



# MHIX211

## War and Peace in World History

S2 OUA 2019

*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

Leigh Boucher

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TBC

by appointment

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:

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	Hurdle	Due
<a href="#">Online Quizzes</a>	30%	No	Throughout Semester
<a href="#">Short Essay</a>	20%	Yes	2/9 5pm
<a href="#">Major Essay</a>	45%	No	8/11 5pm
<a href="#">Essay Progress Report</a>	5%	No	14/10 5pm

### Online Quizzes

Due: **Throughout Semester**

Weighting: **30%**

Each week you will complete a multiple choice quiz that covers material from the unit.

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

### Short Essay

Due: **2/9 5pm**

Weighting: **20%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle**

### **assessment tasks)**

You will complete a short essay that addresses a question distributed in week 2. This essay will ask you to reflect on your approach to writing and understanding the history of war-making and peace-making. Reading material will be drawn from the weekly topics and other supplied material.

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)

## **Major Essay**

Due: **8/11 5pm**

Weighting: **45%**

In this task you will write an academic research paper answering one question from the list supplied. 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)

## Essay Progress Report

Due: **14/10 5pm**

Weighting: **5%**

You will submit an essay progress report that consists of five elements, including a bibliography of at least 8 pieces of scholarship, a critical discussion of how three of those resources relate to your essay, and a proposal for further reading and research. Each of these will be worth one mark, and each element will be marked on a pass fail basis.

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 consider how practices of remembrance are shaped by political contexts

## Delivery and Resources

Students are required to attend the weekly lecture (or listen if an online student), read the required readings and attend tutorials (contribute to online discussions if an online student). All required reading material will be available via ilearn. Tutorials and online discussions will engage with this content in more depth.

## Unit Schedule

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

## 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Extensions / Late Submission

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.

## 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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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

- Major 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

- Online Quizzes

## 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

- Short Essay
- Major Essay
- Essay Progress Report

## 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

- Online Quizzes
- Short Essay
- Major Essay
- Essay Progress Report

## 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

- Short Essay
- Major 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

- Online Quizzes

- Short Essay
- Major Essay
- Essay Progress Report

## 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

- Online Quizzes

## 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.

-The assessment suite has been changed to give students the chance to reflect on the approach of the unit early in semester.