



## COURSE OUTLINE

# HIS240 Nationalism and Identity in the 20th Century: Themes and Tensions

**Course Coordinator:** Amy Clarke (acl Clarke1@usc.edu.au) **School:** School of Law and Society

2021 | Semester 2

USC Sunshine Coast  
USC Moreton Bay

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course explores the historical contexts (18th-19th century events) and ramifications (20th-21st century events) of nationhood, national identity and nationalism, encompassing key issues and events (e.g. First and Second World Wars, fall of the Soviet Union) and prominent nationalist movements. Students will develop a layered and wide-reaching understanding of 20th-21st century history that ranges across European, Asian, North and South American and Australian contexts, and that has on-going relevance today.

### 1.2. How will this course be delivered?

| ACTIVITY  | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| <b>ON CAMPUS</b>  |       |                |           |
| <b>Tutorial/Workshop 1</b> – On campus Tutorial 1 hour                        | 1hr   | Week 1         | 10 times  |
| <b>Lecture</b> – 2 Hours Live Online Lecture and Activities - for timetabling | 2hrs  | Week 1         | 13 times  |

### 1.3. Course Topics

Theory of nationalism and national identity

History of nationalism – 19<sup>th</sup> century

History of nationalism – 20<sup>th</sup> century

History of nationalism – 21<sup>st</sup> century

Nationalism in Australia

Nationalism in North America

Nationalism in South America

Nationalism in Europe

Nationalism in Asia

Nationalism in Africa

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES  | GRADUATE QUALITIES   |
|---|--|
| On successful completion of this course, you should be able to...   | Completing these tasks successfully will contribute to you becoming... |
| 1 Demonstrate knowledge of the broad development of nationalism in the 19th, 20th and early 21st centuries.   | Knowledgeable  |
| 2 Demonstrate an ability to conduct research, interpretation and analysis of primary sources and combine this with primary sources and combine this with primary sources and combine this with secondary material in history essays | Knowledgeable<br>Creative and critical thinker<br>Empowered            |
| 3 Demonstrate an ability to communicate effectively about the history of nationalism  | Creative and critical thinker<br>Empowered                             |
| 4 Demonstrate an awareness of the significance of religion, culture and politics in shaping nationalist movements.  | Knowledgeable<br>Creative and critical thinker                         |

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Any 2 courses.

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements and scope.

6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT?                          |
|---------------|----------|--------------------|---------------------|-------------|--------------------------------|-----------------------|--|
| All           | 1        | Quiz/zes           | Individual          | 25%         | 5 x Quizzes                    | Refer to Format       | Online Test (Quiz)                                 |
| All           | 2        | Essay              | Individual          | 35%         | 1250 words                     | Refer to Format       | Online Assignment Submission with plagiarism check |
| All           | 3        | Essay              | Individual          | 40%         | 2250 words                     | Exam Period           | Online Assignment Submission with plagiarism check |

All - Assessment Task 1: Online Quizzes

|                  |   |   |                                  |
|------------------|---|---|----------------------------------|
| <b>GOAL:</b>     | To demonstrate knowledge of the broad development of nationalism in the 19th, 20th and early 21st centuries.  |   |                                  |
| <b>PRODUCT:</b>  | Quiz/zes  |   |                                  |
| <b>FORMAT:</b>   | Students will complete five (5) short online quizzes throughout semester, in week 2, 4, 6, 8 and 10. Each quiz will be worth five (5) marks and will contain a combination of multiple-choice and short answer questions. Quiz content will be drawn from the previous fortnight's lectures and materials in the set readings. Students may refer to lecture notes and the set readings while undertaking the quizzes. Each quiz will be active for two weeks only; students can complete each quiz at any point during the two-week period it is active. |   |                                  |
| <b>CRITERIA:</b> | <b>No.</b>  |   | <b>Learning Outcome assessed</b> |
|                  | 1   | Demonstration of knowledge and understanding of course material, lectures and tutorial readings | 1 3 4                            |
|                  | 2   | Ability to synthesise Course material in answers  | 1 3 4                            |

All - Assessment Task 2: Tutorial Essay

|                 |  |
|-----------------|--|
| <b>GOAL:</b>    | To demonstrate an awareness of the significance of religion, culture and politics in shaping nationalist movements and communicating this effectively through the analysis of a small number of academic history sources.  |
| <b>PRODUCT:</b> | Essay  |
| <b>FORMAT:</b>  | <p>This task draws from the set readings and tutorial discussion, prompting students to develop and demonstrate (in short essay form) a close understanding of 1-2 key 20th century nationalist movements. Tutorials in weeks 4-9 will operate around group discussion, prompted by set readings and a focus question (provided on Blackboard in the Weekly Learning Materials folders). 2-4 students (per tutorial) will lead the discussion; students will be asked to nominate themselves for a tutorial slot at the beginning of semester.</p> <p>Two weeks after leading the tutorial discussion, students will submit a 1250 word essay responding to the focus question from their week. This essay should draw from the sources provided in the Set Readings and Recommended Additional Readings for that week. This is not intended to be a research-heavy essay; it should be a demonstration of your 'close reading' and comprehension of a small number of sophisticated academic arguments and historical debates. The essay must be written using appropriate academic language and formatting, and must include references and a bibliography. The referencing style used should be Harvard or Chicago 16A (Footnotes). Footnotes and bibliography will not be included in the word count</p> |

| CRITERIA: | No. | Learning Outcome assessed   |
|-----------|-----|---|
|           | 1   | Demonstration of analysis and synthesis of secondary sources (and historical debates) 1 2 3 4   |
|           | 2   | Demonstration of an ability to communicate effectively about the history of nationalism 1 2 3 4 |
|           | 3   | Originality 1 2 3 4   |
|           | 4   | Appropriate referencing and presentation 3  |

### All - Assessment Task 3: Research Essay

|                  |   |   |
|------------------|---|---|
| <b>GOAL:</b>     | To demonstrate an awareness of the significance of religion, culture and/or politics in shaping nationalist movements and communicating this effectively by conducting research, interpretation and analysis of primary and secondary sources.  |   |
| <b>PRODUCT:</b>  | Essay   |   |
| <b>FORMAT:</b>   | Choose one of the topics available on Blackboard.<br>In responding to the chosen topic, the essay should combine knowledge of course concepts/themes with in-depth research of 2-3 nationalist movements (or key periods within these movements). The essay must make extensive use of primary and secondary (academic) sources. The essay may include visual materials (e.g. images, maps) but this is not compulsory. The essay must be written using appropriate academic language and formatting, and must include references and a bibliography. The referencing style used should be Harvard or Chicago 16A (Footnotes). Footnotes and bibliography will not be included in the word count. Submit Monday, first week of Exam Period. |   |
| <b>CRITERIA:</b> | <b>No.</b>  | <b>Learning Outcome assessed</b>  |
|                  | 1   | Demonstration of an ability to conduct research, interpretation and analysis of primary and secondary sources 1 2 3 4 |
|                  | 2   | Demonstration of an ability to communicate effectively about the history of nationalism 1 2 3 4                       |
|                  | 3   | Originality 1 2 3 4   |
|                  | 4   | Appropriate referencing and presentation 3  |

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Nil

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2. Assessment: Additional Requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

### 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

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