



# MHIS211

## War and Peace in World History

S2 Day 2016

*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

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W6A 405

Thur 2-3

Credit points

3

Prerequisites

12cp or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description

This unit looks at the ways in which issues of war and peace are shaped by specific cultural and historical conditions that can only be understood in broader international context. While war can be viewed purely in terms of military strategy and through the lens of advancing armies, it also has wider social, economic and cultural meanings that situate men and women as historical actors in the formation of cultures and societies and the construction of new world orders. By looking at the many situations in which wars have been fought across the world under the banner of political cause, national freedom, dynastic and religious crusade, we ponder the ways in which war is the arena in which national and imperial memory has been forged. Our travels will take us to Britain, India, Germany, the United States of America, South Africa, Japan, Algeria, Vietnam, New Zealand and Australia to look at the role of war in the construction of historical memory. We also pay particular attention to the experiences of women in war, to the colonial context of much international conflict and to the moral questions that arise from notions such as winning and losing.

## 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:

A schematic knowledge of major conflicts and efforts to make peace in modern history  
An understanding of how empirical research and methodological debate has expanded and challenged existing historiography.

An ability to critically evaluate the arguments of other historians (both theoretically and empirically).

An ability to locate, identify, read and analyze existing historical research with some guidance

The ability to clearly communicate a point of view about the past using the terminology and techniques accepted in the historical profession in written form.

Understand the ways in which war and peace are experienced differently (according to gender, race, class, sexuality and historical location)

An ability to consider how practices of remembrance are shaped by political contexts

## Assessment Tasks

Name	Weighting	Due
<u>In Lecture Tests</u>	40%	Throughout Semester
<u>Prelim Research Task</u>	10%	3/10 5pm
<u>Final Essay</u>	50%	11/11 5pm

### In Lecture Tests

Due: **Throughout Semester**

Weighting: **40%**

These will occur, unannounced, in 4 lectures across the semester and will each consist of 5 multiple choice questions and 5 short answer questions. Material will be drawn from the three weeks content prior to that test (lectures and readings). Students should come to every lecture prepared for a possible test.

During the test, student may consult 2 x double-sided A4 page of handwritten or typed notes. **At the end of each week, it is recommended that you convert your lecture, reading and tutorial notes into this format. Simply print off/copy these notes every Thursday and bring them to the lecture.**

If you are unable to attend a lecture for medical reasons, you must lodge a disruption to studies application and you will be eligible to sit a supplementary test in week 13 to make up the missing marks.

On successful completion you will be able to:

- A schematic knowledge of major conflicts and efforts to make peace in modern history

- The ability to clearly communicate a point of view about the past using the terminology and techniques accepted in the historical profession in written form.
- Understand the ways in which war and peace are experienced differently (according to gender, race, class, sexuality and historical location)
- An ability to consider how practices of remembrance are shaped by political contexts

## Prelim Research Task

Due: **3/10 5pm**

Weighting: **10%**

Students must submit a proposal for their final essay that sketches an approach and provides an annotated bibliography of at least 5 pieces of historical research (academic journal articles, books or book chapters). At least one of these resources must be found using a "cited reference search" on *web of science* or using the citation links on google scholar. An introduction to these research tools will be offered. Students should read the requirements for this task and the final essay on the ilearn site.

**This is a hurdle requirement for MHIS211; students must pass this assessment in order to complete the unit. Submissions that do not meet the requirements of the task will be returned for revision and resubmission.**

**Late submissions without a formal extension will be marked on a pass/fail basis and will not receive annotations/written feedback.**

On successful completion you will be able to:

- An understanding of how empirical research and methodological debate has expanded and challenged existing historiography.
- An ability to critically evaluate the arguments of other historians (both theoretically and empirically).
- An ability to locate, identify, read and analyze existing historical research with some guidance
- The ability to clearly communicate a point of view about the past using the terminology and techniques accepted in the historical profession in written form.
- Understand the ways in which war and peace are experienced differently (according to gender, race, class, sexuality and historical location)

## Final Essay

Due: **11/11 5pm**

Weighting: **50%**

In this task you will write an academic research paper answering one question from the list supplied, building on the feedback from your preliminary exercise and augmenting it with further

research. The questions and requirements for this essay will be available on ilearn.

On successful completion you will be able to:

- A schematic knowledge of major conflicts and efforts to make peace in modern history
- An understanding of how empirical research and methodological debate has expanded and challenged existing historiography.
- An ability to critically evaluate the arguments of other historians (both theoretically and empirically).
- An ability to locate, identify, read and analyze existing historical research with some guidance
- The ability to clearly communicate a point of view about the past using the terminology and techniques accepted in the historical profession in written form.
- Understand the ways in which war and peace are experienced differently (according to gender, race, class, sexuality and historical location)

## **Delivery and Resources**

Students are required to attend the weekly lecture (or listen if an online student), listen to an additional hour of lecture content and read the required readings. All required reading material will be available via ilearn. Tutorials and online discussions will engage with this content in more depth. Some weeks will require reading before the on campus lecture, others before the tutorial. Please ensure you consult the weekly topic guide before classes commence each week.

## **Unit Schedule**

Please consult 'ilearn' for a detailed outline of lectures, tutorials and reading materials.

Weekly Topics:

[Week 1 – Historical Contingency, Making War and Making Peace](#)

[Week 2 – The Military Revolution in Early Modern Europe](#)

[Week 3 – Peace Making and Politics in the 17<sup>th</sup> and 18<sup>th</sup> Centuries](#)

[Week 4 – War and Peace in the Enlightenment](#)

[Week 5 – Making War the Business of the People: 1789-C1850](#)

[Week 6 – Sovereignty, Conflict and Empire in the 19<sup>th</sup> Century](#)

[Week 7 – WWI and the Invitation to Manliness](#)

[Week 8 – Gender, Race and Peacemaking in the Early 20<sup>th</sup> C](#)

[Week 9 – Women, Citizenship and WWII](#)

[Week 10 – Decolonisation and the “Cold” War](#)

[Week 11 – Late Modern Practices of Peace](#)

[Week 12 – Languages of War in an Age of Terrorism](#)

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](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/](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](http://ask.mq.edu.au).

## Extensions

If you face illness or serious misadventure, you should lodge a "Disruption to Studies" application via the Student Services desk, ground floor, W6A. If you have legitimate grounds to seek an extension or alternative form of assessment, this will only occur through this process.

## 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](http://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

## Graduate Capabilities

### 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:

#### Assessment task

- Final 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:

## **Assessment task**

- In Lecture Tests

## **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**

- A schematic knowledge of major conflicts and efforts to make peace in modern history
- An understanding of how empirical research and methodological debate has expanded and challenged existing historiography.

## **Assessment tasks**

- Prelim Research Task
- Final 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 outcome**

- An ability to critically evaluate the arguments of other historians (both theoretically and empirically).

## **Assessment tasks**

- In Lecture Tests
- Prelim Research Task
- Final 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 outcome

- An ability to locate, identify, read and analyze existing historical research with some guidance

### Assessment tasks

- Prelim Research Task
- Final 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 outcome

- The ability to clearly communicate a point of view about the past using the terminology and techniques accepted in the historical profession in written form.

### Assessment tasks

- In Lecture Tests
- Prelim Research Task
- Final 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:

### **Assessment task**

- In Lecture Tests

## **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**

- Understand the ways in which war and peace are experienced differently (according to gender, race, class, sexuality and historical location)
- An ability to consider how practices of remembrance are shaped by political contexts

## **Changes from Previous Offering**

The unit structure has been redesigned in order to maximise student participation.