

## HIST20063 Making the Global World: 1750-2001

<b>Credit Points:</b>	12.50
<b>Level:</b>	2 (Undergraduate)
<b>Dates &amp; Locations:</b>	2010, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: A 1.5-hour lecture and a 1-hour tutorial per week Total Time Commitment: 8.5 hours per week: total time commitment 102 hours
<b>Prerequisites:</b>	Completion of 12.5 points at first-year in history or one of the Faculty of Arts' Interdisciplinary Foundation (IDF) subjects.
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	131-118 Making the Global World: 1750-2001
<b>Core Participation Requirements:</b>	For the purposes of considering requests for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this course are articulated in the Course Description, Course Objectives and Generic Skills of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>
<b>Coordinator:</b>	Dr Ian Collier
<b>Contact:</b>	Ian Collier <a href="mailto:icoller@unimelb.edu.au">icoller@unimelb.edu.au</a> x44658
<b>Subject Overview:</b>	Traditionally, historians have tended to look at the period of modern world history since 1750 as dominated by the "European Miracle" resulting in the triumph of the West. But in an increasingly global and multipolar world, is this interpretation of history still valid or useful? This subject proposes to examine four key global moments since 1750: 1. The global revolutions of the eighteenth century. 2. The growth and extension of European empires. 3. The three-world international system after the Second World War. 4. The "New World Order" after 1989 and the end of the Cold War. Students will gain an understanding of concepts such as nation/nationalism and empire/imperialism and an insight into major ideological currents of the twentieth century. They will think critically about concepts such as "the West" and the "Clash of Civilizations". The subject thematizes globalization as a historical concept, asking whether these moments of the recent past were also "globalizations" and what this means for our understanding of globalization in the present and the future.
<b>Objectives:</b>	<ul style="list-style-type: none"> <li># understand basic ideas and debates around the nation and nationalism, and be able to set these ideas against other developments in the modern world, in particular the phenomenon of globalisation.</li> <li># be able to identify the major ideological currents of the nineteenth and twentieth centuries, and recognise and explain the impacts of these currents on global history.</li> <li># develop an ability to look at history in a critical and plural way, using both primary and secondary materials, and appreciate the existence of different approaches and perspectives.</li> </ul>
<b>Assessment:</b>	A bibliographical exercise 1000 words 20% (due early semester), a research exercise 1000 words 20% (due mid-semester), a group exercise, individual contribution 2000 words 50% (due examination period) and class participation 10%. Hurdle requirement: Students must attend a minimum of 75% of tutorials in order to pass this subject.

<b>Prescribed Texts:</b>	A subject reader will be available.
<b>Breadth Options:</b>	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> <li># <b>Bachelor of Biomedicine</b> (<a href="https://handbook.unimelb.edu.au/view/2010/B-BMED">https://handbook.unimelb.edu.au/view/2010/B-BMED</a>)</li> <li># <b>Bachelor of Commerce</b> (<a href="https://handbook.unimelb.edu.au/view/2010/B-COM">https://handbook.unimelb.edu.au/view/2010/B-COM</a>)</li> <li># <b>Bachelor of Environments</b> (<a href="https://handbook.unimelb.edu.au/view/2010/B-ENVS">https://handbook.unimelb.edu.au/view/2010/B-ENVS</a>)</li> <li># <b>Bachelor of Music</b> (<a href="https://handbook.unimelb.edu.au/view/2010/B-MUS">https://handbook.unimelb.edu.au/view/2010/B-MUS</a>)</li> <li># <b>Bachelor of Science</b> (<a href="https://handbook.unimelb.edu.au/view/2010/B-SCI">https://handbook.unimelb.edu.au/view/2010/B-SCI</a>)</li> <li># <b>Bachelor of Engineering</b> (<a href="https://handbook.unimelb.edu.au/view/2010/355AA">https://handbook.unimelb.edu.au/view/2010/355AA</a>)</li> </ul> <p>You should visit <b>learn more about breadth subjects</b> (<a href="http://breadth.unimelb.edu.au/breadth/info/index.html">http://breadth.unimelb.edu.au/breadth/info/index.html</a>) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<ul style="list-style-type: none"> <li># demonstrate research skills through competent use of the library and other information sources.</li> <li># show critical thinking and analysis through recommended reading, essay writing and tutorial discussion, and by determining the strength of an argument.</li> <li># demonstrate understanding of social, ethical and cultural contexts through the contextualisation of judgements, developing a critical self-awareness, being open to new ideas and possibilities and by constructing an argument.</li> </ul>
<b>Related Majors/Minors/Specialisations:</b>	<p>History History History History Major</p>