



# MHIX211

## War and Peace in World History

SP2 OUA 2016

*Dept of Modern History, Politics & International Relations*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	5
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	9

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#### **Disclaimer**

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## General Information

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Contact via iLearn dialogue/ email

Online

Online

Prerequisites

Corequisites

Co-badged status

Unit description

War is a central feature of human history. But why? 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 a broader international context. While war is often viewed purely in terms of military strategy, it also always depends on social, economic and cultural contexts for its meaning and practice. This unit explores the changing relationships over time, between understandings, practices and experiences of war. It also examines the practice of peace-making – how have societies and cultures sought to create peace? What might a history of peace-making look like? Our travels will take us from Ancient Greece and Rome through to the 'war on terror'. In between, we explore the early modern world, colonial empires, South Africa, the United States, Japan, Vietnam, New Zealand and Australia. This unit offers an opportunity to consider the centrality of war to human history (and the social and cultural ramifications of this) as well as providing a solid grounding in the discipline of world history. All enrolment queries should be directed to Open Universities Australia (OUA): see

[www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

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

An understanding of some of the ways in which war has shaped modern society

An understanding of some of the different ways in which people/ organisations have mobilised for peace

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

An understanding of the intersections between war, practices of memory and politics

The ability to actively participation in online group discussions

The ability to conduct independent research and evaluate historical writing

The ability to develop an argument about the past and express this in written form

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Preliminary Research Exercise</u></a>	15%	Midnight, Sunday Week 4
<a href="#"><u>Research Essay</u></a>	45%	Midnight, Sunday Week 9
<a href="#"><u>Take Home Exam</u></a>	30%	Midnight, Friday, Week 13
<a href="#"><u>Online Participation</u></a>	10%	Weekly

### Preliminary Research Exercise

Due: **Midnight, Sunday Week 4**

Weighting: **15%**

This exercise has been designed to 'scaffold' the first steps of your research essay, introduce some key research strategies, and focus your attention on historical interpretation and argument. Your task is twofold: first, follow the research steps outlined below; second, report on your preliminary research findings. If you do not complete all the steps in stage 1, you cannot pass the assessment.

On successful completion you will be able to:

- The ability to conduct independent research and evaluate historical writing
- The ability to develop an argument about the past and express this in written form

### Research Essay

Due: **Midnight, Sunday Week 9**

Weighting: **45%**

Write a 2000 word essay in response to one of the questions provided and submit your piece to turnitin. Be sure to consult the assessment rubric closely to become familiar with the expectations of a 200 level research essay in modern history - but your first aim should be

to offer a piece of historical interpretation rather than narrative/description. Your essay must be fully referenced according to the format laid out in the Modern History Essay Guide.

On successful completion you will be able to:

- An understanding of some of the ways in which war has shaped modern society
- An understanding of some of the different ways in which people/ organisations have mobilised for peace
- An understanding of the ways in which war and peace are experienced differently (according to gender, race, class, sexuality and historical location)
- An understanding of the intersections between war, practices of memory and politics
- The ability to conduct independent research and evaluate historical writing
- The ability to develop an argument about the past and express this in written form

## Take Home Exam

Due: **Midnight, Friday, Week 13**

Weighting: **30%**

In the non-invigilated take-home exam you will need to answer two questions (1000 words each - essays) from a list of six. These will be based on the content of the course lectures, tutorials and readings. The main purpose of this assessment task is to test your ability to produce brief, clear and logical arguments supported by evidence. For this task, you need not consult any readings beyond those listed as required or recommended. You must consult at least six readings. The exam must be fully documented with footnotes and a bibliography.

On successful completion you will be able to:

- An understanding of some of the ways in which war has shaped modern society
- An understanding of some of the different ways in which people/ organisations have mobilised for peace
- An understanding of the ways in which war and peace are experienced differently (according to gender, race, class, sexuality and historical location)
- An understanding of the intersections between war, practices of memory and politics
- The ability to develop an argument about the past and express this in written form

## Online Participation

Due: **Weekly**

Weighting: **10%**

The online discussion tasks, undertaken through the HST220 unit website, tests your ability to communicate ideas, your appreciation and comprehension of the themes and concepts discussed in the course, your ability to critically assess and evaluate the arguments of others,

and your ability to clearly articulate your thoughts. It is also a task that monitors your progress across the unit topics. You are expected to do the weekly readings, participate in weekly discussions and make postings within the time frame of each discussion topic. These begin on Monday of the discussion week and run through to the following Sunday. You should look to answer **at least two** of the set questions each week, as well as engaging with the posts of other students. Each individual post should be kept to a **maximum of 100 words**. A professional and courteous approach towards staff and fellow students is expected at all times.

On successful completion you will be able to:

- An understanding of some of the ways in which war has shaped modern society
- An understanding of some of the different ways in which people/ organisations have mobilised for peace
- An understanding of the ways in which war and peace are experienced differently (according to gender, race, class, sexuality and historical location)
- An understanding of the intersections between war, practices of memory and politics
- The ability to actively participation in online group discussions

## Delivery and Resources

All delivery is online. All essential readings are provided online. Students may need to conduct further research of their own for their major essay.

## Unit Schedule

Week 1	Making War and Making Peace
Week 2	Cultures of War and Cultures of Peace in Early Modern Europe
Week 3	Nation, Peace and War
Week 4	Sovereignty, Conflict and Empire

<b>Week 5</b>	The Civil War and Difference
<b>Week 6</b>	Making and Unmaking Men in WWI
<b>Week 7</b>	Gender and Peace Making in the Interwar Years
<b>Week 8</b>	Essay Writing
<b>Week 9</b>	Motherhood, Citizenship and WWII
<b>Week 10</b>	Sexuality and the Cold War
<b>Week 11</b>	Remembering WWII in an Age of Decolonisation
<b>Week 12</b>	The Problem of Peace Keepers
<b>Week 13</b>	Representing War

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

### Extension Request

#### **Special Consideration Policy and Procedure** **(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)**

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the

future as part of the assessment process

### Outcome

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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](#).

## 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

### 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

- An understanding of some of the ways in which war has shaped modern society
- An understanding of some of the different ways in which people/ organisations have mobilised for peace
- An understanding of the ways in which war and peace are experienced differently (according to gender, race, class, sexuality and historical location)
- An understanding of the intersections between war, practices of memory and politics
- The ability to conduct independent research and evaluate historical writing
- The ability to develop an argument about the past and express this in written form

## Assessment tasks

- Preliminary Research Exercise
- Research Essay
- Take Home Exam
- Online Participation

## 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

- An understanding of some of the different ways in which people/ organisations have mobilised for peace
- An understanding of the ways in which war and peace are experienced differently (according to gender, race, class, sexuality and historical location)
- An understanding of the intersections between war, practices of memory and politics
- The ability to actively participation in online group discussions
- The ability to conduct independent research and evaluate historical writing
- The ability to develop an argument about the past and express this in written form

## Assessment tasks

- Preliminary Research Exercise
- Research Essay
- Take Home Exam

- Online Participation

## 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

- An understanding of some of the ways in which war has shaped modern society
- An understanding of some of the different ways in which people/ organisations have mobilised for peace
- An understanding of the ways in which war and peace are experienced differently (according to gender, race, class, sexuality and historical location)
- An understanding of the intersections between war, practices of memory and politics
- The ability to conduct independent research and evaluate historical writing
- The ability to develop an argument about the past and express this in written form

### Assessment tasks

- Preliminary Research Exercise
- Research Essay
- Take Home Exam
- Online Participation

## 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

- An understanding of some of the ways in which war has shaped modern society
- An understanding of some of the different ways in which people/ organisations have mobilised for peace

- An understanding of the ways in which war and peace are experienced differently (according to gender, race, class, sexuality and historical location)
- An understanding of the intersections between war, practices of memory and politics
- The ability to conduct independent research and evaluate historical writing
- The ability to develop an argument about the past and express this in written form

## **Assessment tasks**

- Preliminary Research Exercise
- Research Essay
- Take Home Exam
- Online Participation

## **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**

- An understanding of some of the ways in which war has shaped modern society
- An understanding of the ways in which war and peace are experienced differently (according to gender, race, class, sexuality and historical location)
- The ability to conduct independent research and evaluate historical writing
- The ability to develop an argument about the past and express this in written form

## **Assessment tasks**

- Preliminary Research Exercise
- Research Essay
- Take Home Exam

## **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

- An understanding of some of the different ways in which people/ organisations have mobilised for peace
- An understanding of the ways in which war and peace are experienced differently (according to gender, race, class, sexuality and historical location)
- The ability to conduct independent research and evaluate historical writing
- The ability to develop an argument about the past and express this in written form

## Assessment tasks

- Preliminary Research Exercise
- Research Essay
- Take Home Exam

## 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

- The ability to actively participation in online group discussions
- The ability to develop an argument about the past and express this in written form

## Assessment tasks

- Preliminary Research Exercise
- Research Essay
- Take Home Exam
- Online Participation

## 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

- An understanding of some of the ways in which war has shaped modern society
- An understanding of some of the different ways in which people/ organisations have mobilised for peace
- An understanding of the ways in which war and peace are experienced differently (according to gender, race, class, sexuality and historical location)
- An understanding of the intersections between war, practices of memory and politics
- The ability to develop an argument about the past and express this in written form

## Assessment tasks

- Research Essay
- Take Home Exam
- Online Participation

## 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

- An understanding of some of the ways in which war has shaped modern society
- An understanding of some of the different ways in which people/ organisations have mobilised for peace
- An understanding of the ways in which war and peace are experienced differently (according to gender, race, class, sexuality and historical location)
- An understanding of the intersections between war, practices of memory and politics
- The ability to actively participation in online group discussions
- The ability to develop an argument about the past and express this in written form

## Assessment tasks

- Research Essay
- Take Home Exam
- Online Participation