories of the countries under consideration can be found in the library and a number of other sources are found on the web. It is part of your learning process that you identify the times when extra reading might be necessary and that you find relevant material. We will gladly take time to show you how to do this if you are unsure: come and see us during consultation hours or email us.

ASSESSMENT TASKS

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial participation</td>
<td>10%</td>
<td>Throughout the course</td>
</tr>
<tr>
<td>Document exercise (1000 words)</td>
<td>20%</td>
<td>Friday 18 August, 5 p.m.</td>
</tr>
<tr>
<td>Essay (2000 words)</td>
<td>40%</td>
<td>Friday 20 October, 5 p.m.</td>
</tr>
<tr>
<td>Exam (2 hour)</td>
<td>30%</td>
<td>In the exam period, between 6 and 24 November</td>
</tr>
</tbody>
</table>

Tutorial participation.

Your mark is given on the quality of your participation in tutorials.

Submission of written assignments

Both assignments for this course need to be submitted electronically. You will need to attach the HIST 1070 Course Coversheet to both your essays before submission. This is available in Word format at the Course Document’s button in Blackboard. Attach this to your essays. Submit your document exercise to the Document Exercise button in Blackboard. Submit your major essay to the Major Essay Button in Blackboard. Both pieces of work will be checked using the Turnitin Plagiarism Detection Software. You can check your essay’s originality as many times as you wish using Turnitin before the final submission date. Please note that second or subsequent submissions to Turnitin will take 24 hours before a new originality report is available. When you are satisfied with your essay there is no further action that needs to be taken and the essay you have submitted will be the one assessed. We strongly recommend that you submit your essays in Word format. If you use a different program you can save it as a RTF file and convert it at the university to Word format before submission.

Both assignments will be marked on-line and comments and grades will be available for you to read via Blackboard. We will give you full instructions and a demonstration during lectures at a time to be announced.
First assignment: document exercise (1000 words due Friday 18 August, 5 p.m.)

The document exercise asks that you provide a critical textual analysis of a historical text (a primary source), backed by relevant secondary source material. Historians use primary sources (i.e., sources written at the time of the event researched) in order to uncover the motives, understandings and preconceptions of the people living at a particular point in the past. However, the authors of these primary sources probably had a particular political or personal agenda, or only a limited amount of information. They did not aim to be objective, and thus their writing needs to be analysed and evaluated for reliability. For the historian, then, the ability to make a careful analysis and critique of any primary source is the most basic ‘tool of the trade’.

You will be given a choice of primary sources to choose from. These are available from the Document Exercise button in Blackboard. You, as the historian, are required to analyse one of them. Keep the following practical guidelines in mind.

1. Production of the text. Who, or what kind of person, produced the text? To whom was it addressed? What roles did the respective parties play in their society? What were the circumstances of its production?

2. Description. What kind of text is it? What mode of rhetoric (style of language) does it employ? What is its stated or implied intent?

3. Documentation. What events, people, institutions, attitudes, beliefs, values, etc. does the text reveal?

4. Scholarly. In what ways does the text corroborate or cast doubt upon other sources, primary and secondary, that deal with the same or similar subjects?

Your analysis should be written in essay form, that is, without headings and with footnotes and a bibliography.

Second Assignment: Research essay (2000 words, due Friday 20 October, 5.00 p.m.)

An essay is a well-researched, concise and well-structured report on a particular question. Researching and writing essays is a central part of all history courses, as it is throughout most of the Humanities and Social Sciences. For this course, you are required to write essays that are analytical as well as descriptive. This requires serious engagement with your source material. There are numerous guides to essay writing and referencing, and if you are not already an experienced essay writer you should consider acquiring such a guide. There will also be a tutorial devoted to essay writing skills in week 10. You will also have had feedback on the document exercise.
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:
a) noting what question you are answering
b) explaining how you intend to answer it, and
c) 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
- to do so, 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](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:


**H. Further Reading**

**Books**


Some possible essay questions include the following but you may wish to devise your own topic in consultation with your tutor by no later that Tuesday 19 October.

1. Discuss the concept of the ‘White Man’s Burden’, and comment on European attitudes towards the ‘Colonies’.

2. Compare and contrast interwar nationalist movements in China and India.


4. Assess the causes of World War I. Was imperial rivalry the major factor?

5. Account for the entry of the United States into World War I.

6. Discuss the impact of World War I on the position of women in the workforce in Europe.

7. Discuss the impact of modernism by evaluating the work of either Émile Durkheim and Max Weber or Pablo Picasso and Wassily Kandinsky.

8. Discuss the nature of fascism, and explain its international appeal in the 1930s.

9. Account for the rise of fascist movements in any two countries other than Italy and Germany.

10. Discuss the successes and failures of the Communist International in promoting international revolution in the interwar period.

11. Account for the rise of any two communist governments in Asia.

12. Extensive migration was a significant trait of the 20th century. Illustrate the reasons for migration, and the resulting tensions, with a case study of your choice. (For example, European migration to Australia, Japanese migration to the United States, Turkish migration to Germany)

13. Discuss the impact of Japanese Occupation in Southeast Asia.
14. Provide a critical discussion on the ideas and achievements of Ghandi, with particular attention to the international impact of his teachings.

15. Historians debate widely the reasons for the decision to use the atomic bomb against Japan in 1945. Analyse the reasons for America’s decision to use the bomb.

16. Compare and contrast the Occupation of Germany and the Occupation of Japan.

17. Discuss the emergence of ‘Neutralism’ during the Cold War.

18. The Korean War has largely disappeared from popular memory in the United States and Australia. Discuss the reasons for this ‘amnesia’.

19. Discuss the reasons behind the Hungarian uprising in 1956.

20. Discuss the positive and negative implications of the growth of international mass communication in the 20th century.

21. Evaluate European reactions to American consumerism in post World War II Europe.

22. Discuss the factors leading to the end of Apartheid in South Africa.

23. Analyse the tensions between secularism and religion in the Middle-East.


25. Discuss the reasons for the formation of the Israeli state.

26. Discuss the factors leading to the break-up of Yugoslavia from 1991 onwards.

27. Analyse the links between technological advances and population growth in the 20th century.

---

**Third assignment: Examination**

A 2-hour exam will take place during the examination period set by the university (6 to 24 November 2006). Please note that attendance at the examination is obligatory.

**Completion policy:**

You are required in this course to make a reasonable attempt to complete all parts of the assessment. In other words, you will not be able to pass the course unless you have completed every single assessment task.
Tutorial themes and questions

Week 1: Introducing World History.

In this introductory tutorial, we will discuss some of the issues that might arise in studying world history and we will consider some of the background to the twentieth century. We will also discuss tutorial participation and preparation, reading and note-taking skills and other practical matters. Please read:


Week 2: The White Man’s Burden

One of the great processes of the 20th century was colonialism, anti-colonialism, and decolonisation. For a long time, however, the question of imperialism and colonialism was treated mostly from the point of view of the coloniser, portraying the colonised as passive victims without considering how the experience of colonial rule was accommodated into local frameworks. Some questions to consider are: who was Rudyard Kipling and why did he write this poem? What prompted European imperialism and the colonisation of much of the world? How was European expansion justified or explained? What was the relationship between coloniser and ‘native’?

Textbook: Goff, Moss et al., *The Twentieth Century*, 42-93

Week 3: Science, technology and mass culture

As well as witnessing the butchery of World War I on the battlefields of Europe, the period between 1900 and 1930 is also distinguished by a number of developments in global culture. These trends include a growth of mass literacy, urbanisation and popular culture, and a re-evaluation, in a number of fast-developing countries, of the role of women. While the textbook provides the backbone for reflection on the World War I, we also consider in this tutorial the definition of urban modernity in other parts of the world.

As well as familiarising yourself with the causes of the World War I, consider how urbanisation and industrialisation in the beginning of the 20th century was changing culture. What led to demands that women participate more equally in politics and the workplace? How significant was mass culture in people’s lives? Is there a relationship between urbanisation and mass culture? What was modernism? Was it a radical departure?
Week 4: Revolutions and revolutionaries.

One of the great themes of 20th century history is that of revolution. The Russian Revolution provided a blueprint (though not a very practical one) for socialist revolution throughout the world, and the inspiration for a global fraternity of workers. As the basis of the ideological standoff of the Cold War which affected more than half of the 20th century, the Russian Revolution deserves particular attention. But was the ideology of communism and socialism really the basis of all revolutions, or was there another important force at work? And for all their idealism, to what degree were Russian, Chinese or Mexican revolutionaries able to change their society?


Week 5: no tutorials. First assignment is due Friday 18 August.

Oswald Moseley & the British Union of Fascists
Week 6: Fascism around the globe

The growth of fascism was a global phenomenon between the wars. Fascist or ‘proto-fascist’ parties were in evidence in countries as diverse as Lebanon, Australia, China, Ireland, Brazil and Scandinavia. But if Fascism was an international phenomenon, so was resistance to Fascism. This was demonstrated very clearly during the Spanish Civil War. The intervention of Hitler and Mussolini on Franco’s side, and the involvement of the Communist Internationale on the other, prompted volunteers from a number of countries to fight for their ideals on Spanish ground. As well as considering the nature of fascism, and of totalitarianism in the 1930s, this week we examine the motives of those who espoused the fascist cause. Some questions to consider are, how do you explain the emergence of these fascist movements around the world? How do you define fascism? What was the appeal of fascism across the world in the 1930s?

Textbook: Goff, Moss et al., The Twentieth Century, 218-242

Week 7: War and Memory

World War II, as the textbook highlights, was fought on many fronts. As the textbook also highlights, however, American and Europeans scholars tend to give more emphasis to the European theatre than the Asian-Pacific theatre. Australians, who remember particularly strongly the New Guinea campaigns but also the plight of POWs in Japanese hands, are more likely to remember the Japanese aggression of the World War II, and the fact that many of the battles were fought on the land of people who were not actually combatant countries. In this tutorial, we discuss war and memory: the ways in which our notions of war help shape society and how individuals and groups remember traumatic events such as World War II. This will be discussed in a number of contexts. Some questions to consider are reactions to the issue of Comfort Women in World War II. Why have we forgotten the Korean War? What are the differences between individual memories and national memories?

Textbook: Goff, Moss et al., The Twentieth Century, 243-269.

Week 8: Ideology and the Cold War

The second half of the 20th century was dominated by the Cold War, and post-war settlements had an immense impact on uneven economic development in Europe and Asia. But while ideology became the driving discourse of the Cold War – democracy and free enterprise versus revolutionary socialism – the rivalry between the two great superpowers that had emerged from the World War II, the USSR and the USA, was probably less about ideology than it was about the distribution of global power. Some questions to consider
are: how did the Cold War develop? Why did it never change into a ‘hot war’? Was the Cold War really about ideology alone? If not, then why were ideological discourses so important within the U.S. and the Soviet Union?

**Textbook:** Goff, Moss et al., *The Twentieth Century*, 270-312.

---

**Week 9: The spread of American culture.**

The 20th century has sometimes been called the American century. While America emerged as a world power in the 19th century it was not until after World War I that American culture and power became a dominant global force. This tutorial considers reactions to American power along with the reasons for its emergence. Some questions to consider are: in what forms has American culture manifested itself? What has been the reaction to American culture? What are some of the major features of American culture?

**Readings to be advised.**

---

**Week 10: Essay consultation**

Students are advised to prepare an essay plan to show their tutor.

---

**Week 11: Crisis in the Middle-East**

The Middle-East continues to dominate global media coverage in the early 21st century. Not only is the Arab-Israeli crisis far from resolved, but the region’s vast oil resources have given it prime importance in the Cold War and beyond. More recently, parts of the region have become targets in the ‘war against terrorism’, giving rise to much popular discussion (in Australia and the West in general) on the extent and impact of religious and cultural differences in those countries. In the wake of the war against Saddam Hussein in Iraq and the apparent quagmire coalition forces find themselves in it is even more important for us to revisit the history of the Middle-Eastern region in the 20th Century. Some questions to consider are: how did the state of Israel come to be formed in 1948? What were the characteristics of Arab nationalism? What was the impact of the Cold War on the Middle-East? What led to the 1990-1991 Gulf War? What is at issue in the Israeli-Palestinian conflict and why have previous attempts to reach resolution failed?

**Textbook:** Goff, Moss et al., *The Twentieth Century*, 368-392.
Week 12: The U.S. and Latin America

The United States emerged from the Second World War as the most powerful nation in the world. From the 1950s onwards, the economic achievements and the culture of middle-class consumerism of the United States were viewed with envy across the world. However, despite the amount of economic progress made in the wake of World War II, social and ethnic tensions have continually provoked domestic unrest. Latin America has been closely linked to the U.S. through the latter’s economic interests in the area. These interests have occasionally resulted in covert or overt armed intervention, and they have not helped to promote governments interested in social and economic reform. As a result, much of Latin America is still characterised by massive gulfs between rich and poor, as illustrated by the proximity in many of Latin America’s urban centres of shantytowns and luxurious townhouses. Some questions to consider are: what kind of social tensions plagued the U.S. in the 1960s? What was the Civil Rights movement, and where did it originate? Was social change promoted uniquely from the left in Latin America? What was the impact of the Cold War on Latin America? What prompted the militarisation of many Latin American nations from the 1960s onwards?


Week 13: Clash of Civilisations

Samuel Huntington has argued that the Christian West faces its greatest challenge in the post Cold War world from a resurgent and militant Islam. Another historian Francis Fukuyama argued in a now famous article that the end of the Cold War meant the end of history. The on-going crisis in Iraq, the ‘war on terror’, the rise of religious fundamentalism, the strains between the United States and much of the Arab world, the growth of Islamic fundamentalism in South-East Asia all seem to be great points of conflict in the world. Some questions to consider are: how convincing do you find Huntington’s thesis? How convincing do you find Fukuyama’s thesis? What tensions does the rise of fundamentalism in the late 20th century reveal?


Week 14: No tutorials.