



**UNSW**  
SYDNEY

Australia's  
Global  
University



# ARTS1271

History of the Present: The World since 1900

Term One // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Kama Maclean	Kama.maclean@unsw.edu.au	Mondays 3-4 or by appointment	MB366	93853665

#### Lecturers

Name	Email	Availability	Location	Phone
Ruth Balint	r.balint@unsw.edu.au			
Nick Doumanis	n.doumanis@unsw.edu.au			
Louise Edwards	louise.edwards@unsw.edu.au			
Anne O'Brien	anne.obrien@unsw.edu.au			
Nicholas Rasmussen	n.rasmussen@unsw.edu.au			
Zora Simic	z.simic@unsw.edu.au			
Jan Lanicek	j.lanicek@unsw.edu.au			

### School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *History*

Today, news headlines are dominated by the rise of populist leaders like Donald Trump, by stories of ethnic and racial tensions, political violence, war and conflict (especially in formerly colonised regions). The post-cold war period has witnessed the concentration of global wealth into fewer and fewer hands, Asia's return to the centre of world power, the rise of individualism and hyper-consumption, and a crisis of borders (most recently typified by Brexit and refugee crises), and as we face unprecedented environmental crisis, fuelled by global capital. How can history help explain such phenomena?

In *History of the Present*, you will explore how colonialism and decolonization, modernity and tradition, communism, fascism and liberalism, the rise of feminisms, the intensification of global exchanges, and environmental developments in the twentieth century profoundly shaped the present. We will focus on a 'long twentieth century' timeframe, starting with the Great War and ending with yesterday, to explore historical concepts such as continuity and change, significance and controversy.

Working with historians who specialise on the twentieth century, you will learn the skills of historical investigation and inquiry, to come to an understanding of how the last century explains, problematizes and deepens our understanding of the present.

### Course Learning Outcomes

1. Describe important turning points, people, ideas, and developments in world history
2. Evaluate and contextualise primary sources
3. Describe the contemporary relevance of aspects of this course
4. Answer historical questions using arguments and evidence
5. Explain one or more theories or methodologies used by historians
6. Submit original work, properly referenced according to disciplinary conventions

### Teaching Strategies

The course is designed to encourage you to draw on the recent past, particularly the twentieth century, in order to make sense of present-day conditions around the world. You will be introduced to, or be invited to further extend your understanding of, the benefits of applying a historical perspective to analysis of contemporary phenomena. The lectures will introduce the major events, themes and developments of the twentieth century and will do so in two main ways.

Firstly, the lectures will focus on key global events in a fairly chronological fashion, such as the world wars, the Russian revolution, and the rise of liberation movements (from anticolonial movements, to the women's and environmental movements), delivered by a range of specialist historians at UNSW.

Secondly, there will be a concurrent online series of lessons based on significant political ideologies in the twentieth century. In both formats, there will be an emphasis on evidence and historiography. In tutorials, you will participate in in-depth discussion of the scholarship and lecture material, guided by tutorial questions and the sharing of primary sources.

Our teaching strategy is to encourage your critical engagement with course material through class discussion, interactive online quizzes, written responses and a class test. The course will also help you develop your research and written and/ or verbal skills through a classroom facilitation exercise and a research essay which requires you to undertake independent research on a specific topic.

## Assessment

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Tutorial Presentation	10%	Weekly	1,2,4
Writing Exercises (2)	50%	08/03/2019 & 05/04/2019	2,4,5,6
Online Quizzes	20%	Weekly	1,2,3
Class Test	20%	29/04/2018	3,4

### Assessment Details

#### Assessment 1: Tutorial Presentation

**Start date:** 18/02/2019 09:00 AM

**Length:** 5 minutes (max.)

**Details:** Students are required to bring a primary source to class and present it, contextualizing it in the week's readings. Students will need to upload a powerpoint slide to Turnitin via Moodle, with the source, including its provenance (eg. Author, artist, where published, date, etc). Feedback will be given through Turnitin.

#### Additional details:

In the first tutorial, presenters will be assigned for the rest of semester. It is anticipated that two to three students will present their newspaper source each week. Please refer to exemplars on Moodle.

**Task:** Bring in a newspaper (or magazine) source related in some way to the tutorial topic and talk about it. In no more than five minutes, provide context and content analysis. While you may not always be able to identify the author, you can provide other publication details – name of the newspaper, date, location of the article/ section in the newspaper as a whole.

This is an informal presentation; you do not need to prepare a written paper (some may prefer to do so) – a few points that you can speak to will suffice.

**Some questions you may ask of the source include:** what is it about? How does it illuminate the period under consideration? What did the source encourage you to think about? How might it be used as a primary source in a wider history of the period?

You can interpret the source's relation to the period/ topic under investigation however you wish. For example, if we are looking at World War II, you may choose to discuss the letters pages following a particularly momentous turning point in the War; or you may choose to examine how the women's pages of a major newspaper were addressing the War (or not). It is a good idea to browse through a particular edition of a major newspaper to get a larger sense of the period and the newspaper's generic features. [This is easier to do with some online platforms than others] Cartoons are also acceptable, and photo features.

**Where to find the source:** The UNSW Library Catalogue is a great digital resource of major newspapers. We will be confined to newspapers written in English which is a limitation in terms of global reach: however, major newspapers do engage with worldwide news, including the independence of nations, the process of decolonization, the rise of nationalist movements throughout the world and so on.

The National Library of Australia's *Trove* resource is fantastic for Australian newspapers and magazines. Titles include *The Sydney Morning Herald*, *The Australian Women's Weekly*, *The Canberra Times* and many regional titles (most of their stories tend to be sourced from larger papers). The site allows you to PDF an entire issue (note newspapers were much smaller for much of the twentieth century than they are today) and to browse. The *Trove* link is: <http://trove.nla.gov.au>

The *Illustrated London News* (1842-2003) is particularly good for images, and the website offers a PDF function: <http://gale.cengage.co.uk/product-highlights/history/illustrated-london-news.aspx>

Below is a sample of newspapers available through the library catalogue via the ProQuest historical newspapers database

*The New York Times* (1851-2008): <http://search.proquest.com/hnpnewyorktimes?accountid=12763>

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

<http://search.proquest.com/hnpguardianobserver/advanced?accountid=12763>

*The Times of India* (1838-2003):

<http://search.proquest.com/hnptimesofindia/advanced?accountid=12763>

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

**How this assignment is assessed:** the purpose of this exercise is to get you excited about the possibilities of primary research, and to engage the class in discussion. You will receive a mark out of ten from your tutor shortly after the presentation, over email. You automatically receive five marks for turning up with your source. The scale then follows:

-5-6: Minimum requirements met, largely descriptive with little analysis.

-6-7: good work, solid description and historical context provided.

-8-9: a very good presentation in which the student showcased research skills and providing an illuminating discussion of the source.

-10: an excellent presentation: the student clearly approached the task with enthusiasm, and displayed analytical and descriptive flair in their talk.

**Common Question:** Do I need to bring copies of my source for the rest of the class? No. But **please upload your source to Moodle by 4.00pm the day before your tutorial**. This gives us time to read it ahead of time, and help engage the class in discussion of your source. One popular and recommended option is to use the computer facilities in the classroom to 'screen' the source to the class (eg. by saving it as PDF or power-point on a USB or going directly to the data base). Your tutor will show you ways to do this in Week 2.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## **Assessment 2: Writing Exercises (2)**

**Start date:** 08/03/2019 & 05/04/2019

**Length:** Exercise A: 800 words / Exercise B: 1000 words

**Details:** Students complete two responses to tutorial readings, analyzing a primary source in the light of a secondary source. One is 800 words, one is 1000 words (worth 20% and 30% respectively). Feedback is via individual comment from your tutor, via Turnitin.

**Additional details:**

These exercises constitute the first steps along the road to writing your research essay in two key ways:

1. By developing your skills in formulating an answer/ argument
2. In extending and refining your research skills.

For both these exercises, you will be marked on your ability to follow instructions, and to use the text to respond fully – but concisely – to the question. You are not expected to undertake any extra reading.

**Writing Exercise A: Gandhi, Tradition and Modernity**

*Due:* March 8, by 4pm

Submit your assignment to turnitin, under your tutor's name.

This exercise is in two parts: a 800 word response to the question; and a library research exercise. Referencing must be included and the footnote/bibliography method should be used. See <https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system>

**Part One.**

Read the selections from the primary source: M. K. Gandhi, *Hind Swaraj*, 1909 (on moodle).

And the secondary source: Robert Young, 'Gandhi's Counter-Modernity', *Postcolonialism: An Historical Introduction* (Oxford: Blackwell, 2001), pp. 316-334 (this was set for tutorial 2).

In 800 words (+/- 10%), write a response to the following question: Why and how did Gandhi's politics merge the traditional and the modern? Discuss with reference to both the primary and secondary source. You must reference your work, ie. with footnotes and bibliography. References are not included in the word count.

**Part Two.**

**Library Research**

Using the library catalogue and its online search engine, find and list five other sources that are relevant to this question, which could help you provide a response. You do not have to describe the sources, just list them using the format described at <https://student.unsw.edu.au/bibliography-or-list-references>. The purpose of this exercise is to demonstrate your ability to research using the library catalogue and to find appropriate materials.

**Writing Exercise B: Why did they kill? Debates about the Holocaust**

Due: April 5, by 4pm

Submit your assignment to turnitin, under your tutor's name.

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

### Part One

Daniel Goldhagen and Christopher Browning, whose writings were set for tutorial discussion in week 5, have two very different interpretations of what caused Germans to participate in the extermination of Jews in Nazi Germany. Goldhagen sees killers as 'willing executioners' and Browning sees them as 'ordinary men'.

Readings from Secondary Sources:

Daniel Jonah Goldhagen, *Hitler's Willing Executioners* (New York: Alfred A. Knopf, 1996); ch. 15 (and notes).

Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: HarperPerennial, 1993), ch. 18 (and notes).

Choose either Goldhagen or Browning and formulate a thesis statement, or description of their argument (no more than three or four sentences). Then list three clear sub-arguments found in the source in support of the thesis statement (just bullet points).

### Part Two

Read the Primary Source:

Felix Landau, 'Diary' in Ernst Klee, Willi Dressen and Volker Riess (eds), *The Good Old Days: The Holocaust as seen by its Perpetrators and Bystanders*, New York: Konecky and Konecky, 1998, pp. 88-106.

With reference to both the primary source and your chosen secondary source, explore the extent to which Landau's diary provides evidence for the thesis put forward by Goldhagen or Browning. In other words, based on your reading of Landau's diary, was he a willing executioner, or an ordinary man?

The final word count (for both parts) should be 1000 words (+/- 10%). Your assignment should be properly referenced. References are not included in the word count. You must have a bibliography in the correct format using the format described at <https://student.unsw.edu.au/bibliography-or-list-references> and use footnotes according to the Oxford system, described at <https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system>

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### Assessment 3: Online Quizzes

**Start date:** Not Applicable

**Details:** Based on the online classes that focus on significant political ideologies, or 'isms', students



complete a short quiz weekly. The quiz is interactive and feedback is immediate.

**Additional details:**

The online quizzes are embedded into the 'Isms' lecture series on Moodle. Each Isms lecture is broken up into segments, at the end of which is a multiple choice question. You can watch the lecture segments multiple times, but only get to answer the question once. Feedback is immediate. We recommend that you work through the Isms lectures on a weekly basis, as the content is calibrated to the lectures and tutorials.

**Turnitin setting:** This is not a Turnitin assignment

**Assessment 4: Class Test**

**Start date:** 29/04/2018

**Length:** 1000 words

**Details:** Students complete a timed online test in the final week of the course, responding to multiple choice questions and writing one short reflective essay. Students receive a mark and can consult with their tutor for further feedback.

**Additional details:**

The class test will be online and will require you to provide a concise response of approx. 1000 words to one of a list of questions reflecting on significant themes in the long twentieth century (worth 20%). The test will be released on, and must be completed within a two hour window on Monday, April 29

**Turnitin setting:** This is not a Turnitin assignment

## Attendance Requirements

Attendance of Lectures and Tutorials is mandatory in this course. Unexcused absence from more than 20% of Lectures and Tutorials will result in the award of a fail grade.

In Lectures and Tutorials, you will actively engage with core course content, enabling you to attain CLO 1.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 18 February - 24 February	Online Activity	<b>Isms Series: Modernism with Daniel Elam</b>
	Lecture	Introduction – Kama Maclean
	Lecture	Modernity – Nick Doumanis
	Tutorial	The Global Disorder
Week 2: 25 February - 3 March	Online Activity	<b>Isms Series: Imperialism with Gajendra Singh</b>
	Lecture	The Great War: Nick Doumanis
	Lecture	Anticolonial Nationalism: Kama Maclean
	Tutorial	Modernity
Week 3: 4 March - 10 March	Online Activity	<b>Isms Series: Nationalism with Nick Doumanis</b>
	Lecture	The Russian Revolution and Communism: Nick Doumanis
	Lecture	The Crisis of Interwar Democracy: Jan Lanicek
	Tutorial	Total Wars
Week 4: 11 March - 17 March	Online Activity	<b>Isms Series: Fascism with Judith Keene</b>
	Lecture	The Second World War: Anne O'Brien
	Lecture	Displacement and Refugees: Ruth Balint
	Tutorial	Communism and Fascism
Week 5: 18 March - 24 March	Online Activity	<b>Isms Series: Marxism with Louise Edwards</b>
	Lecture	The Cold War: Nicholas Rasmussen
	Lecture	Decolonisation: Kama Maclean
	Tutorial	Genocide
Week 6: 25 March - 31 March	Online Activity	<b>Isms Series: Feminism with Zora Simic</b>
	Lecture	First and Third Worlds: Anne O'Brien
	Lecture	Global Social Movements: Zora Simic
	Tutorial	The Cold War
Week 7: 1 April - 7 April	Online Activity	<b>Isms Series: Neoliberalism with David Blaazer</b>
	Lecture	Communism in China: Louise Edwards
	Lecture	The Collapse of Communism: Jan Lanicek
	Tutorial	Liberation Movements
Week 8: 8 April - 14 April	Online Activity	<b>Isms Series: Environmentalism with Ian Tyrrell</b>
	Lecture	Environment: Nick Rasmussen

	Lecture	Globalisation and the Nation-State: Kama Maclean
	Tutorial	Crises of Late Capitalism
Week 9: 15 April - 21 April	Online Activity	<b>Isms Series: Populism with David McKnight</b>
	Lecture	<b>Conclusions: Panel with Lecturers</b>
	Lecture	Brainstorming Exam questions
	Tutorial	Where are we now?

## Resources

### Prescribed Resources

All readings are provided on Moodle.

### Recommended Resources

[C. A. Bayly, \*Remaking the Modern World, 1900-2015: Global Connections and Comparisons\*](#), London: Wiley Blackwell, 2018. Available in the library as an ebook.

### Course Evaluation and Development

Student feedback will be sought via MyExperience. We use student feedback to improve the course content and structure.

## **Submission of Assessment Tasks**

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Image Credit

Picasso, Guernica, 1937. Wikimedia commons.

## CRICOS

CRICOS Provider Code: 00098G