



MHIS375

Shock and Awe: A History of the Postmodern World

S1 External 2019

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff

Unit Convenor

Mark Hearn

mark.hearn@mq.edu.au

Contact via mark.hearn@mq.edu.au

Level 2 Hearing Hub

Thursday 9am-10 am

Credit points

3

Prerequisites

39cp at 100 level or above or (6cp in HIST or MHIS or POL units at 200 level including 3cp in HIST or MHIS)

Corequisites

Co-badged status

Unit description

This unit explores the historical shift from modernity to post-modernity underway since the late twentieth century, tracing: the history of the fall of the Berlin Wall in 1989, and the emergence of the neo-liberal culture of enterprise that has characterised the global economy since the 1990s; the tension between notions of progress and their environmental consequences; and the nature of war and terror in the post-modern world. The unit also considers how post-modernity manifests in culture and the historical context of these cultural expressions. Post-modernism is explored as a manifestation of the historical shift to post-modernity, and the unit considers a range of post-modernist historical texts, and texts which challenge these interpretations.

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:

Develop and critical thinking and analytical skills

Identify and apply key historiographical concepts

Build personal and communication skills through participation in seminar discussion.

Identify socially complex problems, formulate own questions, and work out paths of investigation/creative resolution

Reflect on how you have analysed information and solved problems, and incorporate lessons learned into future work

Treat information in an ethical manner

General Assessment Information

Late Submission Penalty: “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.”

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---|-----------|--------|-----------------------------|
| <u>Historiography Assignment</u> | 20% | No | 5 pm Thursday 21 March 2019 |
| <u>Presentation & Participation</u> | 15% | No | During semester |
| <u>Research Essay</u> | 40% | No | 5 pm Thursday 2 May 2019 |
| <u>Take Home Exam</u> | 25% | No | 5pm Monday 10 June 2019 |

Historiography Assignment

Due: **5 pm Thursday 21 March 2019**

Weighting: **20%**

Question: Why does Beverley Southgate argue that historians should embrace postmodernity? Is Willie Thompson right to claim that postmodernism has virtually ‘nothing to offer historians’? Write a critical appraisal of these historian’s perspectives on postmodernity and postmodernism, based on an analysis of the key themes and issues covered in the chapters: Beverley Southgate, *What is History For?* Routledge London 2005, ch.6 Willie Thompson, *Postmodernism and History*, Palgrave Macmillan London 2004, ch.1 **Note:** Both chapters are included in the Unit Reader, respectively in the Topic One and Topic Three readings. No other sources or readings are required for this assignment.

On successful completion you will be able to:

- Develop and critical thinking and analytical skills
- Identify and apply key historiographical concepts
- Reflect on how you have analysed information and solved problems, and incorporate

lessons learned into future work

- Treat information in an ethical manner

Presentation & Participation

Due: **During semester**

Weighting: **15%**

Internal students Presentation This task is designed to assess your oral communication skills and grasp of the issues under discussion. At the beginning of semester, students will select a tutorial presentation from the various weekly topics. You may conduct a debate, show some images, conduct a quiz, put students in small groups for discussion, show an extract from a film, anything! Presenters may work individually or in pairs. You will be assessed on five criteria:

Preparation

Organization

Content

Creativity

Engagement

External Students Presentation This task is designed to assess your written communication skills in informal settings, and your ability to lead and manage discussion of the issues under consideration. At the beginning of semester, students will select a tutorial presentation from the various weekly topics. You will lead online discussion, using stimulus material or activities to engage your audience. Remember, don't post an essay online - keep presentations short. The point of the exercise is to lead discussion: which means you need to encourage participation. You will be assessed on five criteria:

Preparation

Organization

Content

Creativity

Engagement

Seminar Participation: Seminar participation is taken very seriously. You are required to attend at least 80% of seminars. A significant component of your mark will be based on participation, not simply attendance. **Each student is required to prepare for each week's seminar by reading the set seminar readings, taking notes and participating in class discussion.** Each week of the seminar program includes questions on which the discussion will be based and developed. These are listed at the beginning of the week's readings. The readings are in the MHIS375 Unit Reader and are compulsory reading. Seminar reading and preparation will form the basis for your preparation for your assessment tasks. You need to demonstrate wide reading for your research essay. Seminar reading is also vital for your preparation for the exam. The emphasis in seminars is on your participation. You need to come to class each week prepared to

discuss issues relevant to the seminar in an informed way. You must also be prepared to engage with other students in discussion – this means that you need to listen as well as speak. Learning to present, defend and modify an argument in verbal presentation is one of the generic skills you are expected to acquire through studying modern history, so your participation in discussion is essential to your successful completion of the unit.

On successful completion you will be able to:

- Develop and critical thinking and analytical skills
- Identify and apply key historiographical concepts
- Build personal and communication skills through participation in seminar discussion.
- Identify socially complex problems, formulate own questions, and work out paths of investigation/creative resolution
- Reflect on how you have analysed information and solved problems, and incorporate lessons learned into future work
- Treat information in an ethical manner

Research Essay

Due: **5 pm Thursday 2 May 2019**

Weighting: **40%**

Research Essay (3,000 words; 40%) This task forms the major component of your course mark and therefore requires a high degree of thought, effort and preparation. The research essay guidelines, questions and reading lists may be found at the back of the Unit Guide.

On successful completion you will be able to:

- Develop and critical thinking and analytical skills
- Identify and apply key historiographical concepts
- Reflect on how you have analysed information and solved problems, and incorporate lessons learned into future work
- Treat information in an ethical manner

Take Home Exam

Due: **5pm Monday 10 June 2019**

Weighting: **25%**

A take home exam will be handed out in the final lecture. The exam is designed to test both your general knowledge of the historical issues and your grasp of key historiographical debates discussed in the course. The questions will be broad and will focus on the major themes of the course.

On successful completion you will be able to:

- Develop and critical thinking and analytical skills
- Identify and apply key historiographical concepts
- Reflect on how you have analysed information and solved problems, and incorporate lessons learned into future work
- Treat information in an ethical manner

Delivery and Resources

Technologies used and required

iLearn; recorded lectures and online seminar participation for external students.

This unit has an online presence. Login is via: <https://ilearn.mq.edu.au/> Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient. - For technical support go to: http://mq.edu.au/about_us/offices_and_units/informatics/help - For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info/guides.htm

MHIS375 Seminar Program 2019

Week One (25 February)

Introduction and allocation of seminar presentation topics.

Week Two (4 March)

Topic 1: Interpreting Postmodernity

Definitions of 'The Problem of Periodization'; Stuart Jeffries, 'Postmodernism: the 10 key moments in the birth of a movement' guardian.co.uk, 20 September 2011; Tim Blanning, *The Romantic Revolution*, 'Conclusion'; Beverley Southgate, *What is History For?*, ch.6.

Seminar discussion questions: What are the characteristics of postmodernism? Is postmodernity an historical period, and does it have historical precedents?

Week Three (11 March)

Topic 2: Creative Destruction: Modernity and Modernism

David Harvey, *The Condition of Postmodernity*, ch.2; Philipp Blom, *The Vertigo Years*, 'Ritual, Myths and Masks', pp.286-89; Richard Stites, *Revolutionary Dreams*, 'War Communism as Utopia' pp.46-52; Colin Marshall, 'Pruitt-Igoe: the troubled high-rise that came to define urban America', *Guardian*, 22 April 2015.

Seminar discussion questions: How does Harvey characterise the project of modernity? Why is Stravinsky's *Rite of Spring* 'barbaric'? How did Bolshevik 'War Communism' reflect the modern project? Does the demolition of the Pruitt-Igoe complex represent the moment 'modern

architecture died’?

Week Four (18 March)

Topic 3: Pomophobia? The Critics of Postmodern Interpretation

Beverley Southgate, *Postmodernism in History: Fear or Freedom?* ch.1; Willie Thompson, *Postmodernism and History*, ch.1; Richard J. Evans *In Defence of History*, Introduction; Review of *In Defence of History* by Professor Antony Easthope, Manchester Metropolitan University, *Textual Practice*, vol.12, no. 3 (Winter 1998).

Seminar discussion questions: How does Southgate suggest that historians can overcome ‘pomophobia’? Is Thompson right to argue that postmodernism ‘has nothing to offer historians’? Why did Evans argue that postmodernism generated a ‘crisis’ for historians? Why does Easthope assert that ‘Richard J. Evans did not really write *In Defence of History*’?

Week Five (25 March)

Topic 4: Fearless Speech: Michel Foucault’s History of the Present

Edward Said review of *Power*, *New York Times*, 17 December 2000; Michel Foucault, ‘Lives of Infamous Men’, in M. Foucault, *Power*, Essential Works Vol.3; Clare O’Farrell, *Michel Foucault*, ch.5; J. G. Merquior, *Foucault*, ch.10.

Seminar discussion questions: Why does Said argue that Foucault leaves no reader unchanged? What does Foucault suggest that we can learn from the ‘dark legends’ of the lives of infamous men? How does O’Farrell suggest historians can benefit from Foucault’s methods? Why does Merquior suggest she’s wasting her time?

Week Six (1 April)

Topic 5: Poststructuralism: the Narrative Subject and the ‘Linguistic Turn’

Alun Munslow, *Narrative and History* ch.1; Patrick Joyce, *Democratic Subjects*, ch.12, ‘Narrative and History’; Judith Walkowitz, *City of Dreadful Delight*, Introduction.

Seminar discussion questions: Why does Munslow argue that reality and representation work together in the historians’ construction of the past? Why does Joyce argue that the focus on narrative has destabilised the study of history? How does Walkowitz argue that poststructuralism has effected the historical interpretations of power and gender?

Week Seven (8 April)

Topic 6: Progress and Nature

Zygmunt Bauman, *Modernity and Ambivalence*, ch.1 pp.26-42, ‘The scandal of ambivalence’; David Blackbourn, *The Conquest of Nature*, ‘Introduction’, pp.3-12; ‘Attacks paid for by big

business are driving science into a dark era', *The Observer*, 19 February 2012; 'Rachel Carson and the legacy of Silent Spring', *The Observer*, 27 May 2012.

Seminar discussion questions: Why in modernity did nature stand for 'the other of humanity', as Zygmunt Bauman argues? Why does Blackbourn claim that writing about the shaping of the German landscape is to write about how modern Germany was shaped? Has resistance to climate change undermined Rachel Carson's legacy?

Week Eight (29 April)

Topic 7: Postmodern War

Eric Hobsbawm, 'Barbarism: A User's Guide', in *On History*; Red Cross Survey; Christopher Coker, *War in an Age of Risk*, review by Claudia Aradau, *Ethics & International Affairs*, Volume 24.1 (Spring 2010), Carnegie Council; David Chandler, 'Risk and the biopolitics of global insecurity', *Conflict, Security & Development*, Volume 10, Issue 2, 2010; Tim Weiner, 'Lockheed and the Future of Warfare', *New York Times*, 28 November 2004.

Seminar discussion questions: Why are 'risk' and 'barbarism' the paradigms of postmodern warfare? Can Lockheed help lift 'the fog of war' and reduce risk?

Week Nine (6 May)

Topic 8: Postmodern Terror

Christopher Coker, '9/11: The Glass Shatters', in Eamonn McCabe, *Decade*, Phaidon, 2001; Muqtedar Khan, 'Islam, Postmodernity and Freedom: Answers to Questions posed by Discourse Magazine' October 2002; Osama bin Laden, 'Letter to America', [extract] *Observer.co.uk*, Sunday 24 November 2002; Pankaj Mishra, 'How to think about Islamic State', *Guardian*, 24 July 2015.

Seminar discussion questions: How has the nature of political terror changed in the late twentieth century? Have western nations developed effective strategies to counter it? Is Khan right to argue that terrorism is 'the most spectacular postmodern manifestation'? Why does Mishra describe Islamic State as a 'postmodern collage'?

Week Ten (13 May)

Topic 9: The Enterprising Citizen: Neo-Liberalism

Misha Glenny, *McMafia*, ch.4, 'Xanadu I'; Misha Glenny, 'Into the Wild', [review of *The Dark Net*], *London Review of Books*, Vol.37 No.6 19 March 2015; Nikolas Rose, *Powers of Freedom*, ch.4, 'Advanced Liberalism'; Extracts of the speech by John Howard 'Workplace Relations Reform: The Next Logical Step'; Guy Standing, *The Corruption of Capitalism*, Preface.

Seminar discussion questions: Does the globalization of organised crime reflect the condition of postmodernity? What are the chief characteristics of advanced or neo-liberalism? Does neo-

liberalism create 'enterprise workers' or the 'Precariat'?

Week Eleven (20 May)

Topic 10: Fitter, Happier? Postmodern Culture

Fredric Jameson, *The Cultural Turn, Selected Writings on the Postmodern*, chapter 1; Edward Mendelson, 'In the Depths of the Digital Age', *New York Review of Books*, 23 June 2016; J.G. Ballard, *Crash*, 'Introduction'; 'Fitter Happer', Radiohead, *OK Computer*; Dai Griffiths, *OK Computer*, 'Words', pp.81-87; Scott Bukatman, *Blade Runner*, ch.3, 'Replicants and Mental Life'.

Seminar discussion questions: Why does Jameson argue that postmodern culture reflects the logic of late capitalism? Has the 'real' been displaced by digital technology in postmodern culture? How do works such as *Crash*, 'Fitter Happier' and *Blade Runner* reflect a response to postmodernity?

Week Twelve (27 May)

Topic 11: Opening the Wall: Postmodern Reflections on Modernity

Timothy Snyder, 'Hitler's world may not be so far away', *Guardian*, 16 September 2015; Václav Havel, "The End of the Modern Era", Speech to the World Economic Forum, Davos, Switzerland, 4 February 1992; Robert MacFarlane, 'Generation Anthropocene', *Guardian*, 1 April 2016; Tzvetan Todorov, *Hope and Memory*, 'Epilogue'.

Seminar discussion questions: What lessons does Snyder suggest should be drawn from the history of twentieth century totalitarianism? Why does Havel argue that we must face the future with 'a new, post-modern face'? Can the project of modernity adapt to the Anthropocene? How does Todorov suggest that we should take the history of the twentieth century into the twenty-first?

RESOURCES

MACQUARIE LIBRARY A comprehensive bibliography for this course, covering a range of themes and pertinent to both the research and tutorial essays is included in the list of research essay questions. Copies of these works will be found in the university library. Key books will be found in RESERVE. **Reserve** The reserve area of the library (level 2) holds essential books, videos and DVDs. It also holds items which are in high demand. It is for this reason that it is often the first port-of-call. However, there are restrictions on borrowing these items. Reserve items are only available on a short-term basis. Where an item is held in reserve this will be annotated on the catalogue. **E-Reserve** E-reserve is the place that you will check for journal articles, book chapters and lecture notes. These are documents which have been scanned and made available online. Access is via login and password (which you receive upon enrolment). You can access these from the university, from home or from anywhere with internet access. **Film Access** There are six video carrels on level 3 in the library which you can use at your leisure (providing no-one is using them). However, they do not provide headphones – YOU HAVE TO PROVIDE YOUR

OWN HEADPHONES (you can use your walkman for this if you have one). You can also buy headphones from the photocopy room for \$11. There are also two small booths (for one person) on level 3 in which you can view a film without using headphones. THESE MUST BE BOOKED IN ADVANCE (third floor information desk).

WEBSITES

Interpreting Postmodernity: website created by Unit Convenor Mark Hearn to introduce the course and highlight research and relevant speeches, documents, images and readings.

www.interpretingpostmodernity.net

• **JG Ballard:** <http://www.ballardian.com/> • **Bauhaus archiv and Museum of Design:** an excellent site outlining the history and principles of the modernist Bauhaus School 1919-1933 <http://www.bauhaus.de/english/index.htm> • **Jacques Derrida & Jurgen Habermas on 9/11:** <http://www.press.uchicago.edu/Misc/Chicago/066649.html> • **'Discourse on postmodernism and history'**, a series of downloadable papers on this theme by leading British historians for and against postmodernist historical interpretations, part of The Institute of Historical Research website. <http://www.history.ac.uk/discourse/> • **The Fog of War:** <http://www.sonyclassics.com/fogofwar/> • **History in Focus:** the History in Focus website provides original articles, book reviews, and links to historical resources and is part of the Institute of Historical Research website. See in particular item 2 'What is History?' (Autumn 2001), for the debate on history and postmodernism. <http://www.history.ac.uk/ihr/Focus/index.html> • **Michel Foucault:** an excellent site by Clare O'Farrell, author of Michel Foucault. The site includes a guide to key concepts, FAQ, bibliography, photo gallery and links to other sites. <http://www.michel-foucault.com/> • **Michel Foucault Archives:** <http://www.michel-foucault-archives.org/> • **The Foucault Society:** <http://www.foucaultsociety.org/default.asp> • **Donna Haraway, Cyborg Manifesto:** <http://www.stanford.edu/dept/HPS/Haraway/CyborgManifesto.html> • **Naomi Klein, The Shock Doctrine:** <http://www.naomiklein.org/shock-doctrine> (play the short film by Alfonso Cuarón, 'The Shock Doctrine' the director of The Children of Men) • **Jean-Francois Lyotard:** Information on Lyotard, including the essay by William Schultz, 'The Ambivalence Of Our Postmodern Condition: Lyotard's Diagnosis and Prognosis', <http://www.costis.org/x/lyotard/schultz.htm> • **James Martin 21st Century School University of Oxford** <http://www.21school.ox.ac.uk/> • **Modernism:** a site that outlines the history, principles and works associated with various Modernist art and design movements in the period 1880-1940. <http://www.artsmia.org/modernism/> • **Modernism, Designing a New World:** site of the major exhibition held at the Victoria and Albert Museum, London in 2006. http://www.vam.ac.uk/vastatic/microsites/1331_modernism/ • **The Po-Mo Page:** Postmodern, Postmodernism, Postmodernity (a page which looks at definitions of these terms, and modernism/modernity): <http://www9.georgetown.edu/faculty/irvinem/theory/pomo.html> • **Xe Services (Blackwater USA):** <http://www.ustraining.com/new/index.asp>

JOURNALS Some useful journals in relation to the issues raised in MHIS375: *Australian Cultural History*, *Australian Historical Studies*, *Clio*, *Critical Discourse Studies*, *Critical Inquiry*, *Foucault Studies*, *Economy and Society*, *Journal of Global History*, *History Australia*, *History and Theory*,

Intellectual History Review, Journal of the History of Ideas, Modern Intellectual History, Modernism/Modernity, Postcolonial Studies, Rethinking History, Social History, Theory Culture & Society.

RESEARCH ESSAY QUESTIONS

Due Date: Thursday, 2 May 2019, 5 pm **Word Length:** 3,000 words. Below is a list of essay questions with references for each, and recommended reading relevant to the lectures and the seminar program. Other relevant books or journal articles may be cited in addition to those recommended below. Students are required to cite at least **eight** books or journal articles relevant to the question in your essay discussion and in the bibliography. Web sites may be cited in addition to this minimum.

Please number the pages of your essay and write out the question at the beginning of your essay, precisely as it is described below.

Writing your Essays Please consult the Department of Modern History's webpage <http://www.modhist.mq.edu.au/essays.html> for advice on writing essays in history. Pay particular attention to properly footnoting your essays.

Submitting your essay: Please submit your essay via Turnitin.

Topic 1: How have historians assessed the nature of postmodernity?

Benedict Anderson, *Imagined Communities*, Verso London 1991 Perry Anderson, *The Origins of Postmodernity*, Verso, London New York 1998. Frank Ankersmit and Hans Kellner (eds.), *A New Philosophy of History*, University of Chicago Press, Chicago 1995 Zygmunt Bauman, *Intimations of Postmodernity*, Routledge London 1992. Philip Barker, *Michel Foucault*, Edinburgh University Press Edinburgh 1998. Peter Beilharz (ed.), *The Bauman Reader*, Blackwell Oxford 2001 Elizabeth Deeds Ermarth, 'Agency in the Discursive Condition', *History and Theory*, 40 December 2001 pp.34-58 Elizabeth Deeds Ermarth, 'What If Time Is a Dimension of Events, Not an Envelope for Them?' *Time & Society*, Vol. 19 No.1 March 2010. James Good and Irving Velody (ed.) *The Politics of Postmodernity*, Cambridge University Press 1998. David Harvey, *The Condition of Postmodernity*, Blackwell Publishers 1990. Kevin Hart, *Postmodernism, A Beginner's Guide*, Oneworld Publications Oxford 2004. Sally Hart, 'On Jacques Derrida: the Politics of Mourning', *Rethinking History*, Vol.11 No.2 June 2007 pp.169-185. Linda Hutcheon, *The Politics of Postmodernism*, Routledge London 2002. Fredric Jameson, *Postmodernism, or the Cultural Logic of Late Capitalism*, Verso London 1991. Fredric Jameson, *The Cultural Turn, Selected Writings on the Postmodern*, Verso London 1998 Charles Jencks, *Critical Modernism*, John Wiley & Sons Chichester UK 2007 Keith Jenkins, *Re-thinking History*, Routledge London 1991. Keith Jenkins (ed.), *The Postmodern History Reader*, Routledge London 1997. Keith Jenkins, *Refiguring History: new thoughts on an old discipline*, Routledge, London 2003 Keith Jenkins and Alun Munslow (eds.), *The Nature of History Reader*, Routledge London 2004. Helge Jordheim, 'Against Periodization: Koselleck's theory of Multiple Temporalities', *History and Theory*, Vol.51 May 2012. Reinhart Koselleck, *The Practice of Conceptual History*, Stanford University 2002. David Lyon, *Postmodernity*, University of Minnesota Press 1999. Alun Munslow,

Deconstructing History, Routledge London 1997. Daniel T. Rodgers, *Age of Fracture*, Harvard University Press 2011. William Schultz, 'The Ambivalence Of Our Postmodern Condition: Lyotard's Diagnosis and Prognosis', <http://www.costis.org/x/lyotard/schultz.htm> Beverley Southgate, *Postmodernism in History: Fear or Freedom?* Routledge London 2003 Beverley Southgate, *What is History For?* Routledge London 2005. Dennis Smith, *Zygmunt Bauman, Prophet of Postmodernity*, Polity Press Oxford 1999. Willie Thompson, *Postmodernism and History*, Palgrave Macmillan London 2004 Stephen Toulmin, *Cosmopolis, the Hidden Agenda of Modernity*, University of Chicago Press 1992. John Zammito, 'Koselleck's Philosophy of Historical Time(s) and the practice of history', *History and Theory*, Vol.43 February 2004.

Topic 2: How have historians assessed the characteristics of modernity in the twentieth century?

Anne Applebaum, *Gulag, a history of the Soviet Camps*, Penguin London 2004 Zygmunt Bauman, *Modernity and Ambivalence*, Polity Press London 1991. Isaiah Berlin, *The Roots of Romanticism*, Chatto and Windus, London 1999 Sheri Berman, *The Primacy of Politics, Social Democracy and the Making of Europe's Twentieth Century*, Cambridge University Press 2006 Lawrence Besserman, *The challenge of periodization: old paradigms and new perspectives*, Garland, 1996. Goran Blix, 'Charting the "transitional period": the emergence of modern time in the nineteenth century', *History and Theory*, 45 February 2006 pp.51-71 Malcolm Bradbury and James McFarlane (eds.), *Modernism*, Penguin Books London 1991. Momme Brodersen, *Walter Benjamin: a Biography*, Verso, London, 1996. Michael Burleigh, *The Third Reich*, Pan Macmillan London 2000. Peter Conrad, *Modern Times, Modern Places*, Thames and Hudson, London 1998 **Roger Griffin**, *Modernism and Fascism, The Sense of a Beginning under Mussolini and Hitler*, Palgrave Macmillan London 2007 Jurgen Habermas, *The Philosophical Discourse of Modernity*, Polity Press Oxford 1987, ch.I David Harvey, *Paris, Capital of Modernity*, Routledge London 2003. Eric Hobsbawm, *The Age of Extremes, 1914-1991*, Michael Joseph London 1994. Neil Levi, 'Time, Culture, Nation: Australian Perspectives on Modernism, Modernity and Modernisation', *Australian Cultural History* No.25 2006 pp.1-10. David Lyon, *Postmodernity*, University of Minnesota Press 1999 ch.3. Arthur Marwick, *The Sixties*, Oxford University Press 1998 Richard Pipes, *The Russian Revolution, 1899-1919*, Collins Harvill London 1990 (ch.18) J.G.A. Pocock, 'Perceptions of Modernity in Early Modern Historical Thinking', *Intellectual History Review*, 17(1) 2007 pp.55-63. Richard Stites, *Revolutionary Dreams, Utopian Vision and Experimental Life in the Russian Revolution*, Oxford University Press Oxford 1989. Tzvetan Todorov, *Facing the Extreme: Moral Life in the Concentration Camps*, Henry Holt, 1996 Tzvetan Todorov, *Imperfect Garden: The Legacy of Humanism*, Princeton University Press 2002 Bernard Wasserstein, *Barbarism and Civilisation, A History of Europe in Our Time*, Oxford University Press Oxford 2007. Christopher Wilk (ed.), *Modernism, Designing a New World, 1914-1939*, Victoria and Albert Museum London 2006

Topic 3: Does postmodernism offer a new path for historical analysis, or are the advocates of "pomophobia" justified?

Robert Anchor, 'The Quarrel between Historians and Postmodernists', *History and Theory*, vol.38 no.1 February 1999. Joyce Appleby, Lynn Hunt, Margaret Jacob, *Telling the truth about History*, Norton New York 1994. Richard J. Bernstein (ed.), *Habermas and Modernity*, MIT Press Cambridge 1985 Mark Bevir, Jill Hargis, and Sara Rushing (eds.), *Histories of postmodernism*,

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Topic 4: Assess the response by historians to Foucault's work. Do its weaknesses outweigh its benefits for enhancing our understanding of the past?

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Unit Schedule

| Week | Date | Lecture | Tutorial | Assessment |
|------|-------------|--|--------------|---|
| 1 | 25 February | Interpreting Postmodernity | Introduction | None |
| 2 | 4 March | Creative Destruction: Modernity and Modernism | Topic One | None |
| 3 | 11 March | Pomophobia? Postmodern Critics | Topic Two | None |
| 4 | 18 March | Fearless Speech: Michel Foucault's History of the Present | Topic Three | Historiography Assignment – 20% Due Date: 5 pm Thursday 21 March 2019 |
| 5 | 25 March | Poststructuralism: the Narrative Subject and the 'Linguistic Turn' | Topic Four | None |
| 6 | 1 April | Progress and Nature | Topic Five | None |
| 7 | 8 April | Postmodern War | Topic Six | None |

| SEMESTER BREAK | | | | |
|----------------|----------|---|--------------|--|
| 8 | 29 April | Postmodern Terror | Topic Seven | 3,000 word Research Essay – 40% Due Date: 5 pm Thursday 2 May 2019 |
| 9 | 6 May | The Enterprising Citizen: Neo-Liberalism | Topic Eight | None |
| 10 | 13 May | Fitter, Happier? Postmodern Culture | Topic Nine | None |
| 11 | 20 May | Opening the Wall: Postmodern Reflections on Modernity | Topic Ten | None |
| 12 | 27 May | Lecture and seminar program revision. | Topic Eleven | Take Home Exam distribution |
| 13 | 3 June | No Lecture | No Seminar | Take Home Exam – 25% Due: 5pm Monday 10 June 2019 |

Policies and Procedures

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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Macquarie University's Academic Honesty Policy

Please familiarise yourself with Macquarie's policy.

http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

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

If you are a Global MBA student contact 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/.

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

- Develop and critical thinking and analytical skills
- Identify and apply key historiographical concepts
- Build personal and communication skills through participation in seminar discussion.
- Identify socially complex problems, formulate own questions, and work out paths of investigation/creative resolution
- Reflect on how you have analysed information and solved problems, and incorporate lessons learned into future work

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

- Develop and critical thinking and analytical skills
- Reflect on how you have analysed information and solved problems, and incorporate lessons learned into future work
- Treat information in an ethical manner

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

- Develop and critical thinking and analytical skills
- Identify and apply key historiographical concepts
- Reflect on how you have analysed information and solved problems, and incorporate lessons learned into future work

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

- Develop and critical thinking and analytical skills
- Identify and apply key historiographical concepts
- Identify socially complex problems, formulate own questions, and work out paths of investigation/creative resolution

Assessment tasks

- Historiography Assignment
- Presentation & Participation
- Research Essay
- Take Home Exam

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

- Develop and critical thinking and analytical skills
- Identify and apply key historiographical concepts

- Identify socially complex problems, formulate own questions, and work out paths of investigation/creative resolution
- Reflect on how you have analysed information and solved problems, and incorporate lessons learned into future work

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

- Develop and critical thinking and analytical skills
- Identify and apply key historiographical concepts
- Build personal and communication skills through participation in seminar discussion.
- Identify socially complex problems, formulate own questions, and work out paths of investigation/creative resolution
- Reflect on how you have analysed information and solved problems, and incorporate lessons learned into future work

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

- Develop and critical thinking and analytical skills
- Build personal and communication skills through participation in seminar discussion.
- Identify socially complex problems, formulate own questions, and work out paths of investigation/creative resolution
- Reflect on how you have analysed information and solved problems, and incorporate lessons learned into future work

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

- Develop and critical thinking and analytical skills
- Reflect on how you have analysed information and solved problems, and incorporate lessons learned into future work
- Treat information in an ethical manner

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

- Develop and critical thinking and analytical skills
- Reflect on how you have analysed information and solved problems, and incorporate lessons learned into future work
- Treat information in an ethical manner

Changes since First Published

| Date | Description |
|------------|--|
| 05/02/2019 | Removed reference to staff member who is not teaching the unit |