



MHIS321

Twentieth-Century Europe

S1 External 2015

Dept of Modern History, Politics & International Relations

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Hsu-Ming Teo

hsuming.teo@mq.edu.au

Contact via hsuming.teo@mq.edu.au

W6A 403

[Make an appointment](#)

Credit points

3

Prerequisites

39cp or (6cp in HIST or MHIS or POL units at 200 level including 3cp in HIST or MHIS)

Corequisites

Co-badged status

Unit description

Beginning with the First World War, this unit offers a political, social, cultural and economic overview of Europe's relations with the wider world. It traces the obsession with race and empire in Britain, France, Germany and Italy, and considers the post-colonial view that the twentieth century European civil wars were a result of European practices of colonialism turned inward. Was Europe indeed the 'dark continent' suggested by historian Mark Mazower? The crisis of European liberalism in the face of the Great Depression, Russian communism, the Spanish Civil War, fascism and Nazism, two world wars and the Holocaust support such a view, but the second half the century presents a more complicated picture. We look at the Cold War; the Americanisation of Europe and the fall of communism; the effects of decolonisation and post-colonial immigration on European societies; the breakdown of the postwar consensus and the rise of Islamist terrorism in the late twentieth century Europe.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate an understanding of European history in the twentieth century.

Demonstrate an understanding of a variety of conceptual and historiographical

approaches to interpreting twentieth-century European history.

Sensitively contribute to contemporary debates about Europe and the world with an informed and critical understanding of the relationship between past and present.

Identify and interpret a wide variety of secondary and primary materials.

Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.

Analyse historical evidence, scholarship and changing representations of the past.

Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.

Identify and reflect critically on the knowledge and skills developed in their study of history.

General Assessment Information

Assignment submission

Double-spaced type and pages with wide margins (for comments) are preferred. **Footnotes and bibliography are mandatory.** Without these references, your essay will be failed or returned unmarked.

All assignments must be submitted as Word documents via Turnitin on the MHIS321 iLearn site:

1. Log in to your iLearn account and go to your home page. Turnitin assignments should be visible under MHIS321: Twentieth Century Europe.
2. If not, log in to MHIS321 and click on the heading 'Assessment Tasks'. Scroll down until you reach the subheading 'Assignment details and submission via Turnitin' and click on the required assignment title.
3. Click on the Tab 'My Submissions'.
4. Type the title of your assignment in the box 'Submission Title'.
5. To upload your Word document, click on 'Browse' next to the 'File to Submit' box. Find and select your document from your computer, check the box for copyright, then click on the 'Add submission' button.

Detailed instructions on how to use Turnitin with can be found at:

http://www.mq.edu.au/iLearn/student_info/assignments.htm#submit_turnitin

Feedback will be provided via Grademark. Go to the following URL for instructions on how to view your feedback:

http://www.mq.edu.au/iLearn/student_info/assignments.htm#results

Extensions and penalties

If you anticipate any difficulty in meeting essay or exam deadlines, please contact me as early as possible. In exceptional circumstances, an extension may be granted, but you will require appropriate documentation such as a medical certificate. Otherwise, **the penalty rate is 2% per day with a maximum penalty of 20%.**

5% of credit will be deducted for assignments that exceed the word length by 10% or more. Assignments handed in early will not be marked and returned before the due date. Always keep a copy of your assessment tasks in case they get lost in the system.

Returning assignments

Assignments will be returned online via the MHIS321 iLearn site. For more information on how to view your marked assignments, see: http://www.mq.edu.au/iLearn/student_info/assignments.htm#results

Assignments will be marked and returned within three weeks of receipt.

Other information

Special Consideration

No work will be accepted for marking after Friday, 12 June unless you have submitted a request for special consideration with adequate and appropriate supporting evidence. Application forms for special consideration can be downloaded from:

<http://www.student.mq.edu.au/ses/Special%20Consideration.html>

Please note that requests for special consideration are not granted automatically, and are reserved for unforeseen and serious circumstances such as prolonged illness, hospitalisation or bereavement in your immediate family. If you believe that you qualify for special consideration, please contact Dr Teo as soon as possible.

Attendance

Attendance at seminars is compulsory. Failure to meet these requirements may result in failure of the unit. All students are expected to make adequate preparation for each seminar, which includes completing the recommended readings before their tutorial. Attendance and participation in seminar discussions are worth 20% of the total mark for this unit. **Failure to attend or participate in at least 70% of the seminars will result in a Fail grade for the entire course. Failure to complete a report for at least 70% of the weekly readings will result in a Fail grade for the entire course.**

Examination(s)

There is **NO EXAMINATION** for MHIS321. The Unit Review Essay takes the place of the examination.

Assessment Tasks

Name	Weighting	Due
Seminar participation	20%	Weekly
Class presentation of research	10%	Week 4
Research proposal	15%	Friday, 3 April, midnight
Research essay	35%	Monday, 18 May, midnight
Review essay	20%	Friday, 12 June, midnight

Seminar participation

Due: **Weekly**

Weighting: **20%**

Pass rate: students contribute to at least 70% of online seminars to pass this course.

All distance education students are expected to participate in the weekly seminar discussions online by posting questions, responding to questions, or responding to other students' posts about the seminar readings. Students are expected to make at least three substantial posts for each seminar topic.

Discussions will open on Wednesday morning and run until the following Tuesday night, when that topic will be closed for discussion as the next seminar topic begins on Wednesday. Students are also expected to lead the discussion for one seminar topic, either by themselves or in collaboration with other students.

Discussion leaders are expected to:

1. Introduce the topic and the readings on Wednesday morning.
2. Post a couple of questions to start discussion of the topics.
3. Monitor the progression of the discussion, respond to other students' posts, and post follow-up questions throughout the week.
4. Close the topic on the following Tuesday night.

On successful completion you will be able to:

- Demonstrate an understanding of European history in the twentieth century.

- Demonstrate an understanding of a variety of conceptual and historiographical approaches to interpreting twentieth-century European history.
- Sensitively contribute to contemporary debates about Europe and the world with an informed and critical understanding of the relationship between past and present.
- Identify and interpret a wide variety of secondary and primary materials.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
- Analyse historical evidence, scholarship and changing representations of the past.
- Identify and reflect critically on the knowledge and skills developed in their study of history.

Class presentation of research

Due: **Week 4**

Weighting: **10%**

This constitutes Part 1 of the Research Proposal.

Upload a short PowerPoint presentation onto the ilearn site explaining:

- Your subject: What your primary source(s) or historiographical controversy is
- Its significance: Why it is important, interesting or worth researching
- Your strategy: What is the main kind of material you need to research this?

Marking process: 5 marks will come from peer assessment, 5 marks from tutor

On successful completion you will be able to:

- Sensitively contribute to contemporary debates about Europe and the world with an informed and critical understanding of the relationship between past and present.
- Identify and interpret a wide variety of secondary and primary materials.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.

Research proposal

Due: **Friday, 3 April, midnight**

Weighting: **15%**

This constitutes Part 2 of the Research Proposal

Word length: 1500 words max, excluding bibliography

Students may choose either Option 1 (Primary Source) or Option 2 (Historiography). See MHIS321 iLearn site for marking rubrics.

Option 1: Primary source-based essay

Design a research essay question based on a primary source related to any topic in this course. You may choose from the list of sources suggested on the MHIS321 iLearn site under the Assessments tab, or you may find your own primary source. You can also see me to discuss suitable primary sources.

Submit a research project proposal including the following information:

1. The essay question you have designed. NB This must be a specific question, not a vague topic, because your essay will be marked according to the question you have designed.
2. One page (double spaced with adequate margins for marking) providing short answers to the following questions:
 - What is my topic about?
 - What primary source(s) will I need to find out more about my topic? Describe your primary sources' contents, usefulness (and perhaps limitations).
 - What kind of historical background do I need to find out about so I can understand my primary sources and my topic?
 - What are the main secondary sources will I need to find out more about the historical background/context of my topic? (NB naming or discussing a few sources would be helpful.)
 - Are there other themes or issues I need to understand in order to explore this topic properly? E.g. do I need to find out more about changing gender roles? How propaganda works? What fascism or communism actually means and how these terms have changed over time or according to different countries?
3. A bibliography of secondary sources (not counted in word length) that includes:
 - Books: show evidence that you have located books about subjects relevant to your topic
 - Journal articles: show evidence that you have been able to use the library's Multisearch function or journal databases to locate journal articles relevant to your topic.
4. A self-assessment sheet for this project, found under the Turnitin assignment link on the iLearn website.

If you have not handled different kinds of primary sources before, the following website offers useful guides to different kinds of media even though it is focused on American history:

<http://historymatters.gmu.edu/browse/makesense/>

The aim of this assignment is to assess your ability to design a creative and significant research project, identify the best way to achieve its objectives, identify some of the most important research materials to use, and shown good judgement in the kinds of historical sources required for 300-level university history essay.

Primary source material may include: letters, diaries, memoirs, newspaper reports, novels, films, documentaries (NB these often have historiographical components because they present a particular type of historical argument), artwork, or propaganda posters. The number of primary sources you should use will depend on how substantial they are; e.g. a memoir or novel is more substantial than a few propaganda posters or letters.

Option 2: Historiography

Option 2: Design a research essay question focusing on the historiographical controversy surrounding any of the following topics:

- Whether Germany was to blame for the First World War
- Whether a 'gender war' broke out before and during the First World War
- Causes of the Russian Revolution
- The extent of the Stalinist 'Great Terror'
- The debate over resistance and collaboration in Vichy France
- Causes of the 'Final Solution': intentionalism, functionalism, eliminationist anti-Semitism, etc.
- Whether the Holocaust is unique
- Who was most responsible for starting the Cold War
- Why communism fell in Eastern Europe and/or Russia
- Whether Islamist terrorism is unique in Europe

Or you can pick a topic related to this course and explore the historiography of the subject.

NB Option 2 is generally more difficult because it requires you to read a lot of history, identify who are the main historians or what are the main issues of debate in this controversy, and then identifying and understanding different historians' varying arguments about the subject.

Submit a research project proposal including the following information:

1. The essay question you have designed. NB This must be a specific question, not a vague topic, because your essay will be marked according to the question you have designed.
2. One page (double spaced with adequate margins for marking) providing short answers to the

following questions:

- What is my topic about?
- Who are the most important historians in this field? Or what are the most important 'schools' of historical interpretation for this topic?
- What questions or issues do they raise? What questions or issues of historical interpretation will you focus on?
- What other kinds of sources in addition to the historiographical works can help you understand the historical background/context of this topic?
- Are there other themes or issues I need to understand in order to explore this topic properly? E.g. do I need to find out more about changing gender roles? How propaganda works?

3. A bibliography of secondary sources (not counted in word length) which includes:

- Books: show evidence that you have located books about subjects relevant to your topic
- Journal articles: show evidence that you have been able to use the library's Multisearch function or journal databases to locate journal articles relevant to your topic.

4. A self-assessment sheet for this project, found under the Turnitin assignment link on the iLearn website.

This is a historiographical task which assesses whether students have understood the history of the topic; shown good judgement in the kinds of historical sources required for 300-level university history essay; and understood how and why different historians have different approaches to or interpretations of historical events.

Tips on getting started

Think about what topic you would like to explore and how you could do this using primary sources complemented by secondary research. For example, if you are interested in daily life in Nazi Germany, are there memoirs that you can use? You might try doing a database search in the library's catalogue, JSTOR, or Google Scholar for the keywords: Nazi Germany + autobiography or memoir. You might find the memoirs of Victor Klemperer or Albert Speer. Once you have located your primary source, think about how you can best analyse this and ask the following questions:

- Who is my subject? When did they live, what did they do, what is their autobiography or memoir about, when did they write it, and how was it received? If the author is not well-known, how can you find out more about his/her background? Are there other secondary

works dealing with a similar topic?

- What do I need to know about the general history of Nazi Germany, or the history of everyday life under the Nazis, to make sense of this text, and to work out whether the author's experience was exceptional or representative of others in a similar situation? E.g. If the memoir was about childhood, you might want to research "youth" and Nazi youth organizations to see how typical the author's childhood was, i.e. to contextualize the author's experiences. If the author was Jewish, naturally you'd want to research the experiences of Jews in the Third Reich as well. In other words, you now have several different types of searches to do for this topic.

Whatever source you choose, your emphasis should be on *analysing the source within the context of wider secondary reading*.

FAQ: Will I have to write my research essay based exactly on my research proposal?

Answer: Not necessarily. If the essay question is problematic or poorly worded, an alternative question will be provided when I mark your project proposal.

If your interest has changed by the time you start work on your research essay and you want to write about a different topic, you may do so. **HOWEVER**, be aware that you may be disadvantaging yourself in comparison to other students since you will not have the feedback provided after the project proposal. If you need help, get in contact with me!

On successful completion you will be able to:

- Demonstrate an understanding of European history in the twentieth century.
- Demonstrate an understanding of a variety of conceptual and historiographical approaches to interpreting twentieth-century European history.
- Identify and interpret a wide variety of secondary and primary materials.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
- Analyse historical evidence, scholarship and changing representations of the past.
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.

Research essay

Due: **Monday, 18 May, midnight**

Weighting: **35%**

Word length: 3000 words max.

Essay question: self-designed from Assignment 1 - your research project proposal. See MHIS321 iLearn site for marking rubrics.

The aim of this task is to assess your research, analytical and synthesis skills as well as your understanding and interpretation of the historiography of one particular topic. It also assesses your ability to organize and communicate this information effectively in the form of a formal, grammatically-correct, jargon-free, properly-referenced history essay.

On successful completion you will be able to:

- Demonstrate an understanding of European history in the twentieth century.
- Demonstrate an understanding of a variety of conceptual and historiographical approaches to interpreting twentieth-century European history.
- Identify and interpret a wide variety of secondary and primary materials.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
- Analyse historical evidence, scholarship and changing representations of the past.
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Identify and reflect critically on the knowledge and skills developed in their study of history.

Review essay

Due: **Friday, 12 June, midnight**

Weighting: **20%**

Word length: 1500 words max.

Pick one of the following books and write a book review explaining what the book is about, and what the historian argues in it:

- Eric Dorn Brose, *A History of Europe in the Twentieth Century* (Oxford: Oxford University Press, 2005)
- Eric Hobsbawm, *Age of Extremes: The Short Twentieth Century, 1914-1991* (London: Michael Joseph, 1994)

- Mark Mazower, *Dark Continent: Europe's Twentieth Century* (London, Allen Lane: The Penguin Press, 1997)
- Richard Vinen, *A History in Fragments: Europe in the Twentieth Century* (London: Abacus, 2002)

Tips to get started: work out how your historian interprets European history in the twentieth century. Which events does he give most weight to? How does he explain the major events of the twentieth century? What does he think are the lasting legacies of these events? How does he interpret the overall shape of Europe in the twentieth century (e.g. gets better, gets worse, no improvement)? Why does he reach this conclusion, i.e. what reasoning and evidence does he use? This is the **analysis** of your historian's book. Do you agree/ disagree/ somewhat agree with this analysis given what you have learnt in this unit? Are there are events or historical phenomena you consider more significant? This is your **evaluation** of the historical interpretation presented by the historian.

The aim of this task is to test your knowledge, understanding and interpretation of the entire course, and your ability to:

- understand different historians' interpretations of important events and the overall significance of European history during the twentieth century
- analyse the strengths and weaknesses of their arguments, and evaluate the overall merit of their interpretations
- organize and communicate this analysis of historiography in the form of a formal, grammatically-correct, jargon-free, properly-referenced history essay.

No feedback will be given on the Review Essay, but results and general feedback will be posted on the MHIS321 iLearn site.

On successful completion you will be able to:

- Demonstrate an understanding of European history in the twentieth century.
- Demonstrate an understanding of a variety of conceptual and historiographical approaches to interpreting twentieth-century European history.
- Sensitively contribute to contemporary debates about Europe and the world with an informed and critical understanding of the relationship between past and present.
- Analyse historical evidence, scholarship and changing representations of the past.
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Identify and reflect critically on the knowledge and skills developed in their study of

history.

Delivery and Resources

Technology:

iLearn: The MHIS321 website is accessed by logging in via <https://ilearn.mq.edu.au/login/MQ/>

Lecture and seminar times

Recordings of lectures will be uploaded to the MHIS321 iLearn site by the start of semester. Lecture notes can be accessed under the subheading 'Lecture materials' for each week. Contact COE if you need hard copies of these materials. Students are expected to listen to the relevant lectures before attending seminars. Quizzes may be held on the content of lectures at the start of seminars.

Lecture times and locations

Internal day classes: students must attend ONE two-hour seminar at any of the following times.

Activity	Day	Time	Room
Seminar 1	Monday	3-5pm	W5C 211
Seminar 2	Wednesday	11-1	W5C 211
Seminar 3	Friday	11-1	E4B 308

For current updates, lecture times and classrooms please consult the MQ Timetables website: <https://timetables.mq.edu.au/2015/>

Required and recommended resources

All seminar readings have been uploaded as pdfs onto the MHIS321 website under each week's seminar topic. No unit reader will be provided unless by special request.

One of any the following books will be necessary for Assignment 3. They are available from the library and from the Co-op bookshop:

- Eric Dorn Brose, *A History of Europe in the Twentieth Century* (Oxford: Oxford University Press, 2005)
- Eric Hobsbawm, *Age of Extremes: The Short Twentieth Century, 1914-1991* (London:

Michael Joseph, 1994)

- Mark Mazower, *Dark Continent: Europe's Twentieth Century* (London, Allen Lane: The Penguin Press, 1997)
- Richard Vinen, *A History in Fragments: Europe in the Twentieth Century* (London: Abacus, 2002)

Co-op Bookshop:

C10 A Building, Macquarie University NSW 2109 **Ph:** (02) 8986 4000 **Fax:** (02) 8986 4099

Email: macq@coop-bookshop.com.au

<http://www.coop-bookshop.com.au/bookshop>

The library's E-reserve (course code: MHIS321) holds many useful articles which will assist in the preparation of your essays. Most of the journal articles listed in this unit outline are available via the 'Journal Finder' link on the library's main catalogue page: <http://www.lib.mq.edu.au/>

Unit Schedule

MHIS321 2015 Seminar schedule

Week	Beginning	Seminar topic	Related lectures (pre-recorded and available online)	Assessment
1	23 Feb	Introduction	Europe in the age of 'high imperialism'	
2	2 Mar	The First World War	The First World War	
3	9 Mar	Communism in Russia	The Russian Revolution Stalin's Russia	
4	16 Mar	Mussolini's Italy	Fascism in Italy	Class presentation of proposed research topic
5	23 Mar	Reading week	No classes	

6	30 Mar	Reading week	No classes	Research proposal due Friday 3 April
Mid-session break				
3 to 19 April				
7	20 April	The Spanish Civil War	Spain from republic to Civil War The Spanish Civil War	
8	27 Apr	Weimar and Nazi Germany	The Weimar Republic The Nazis in power Nazism, race and gender	
9	4 May	Occupied France	The Coming of War The Second World War	
10	11 May	The Holocaust and its aftermath	The Holocaust Europe in the aftermath of war	
11	18 May	The failure and collapse of communism	The Cold War The fall of communism	Research essay due Monday 18 May
12	25 June	Decolonization and migration	Democracy and European integration Decolonisation, migration & race relations	
13	1 June	Terrorism in postwar Europe	The breakdown of the postwar consensus Islam and Europe	Review essay due Friday 12 June

Learning and Teaching Activities

MHIS321 Seminar Program

Seminars start in Week 1. The first seminar is an introductory seminar explaining the structure of the course and the nature of the assignments. Details for each seminar topic can be found on the MHIS321 iLearn site. Log in at: <https://ilearn.mq.edu.au/login/MQ/> Lectures related to seminar topics are pre-recorded and available online. Students should listen to related lectures before attending seminars as there may be lecture-related quizzes at the start of each seminar. Week 1: Introduction No essential readings. We will discuss the assessments and other

requirements for this unit. Week 2: The First World War ? Eric Dorn Brose, 'The Great War and Beyond', *Europe in the Twentieth Century* (Oxford: Oxford University Press, 2005), 77-119. ? Frank Furedi, 'The Great War – the beginning of beginning', in *The First World War: Still No End in Sight* (London: Bloomsbury, 2014), pp. 11-37. Week 3: Communism in Russia ? Orlando Figes, *A People's Tragedy* (New York: Penguin, 1996), pp.603- 649. ? David Christian, 'The Stalinist Political Order', *Imperial and Soviet Russia: Power, Privilege and the Challenge of Modernity* (New York: St Martin's Press, 1997), 293-321. Week 4: Mussolini's Italy ? Christopher Duggan, *A Concise History of Italy* (Cambridge: Cambridge University Press, 1994), chapter 8, pp.205-239. ? Paul Corner, 'Everyday Fascism in the 1930s: Centre and Periphery in the Decline of Mussolini's Dictatorship', *Contemporary European History*, 15:2 (2006), pp.195-222. Week 5: Reading Week. No seminar. Week 6: Reading Week. No seminar. Remember: The first assignment is due on Friday 3 April. Mid-semester break 3 to 19 April Week 7: The Spanish Civil War ? Helen Graham, ch. 1, 'The origins of Spain's civil war', *The Spanish Civil War: A Very Short Introduction* (Oxford: Oxford University Press, 2005), pp.1-19. ? Francisco J. Romero Salvadó, ch. 5, 'A Modern Crusade: The Spanish Tragedy, 1936-9', *Twentieth Century Spain: Politics and Society in Spain, 1898-1998* (Houndsmill: Palgrave, 1999), pp.94-125. ? [Optional: Antony Beevor, ch. 29, 'The Fate of the Defeated and the Guerilla Resistance', *The Spanish Civil War* (London: Cassell, 1982), 266-278.] Week 8: Nazi Germany ? Mary Fulbrook, *History of Germany, 1918-2000: The Divided Nation*, 2nd ed., ch. 3 'The Collapse of Democracy and the Rise of Hitler', pp.37-54. Either: ? Richard J. Evans, 'Coercion and Consent in Nazi Germany', *Proceedings of the British Academy*, 151 (2007), pp. 53-81. (Historiography) Or: ? Henry Friedlander, 'The Exclusion and Murder of the Disabled', in *Social Outsiders in Nazi Germany*, ed. Robert Gellately and Nathan Stoltzfus (Princeton: Princeton University Press, 2001), Ch 7, pp. 145-164. Week 9: Occupied France ? Julian Jackson, 'The French People at War', in *The Fall of France: The Nazi Invasion of 1940* (Oxford: Oxford University Press, 2003) 143-160, 174-182. ? Robert Gildea, 'Resistance, Reprisals and Community in Occupied France', *Transactions of the RHS*, 13 (2003), 163-185. Week 10: The Holocaust and its aftermath ? Roderick Stackelberg, 'The Holocaust', *Hitler's Germany: Origins, Interpretations, Legacies* (London and New York: Routledge, 1999), pp. 215-232. ? Mary Fulbrook, 'Overcoming the Past in Practice? Trials and Tribulations', in *German National Identity after the Holocaust* (Cambridge: Polity Press, 1999), 48-78. Week 11: The failure & collapse of communism ? Jeremy Suri, 'The Promise and Failure of "Developed Socialism": The Soviet "Thaw" and the Crucible of the Prague Spring, 1964-1972', *Contemporary European History*, 15:2 (2006), pp. 133-158. ? Fred Halliday, 'Soviet foreign policymaking and the Afghanistan War: from "second Mongolia" to "bleeding wound"', *Review of International Studies* (1999), 25, 675–691. Week 12: Decolonization and Migration ? Randall Hansen, 'Migration to Europe since 1945: Its History and its Lessons', *Political Quarterly* 74:1 (2003): 25-38. ? Marcus Collins, 'Pride and Prejudice: West Indian Men in Mid-Twentieth Century Britain', *The Journal of British Studies*, 40:3 (2001), pp. 391-418. Week 13: Terrorism in Postwar Europe ? William F. Shughart II, 'An Analytical History of Terrorism, 1945-2000', *Public Choice*, Vol. 128, No. 1/2, *The Political Economy of Terrorism* (Jul., 2006), pp.7-39. ? Pick one of the following topics and read the background briefing on it on the following websites: o The Irish Republican Army: <http://www.cfr.org/separatist-terrorism/provisional-irish-republican-army-ira-aka-pira-provos-oglaigh-na-heireann-uk-separatists/p9240> o The Baader-Meinhof Group/Red Army Faction: <http://news.bbc.co.uk/2/hi/europe/6314559.stm> or the Wikipedia site which is extensively referenced: http://en.wikipedia.org/wiki/Red_Army_Faction o

The Basque ETA (Euskadit a Askatasuna) group: <http://www.cfr.org/separatist-terrorism/basque-fatherland-liberty-eta-spain-separatists-euskadi-ta-askatasuna/p9271> o The Italian Red Brigade (Brigate Rosse): <http://web.stanford.edu/group/mappingmilitants/cgi-bin/groups/view/77> o Chechen terrorism: <http://www.cfr.org/separatist-terrorism/chechen-terrorism-russia-chechnya-separatist/p9181> Write a short summary of your chosen reading to present to your discussion group. Explain the following questions: 1. What is the terrorist group you have studied? 2. When, how, and why did they form? 3. What are their goals? Are these goals clear? 4. How have they tried to achieve these goals? 5. How successful have they been in achieving their goals?

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)

- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Sensitively contribute to contemporary debates about Europe and the world with an informed and critical understanding of the relationship between past and present.
- Identify and interpret a wide variety of secondary and primary materials.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
- Analyse historical evidence, scholarship and changing representations of the past.
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Identify and reflect critically on the knowledge and skills developed in their study of history.

Assessment tasks

- Class presentation of research

- Research proposal
- Research essay
- Review essay

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of European history in the twentieth century.
- Demonstrate an understanding of a variety of conceptual and historiographical approaches to interpreting twentieth-century European history.
- Sensitively contribute to contemporary debates about Europe and the world with an informed and critical understanding of the relationship between past and present.
- Identify and interpret a wide variety of secondary and primary materials.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
- Analyse historical evidence, scholarship and changing representations of the past.
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Identify and reflect critically on the knowledge and skills developed in their study of history.

Assessment tasks

- Research proposal
- Research essay
- Review essay

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of European history in the twentieth century.
- Demonstrate an understanding of a variety of conceptual and historiographical approaches to interpreting twentieth-century European history.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
- Analyse historical evidence, scholarship and changing representations of the past.
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Identify and reflect critically on the knowledge and skills developed in their study of history.

Assessment task

- Review essay

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of European history in the twentieth century.
- Demonstrate an understanding of a variety of conceptual and historiographical approaches to interpreting twentieth-century European history.
- Sensitively contribute to contemporary debates about Europe and the world with an informed and critical understanding of the relationship between past and present.
- Identify and interpret a wide variety of secondary and primary materials.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
- Analyse historical evidence, scholarship and changing representations of the past.
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.

- Identify and reflect critically on the knowledge and skills developed in their study of history.

Assessment tasks

- Seminar participation
- Class presentation of research
- Research proposal
- Research essay
- Review essay

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of a variety of conceptual and historiographical approaches to interpreting twentieth-century European history.
- Sensitively contribute to contemporary debates about Europe and the world with an informed and critical understanding of the relationship between past and present.
- Identify and interpret a wide variety of secondary and primary materials.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
- Analyse historical evidence, scholarship and changing representations of the past.
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Identify and reflect critically on the knowledge and skills developed in their study of history.

Assessment tasks

- Seminar participation
- Class presentation of research
- Research proposal
- Research essay
- Review essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of a variety of conceptual and historiographical approaches to interpreting twentieth-century European history.
- Sensitively contribute to contemporary debates about Europe and the world with an informed and critical understanding of the relationship between past and present.
- Identify and interpret a wide variety of secondary and primary materials.
- Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
- Analyse historical evidence, scholarship and changing representations of the past.
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Identify and reflect critically on the knowledge and skills developed in their study of history.

Assessment tasks

- Seminar participation
- Class presentation of research
- Research proposal
- Research essay
- Review essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Sensitively contribute to contemporary debates about Europe and the world with an informed and critical understanding of the relationship between past and present.
- Analyse historical evidence, scholarship and changing representations of the past.
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.
- Identify and reflect critically on the knowledge and skills developed in their study of history.

Assessment tasks

- Seminar participation
- Research proposal
- Review essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of European history in the twentieth century.
- Demonstrate an understanding of a variety of conceptual and historiographical approaches to interpreting twentieth-century European history.
- Sensitively contribute to contemporary debates about Europe and the world with an informed and critical understanding of the relationship between past and present.
- Analyse historical evidence, scholarship and changing representations of the past.
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.

Assessment tasks

- Seminar participation
- Review essay

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of European history in the twentieth century.
- Demonstrate an understanding of a variety of conceptual and historiographical approaches to interpreting twentieth-century European history.
- Sensitively contribute to contemporary debates about Europe and the world with an informed and critical understanding of the relationship between past and present.
- Analyse historical evidence, scholarship and changing representations of the past.
- Construct an evidence-based argument or narrative in audio, digital, oral, visual, or written form.

Seminar program

Seminars start in Week 1.

The first seminar is an introductory seminar explaining the structure of the course and the nature of the assignments. Details for each seminar topic can be found on the MHIS321 iLearn site. Log in at: <https://ilearn.mq.edu.au/login/MQ/>

Lectures related to seminar topics are pre-recorded and available online. Students should listen to related lectures before attending seminars as there may be lecture-related quizzes at the start of each seminar.

Week 1: Introduction

No essential readings. We will discuss the assessments and other requirements for this unit.

Week 2: The First World War

- Eric Dorn Brose, 'The Great War and Beyond', *Europe in the Twentieth Century* (Oxford: Oxford University Press, 2005), 77-119.
- Frank Furedi, 'The Great War – the beginning of beginning', in *The First World War: Still No End in Sight* (London: Bloomsbury, 2014), pp. 11-37.

Week 3: Communism in Russia

- Orlando Figes, *A People's Tragedy* (New York: Penguin, 1996), pp.603- 649.
- David Christian, 'The Stalinist Political Order', *Imperial and Soviet Russia: Power, Privilege and the Challenge of Modernity* (New York: St Martin's Press, 1997), 293-321.

Week 4: Mussolini's Italy

- Christopher Duggan, *A Concise History of Italy* (Cambridge: Cambridge University Press, 1994), chapter 8, pp.205-239.
- Paul Corner, 'Everyday Fascism in the 1930s: Centre and Periphery in the Decline of Mussolini's Dictatorship', *Contemporary European History*, 15:2 (2006), pp.195-222.

Week 5: Reading Week. No seminar.

Week 6: Reading Week. No seminar. Remember: The first assignment is due on Friday 3 April.

Mid-semester break: 3 to 19 April

Week 7: The Spanish Civil War

- Helen Graham, ch. 1, 'The origins of Spain's civil war', *The Spanish Civil War: A Very Short Introduction* (Oxford: Oxford University Press, 2005), pp.1-19.
- Francisco J. Romero Salvadó, ch. 5, 'A Modern Crusade: The Spanish Tragedy, 1936-9', *Twentieth Century Spain: Politics and Society in Spain, 1898-1998* (Houndsmill: Palgrave, 1999), pp.94-125.
- [Optional: Antony Beevor, ch. 29, 'The Fate of the Defeated and the Guerilla Resistance', *The Spanish Civil War* (London: Cassell, 1982), 266-278.]

Week 8: Nazi Germany

- Mary Fulbrook, *History of Germany, 1918-2000: The Divided Nation*, 2nd ed., ch. 3 'The Collapse of Democracy and the Rise of Hitler', pp.37-54.

Either:

- Richard J. Evans, 'Coercion and Consent in Nazi Germany', *Proceedings of the British Academy*, 151 (2007), pp. 53-81. (Historiography)

Or:

- Henry Friedlander, 'The Exclusion and Murder of the Disabled', in *Social Outsiders in Nazi Germany*, ed. Robert Gellately and Nathan Stoltzfus (Princeton: Princeton University Press, 2001), Ch 7, pp. 145-164.

Week 9: Occupied France

- Julian Jackson, 'The French People at War', in *The Fall of France: The Nazi Invasion of 1940* (Oxford: Oxford University Press, 2003) 143-160, 174-182.
- Robert Gildea, 'Resistance, Reprisals and Community in Occupied France', *Transactions of the RHS*, 13 (2003), 163-185.

Week 10: The Holocaust and its aftermath

- Roderick Stackelberg, 'The Holocaust', *Hitler's Germany: Origins, Interpretations, Legacies* (London and New York: Routledge, 1999), pp. 215-232.
- Mary Fulbrook, 'Overcoming the Past in Practice? Trials and Tribulations', in *German National Identity after the Holocaust* (Cambridge: Polity Press, 1999), 48-78.

Week 11: The failure & collapse of communism

- Jeremy Suri, 'The Promise and Failure of "Developed Socialism": The Soviet "Thaw" and the Crucible of the Prague Spring, 1964-1972', *Contemporary European History*, 15:2 (2006), pp. 133-158.
- Fred Halliday, 'Soviet foreign policymaking and the Afghanistan War: from "second Mongolia" to "bleeding wound"', *Review of International Studies* (1999), 25, 675-691.

Week 12: Decolonization and Migration

- Randall Hansen, 'Migration to Europe since 1945: Its History and its Lessons', *Political Quarterly* 74:1 (2003): 25-38.
- Marcus Collins, 'Pride and Prejudice: West Indian Men in Mid-Twentieth Century Britain', *The Journal of British Studies*, 40:3 (2001), pp. 391-418.

Week 13: Terrorism in Postwar Europe

- William F. Shughart II, 'An Analytical History of Terrorism, 1945-2000', *Public Choice*, Vol. 128, No. 1/2, The Political Economy of Terrorism (Jul., 2006), pp.7-39.
- Pick one of the following topics and read the background briefing on it on the following websites:
 - The Irish Republican Army: <http://www.cfr.org/separatist-terrorism/provisional-iris-h-republican-army-ira-aka-pira-provos-oglaigh-na-heireann-uk-separatists/p9240>
 - The Baader-Meinhof Group/Red Army Faction: <http://news.bbc.co.uk/2/hi/europe/6314559.stm> or the Wikipedia site which is extensively referenced: http://en.wikipedia.org/wiki/Red_Army_Faction
 - The Basque ETA (*Euskadit a Askatasuna*) group: <http://www.cfr.org/separatist-terrorism/basque-fatherland-liberty-eta-spain-separatists-euskadi-ta-askatasuna/p9271>
 - The Italian Red Brigade (*Brigate Rosse*): http://web.stanford.edu/group/mapping_militants/cgi-bin/groups/view/77
 - Chechen terrorism: <http://www.cfr.org/separatist-terrorism/chechen-terrorism-russia-chechnya-separatist/p9181>

Write a short summary of your chosen reading to present to your discussion group. Explain the following questions:

1. What is the terrorist group you have studied?
2. When, how, and why did they form?
3. What are their goals? Are these goals clear?
4. How have they tried to achieve these goals?
5. How successful have they been in achieving their goals?