Unit Outline 2014
Faculty of Arts and Design

International History of the 20th Century
8511
This Unit Outline must be read in conjunction with:

a) *UC Student Guide to Policies*, which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at *(scroll to bottom of page)*

b) *UC Guide to Student Services*, and is available at *(scroll to bottom of page)*

c) Any additional information specified in section 6h.

## 1: General Information

### 1a Unit title: International History of the 20th Century

### 1b Unit number: 8511

### 1c Teaching Period and year offered: Sem 2, 2014

### 1d Credit point value: 3

### 1e Unit level: 2

### 1f Name of Unit Convener and contact details (including telephone and email)

Dr. Jason Flanagan  
Ph: 6201 5923  
Rm: 20C8  
e-mail: jason.flanagan@canberra.edu.au

### 1g Administrative contact details (including name, location, telephone and email)

Room: 7A28  
Phone: 6201 2178  
FADadmin@canberra.edu.au
2: Academic Content

2a Unit description and learning outcomes

Using an historical lens, this unit examines key issues and events of the 20th century. The 20th century provides the immediate historical context from which contemporary international relations have developed. It was marked by massive international upheaval, including two world wars, a global economic slump, the ending of colonial empires, a global cold war, the reorganisation of world trade, global social change, and the introduction of global institutions. This unit explores how such major issues and events have influenced the development of the contemporary world.

On completion of this unit, students will be able to:
1. Demonstrate a deeper understanding of global issues through the process of historical analysis;
2. Identify and suggest explanations for key global events between 1900 and 2000; and
3. Develop an historical context within which to critically interpret the key events and issues in the world today.

2b Generic skills

In addition to meeting the specific academic requirements of a particular degree, all UC graduates are expected to acquire a range of generic skills or graduate attributes through their program of study.

UC Generic Skills
1 - Communication
2 - Analysis and Inquiry
3 - Problem Solving
4 - Working independently and with others
5 - Professionalism and Social Responsibility

This unit particularly aims to help students to develop their abilities to (1) communicate, (2) analyse and inquire, (3) solve problems, and (5) act with professionalism and social responsibility.

2c Prerequisites and/or co-requisites

None

3: Delivery of Unit and Timetable

3a Delivery mode

On campus: weekly lectures and tutorials with online content support provided.

3b Timetable of activities, such as lectures/ tutorials/ practicals/ field classes, showing key dates and topics (Information might be provided in the form of a table)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>1</td>
<td>INTRODUCTION: STUDYING THE “AGE OF EXTREMES”</td>
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</table>

This week we will broadly explore the nature and value of studying history, as
well as the challenges posed by any examination of the 20th century specifically. We will also undertake a detail discussion of the unit itself, including structure, assessment, etc.

**NOTE**: No tutorials this week. Tutorials to start in Week 2.

### 2 A WORLD AT WAR

This week we will examine the origins, nature and significance of the so-called “Great War”. We will survey some of the systemic and long-term-causes of the conflict, as well as explore key precipitating events, before going on to discuss the nature of the war itself and the ultimately flawed peace that followed.

**Primary Reading:**
- Textbook Chapter 1 (pp. 5-30)
- Textbook Chapter 2 (pp. 32-54)

### 3 THE INTERWAR YEARS: NATIONALISM, CRISES AND COLLAPSE

This week we will explore the key events, trends and issues of the interwar period. We will chart the emergence and evolution of crises and conflicts in both the Pacific and in Europe, exploring the origins of what would ultimately become known as the Second World War.

**Primary Reading:**
- Textbook Chapter 7 (pp. 155-185)
- Textbook Chapter 3 (pp. 58-78)

### 4 THE SECOND WORLD WAR

This week we will look at the nature and significance of the Second World War, a conflict that took the lives of some fifty million people, twenty-eight million of whom were civilians. We will chart its evolution from the German invasion of Poland in September 1939, through its emergence as a truly global struggle, to its ultimate conclusion in 1945, examining key issues and turning points along the way.

**Primary Reading:**
- Textbook Chapter 8 (pp. 188-213)

### 5 THE EMERGENCE OF THE COLD WAR (1945-61)

This week we will examine the peace that followed WWII and the emergence of
<table>
<thead>
<tr>
<th>6</th>
<th><strong>COLD WAR TO DÉTENTE (1962-1979)</strong></th>
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</thead>
<tbody>
<tr>
<td>This week we will continue our examinations of the Cold War through the period of détente, with a particular focus on the growing threat posed by nuclear weapons. Key events and issues under examination will include the nuclear arms race, the Cuban Missile Crisis, and the nuclear doctrine of mutually assured destruction (MAD).</td>
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<tr>
<td><strong>Primary Reading:</strong></td>
<td></td>
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<tr>
<td>• Textbook Chapter 11 (pp.271-292)</td>
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<tr>
<th>7</th>
<th><strong>THE VIETNAM WAR</strong></th>
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<tr>
<td>Rounding out our exploration of the Cold War, and returning to our earlier discussion of WWII, this week we turn to a detailed exploration of the Vietnam Wars. We will trace key issues and events from the first Indochina War, through the Americanization of the conflict, to the ultimate “peace” that followed.</td>
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<tr>
<td><strong>Primary Reading:</strong></td>
<td></td>
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<tr>
<td>• Textbook Chapter 12 (pp.295-312)</td>
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| 8 | **CLASS FREE PERIOD** |

<table>
<thead>
<tr>
<th>9</th>
<th><strong>ZIONISM, ARAB NATIONALISM AND THE ARAB-ISRAELI CONFLICT</strong></th>
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<tbody>
<tr>
<td>This week we turn our attention to the Arab-Israeli conflict, one of modern history’s most complex and intractable conflicts. We will trace the conflict back to 1900, charting it through the many “wars” that have characterized the larger struggle in the 20th century.</td>
<td></td>
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<tr>
<td><strong>Primary Reading:</strong></td>
<td></td>
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<tr>
<td>• Textbook Chapter 5 (pp.107-130)</td>
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<tr>
<td>• Textbook Chapter 18 (pp.429-453)</td>
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<tr>
<td>10</td>
<td><strong>NEUTRALISM AND THE RISE OF THE ‘THIRD WORLD’</strong></td>
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<td></td>
<td>This week we look at those states that attempted to distance themselves from the dominant Cold War paradigm, remaining apart from the two associated alliance structures. For some this was the product of tradition, but for others, such as members of the Non-Aligned Movement, it was an attempt to further their own agenda and focus attention on issues of development.</td>
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<tr>
<td></td>
<td><strong>Primary Reading:</strong></td>
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<tr>
<td></td>
<td>• Textbook Chapter 13 (pp.315-333)</td>
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<tr>
<th>11</th>
<th><strong>DECOLONISATION AND INDEPENDENCE IN AFRICA, 1945-1999</strong></th>
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<tbody>
<tr>
<td></td>
<td>Following on from some of the themes covered last week, this week we focus on Africa specifically. While references to Africa are often relatively limited in histories of the twentieth century, the complex history of the continent encapsulates many of the key issues and trends that defined the latter half of the 20th century. The end of European imperialism and the dramatic political changes in the wake of WWII will be a particular focus.</td>
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<td></td>
<td><strong>Primary Reading:</strong></td>
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<td></td>
<td>• Textbook Chapter 17 (pp.404-427)</td>
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<tr>
<th>12</th>
<th><strong>A NEW WORLD ORDER?</strong></th>
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<tbody>
<tr>
<td></td>
<td>This week we will turn our attention to the end of the Cold War and the (First) Gulf War. We will critically examine ideas about winning and losing the Cold War, notions of America’s ‘unipolar moment,’ and the emergence of a so-called ‘New World Order’.</td>
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<tr>
<td></td>
<td><strong>Primary Reading:</strong></td>
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<td></td>
<td>• Textbook Chapter 20 (pp.480-499)</td>
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<tr>
<th>13</th>
<th><strong>CONCLUSION: THE “AGE OF EXTREMES” IN THE REAR-VIEW MIRROR</strong></th>
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<tbody>
<tr>
<td></td>
<td>This week we wrap up the unit and look back over the 20th century and the trends that defined it. We will also talk in some detail about the exam and how to prepare for it.</td>
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</table>

### 4: Unit Resources
4a Lists of required texts/reading


The textbook is available from the University Co-op Bookshop. There are also short loan and E-book copies available through the library. It is required reading and will be used weekly.

4b Materials and equipment

None.

4c Unit website

All students are required to have access to the Moodle site for this unit, as it will serve as the forum for all updates and announcements and provide access to the unit outline, additional readings and web links etc.


To find your unit site online, login to LearnOnline(Moodle) using your student ID. Note that your unit site has a profiles page that displays your name and email address for the benefit of other students. If you prefer to hide your email address, click here for instructions.
## 5: Assessment

### 5a Assessment overview

<table>
<thead>
<tr>
<th>Assessment item (including exams held in the exam period)</th>
<th>Due date of assignments</th>
<th>Weighting (total to equal 100%)</th>
<th>Addresses learning outcome(s)</th>
<th>Related generic skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated Bibliography</td>
<td>12 Sept. 2014 (Friday, Wk 5)</td>
<td>20%</td>
<td>1, 2, 3</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>Research Essay</td>
<td>17 Oct. 2014 (Friday, Wk 10)</td>
<td>40%</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Exam Period</td>
<td>40%</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
</table>

**UC Generic Skills**
1 - Communication  
2 - Analysis and Inquiry  
3 - Problem Solving  
4 - Working independently and with others  
5 - Professionalism and Social Responsibility

**NOTE 1:** All assessment items (hard copies and moodle submission) are due by 5:00pm of the due date. Extensions can only be granted on medical grounds or in emergency situations, and where appropriate documentation has been provided. Extensions cannot be granted on the basis of workload. Extension requests must be made at least one day prior to submission. Late extension requests will only be considered in the case of sudden and unforeseeable emergency. In fairness to those students that submit on time, essays submitted late without an approved extension will be subject to a late penalty of 5% per calendar day (so, for example, if an item is due on a Friday, and is submitted on a Monday, it will be penalised 15%, as it is 3 calendar days late).

### 5b Details of each assessment item

1. **Annotated Bibliography**

Students will write an 800-word annotated bibliography using **FOUR** sources (e.g. books, book chapters or journal articles) related to their chosen essay question (see assessment 2 below). The bibliography is due by **5:00 pm on 12 September 2014** (Friday week 5). Both a hard-copy and an electronic copy must be submitted, the former to your tutor’s pigeon hole in Bldg 20, and the latter via the relevant moodle drop box. Work submitted after this date will be subject to the late penalties, as outlined in NOTE 1 of section 5a above. Students must keep a copy of all work submitted.

An annotated bibliography consists of an organised list of references to books, articles, web-based sources, or other documents. Each reference contains all publication details (students must use standard Harvard or APA referencing styles) and is followed by an annotation, which is a short description and evaluation, written in paragraph form. This assessment item requires you to:
1. locate relevant sources,  
2. identify the key arguments/ideas in the sources, and  
3. evaluate how and why the sources will be useful for the argument you wish to make in your essay.

For a more detailed outline of annotated bibliographies, including an example entry, please see: http://www.canberra.edu.au/studyskills-writing/bibliography

Each annotated bibliography will be graded holistically by the extent to which it meets the following assessment criteria:

- Extent and relevance of the research
- Critical evaluation of the material
- Coherence of written expression
- Quality of referencing

(2) Research Essay

The essay should be 2000 – 2500 words in length. A list of essay topics will be posted on the moodle page early in the semester. The essay is due by 5:00 pm on 17 October 2014 (Friday week 10). Both a hard-copy and an electronic copy must be submitted, the former to your tutor’s pigeon hole in Bldg 20, and the latter via the relevant moodle drop box. Work submitted after this date will be subject to the late penalties, as outlined in NOTE 1 of section 5a above. Students must keep a copy of all work submitted.

Essays must be fully and accurately referenced. Students must use standard Harvard or APA referencing styles. Page numbers are to be provided for all references, and a complete reference list/bibliography must be provided.

This assessment task is designed to support the learning outcomes of the unit and assist the development of the generic skills and attributes of University of Canberra graduates especially in relation to problem solving, and analytical and writing skills.

Each essay will be graded holistically by the extent to which it meets the following assessment criteria:

- Demonstrated knowledge and understanding of the topic
- Extent and relevance of research
- Critical evaluation of the material
- Original and stimulating analysis
- Coherence of the argument
- Quality of written expression

3) Final Exam

The examination will be held during the university exam period. It will involve writing essay-style answers to two questions, to be selected from a list of ten. The examination will be based on the lectures, set-readings, and tutorial discussions.

In the case of sudden illness or unavoidable circumstance at the scheduled examination time, students should contact the course convenors as soon as possible notifying them of the problem. All requests
for deferred examinations must go through the examinations office:

This assessment task is designed to support the learning outcomes of the unit and assist the
development of the generic skills and attributes of University of Canberra graduates especially in
relation to problem solving, and analytical and writing skills.

Each exam will be graded holistically by the extent to which it meets the following assessment
criteria:
- Demonstrated knowledge and understanding of the topic
- Coherence of the argument and written expression

5c Submission of assessment items
In addition to hard copies, all assessment items will be submitted online via the unit Moodle
site. The first page of each assessment submission should include the following information:

Student Name:
Student ID:
Assessment Name:
Word Count (if applicable):

5d Special assessment requirements
NA

5e Supplementary assessment
Refer to the UC Supplementary Assessment Policy

5f Academic Integrity
Students have a responsibility to uphold University standards on ethical scholarship. Good
scholarship involves building on the work of others and use of others’ work must be
acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are
dishonest practices that contravene academic values. Please see UC's Academic Integrity
Policy.

To enhance understanding of academic integrity, it is expected that all students will complete
the LearnOnline Academic Integrity Module (AIM) at least once during their course of study.
The module is automatically available as a listed site when students log into LearnOnline.

5g Use of text-matching software
The University of Canberra has available, through LearnOnline (Moodle), text-matching
software that helps students and staff reduce plagiarism and improve understandings of
academic integrity. Known as URKUND, the software matches submitted text in student
assignments against material from various sources: the internet, published books and journals,
and previously submitted student texts. Click here for further information on the URKUND
text-matching software.

6: Student Responsibility

6a Workload
The amount of time you will need to spend on study in this unit will depend on a number of
factors including your prior knowledge, learning skill level and learning style. Nevertheless, in
planning your time commitments you should note that for a 3cp unit the total notional
workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

6b Inclusion and Welfare
Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or Inclusion and Welfare as soon as possible so the necessary arrangements can be made.

6c Participation requirements
There is an expectation that students will attend and participate in all lectures and tutorials, as such participation is central component of the learning design. Not only is this relevant to the gaining of knowledge and skills appropriate to this particular subject but it also applies to your degree as a whole. From experience, there is a significant link between a student’s attendance/participation, and the quality of their learning outcomes demonstrated in submitted assessment items.

6d Withdrawal
If you are planning to withdraw please discuss with your unit convener. Please see Withdrawal of Units for further information on deadlines.

6e Required IT skills
Students are expected to have a basic level of word processing competency and be able to present their essays in electronic and paper formats. Students are also expected to be proficient at using the internet, library electronic databases, and the unit moodle page, including the uploading of essays etc.

6f In-Unit Costs
(Note: To calculate your unit fees see: How do I calculate my fees?, The online UC Co-op Textbook Search is available for purchasing text books.)

6g Work placements, internships or practicums
NA

6h Additional information

7: Student Feedback
All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by logging into MyUC via the UC homepage: http://www.canberra.edu.au/home/. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.
8: Authority of this Unit Outline

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be then forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes him/herself to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.