



MHIS211

War and Peace in World History

S2 Day 2019

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff

Unit Convenor

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TBC

by appointment

Lorna Barrow

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Credit points

3

Prerequisites

12cp at 100 level or above 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	Hurdle	Due
<u>In Tutorial Tests</u>	30%	No	Throughout Semester
<u>Short Essay</u>	20%	Yes	2/9 5pm
<u>Major Essay</u>	45%	No	8/11 5pm
<u>Essay Progress Report</u>	5%	No	14/10 5pm

In Tutorial Tests

Due: **Throughout Semester**

Weighting: **30%**

Every tutorial, except for week 1, will commence with a short test (3 multiple choice questions and 2 short answers) that cover the material from the weekly lectures and materials. The overall mark will be a sum total of your best 9 tests.

If you are unable to attend a tutorial for medical or other 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

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. Upon submission of this task, you will select an appointment time in that week to discuss your essay with your tutor.

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. 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

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/staff/policy_central) (https://staff.mq.edu.au/staff/policy_central)

q.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](http://students.mq.edu.au/support/study/student-policy-gateway) (<http://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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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

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) 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

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

- In Tutorial 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

- 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

- In Tutorial Tests
- 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

- In Tutorial Tests
- 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

- In Tutorial 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.

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