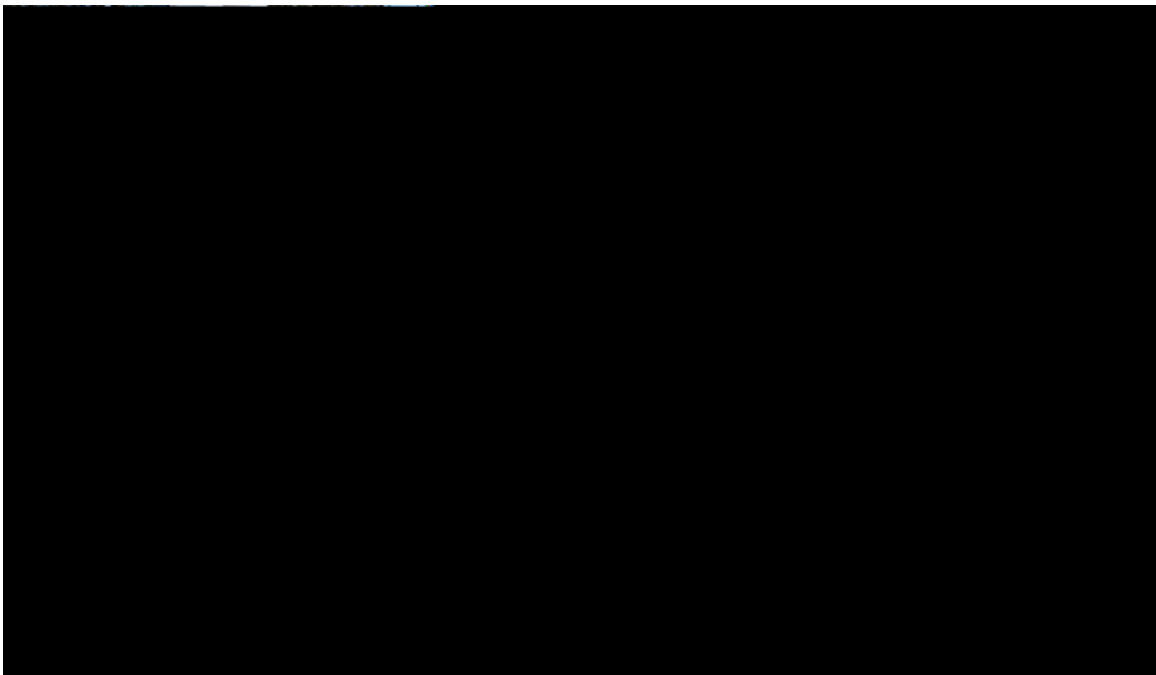




School of Humanities and Languages

ARTS1271
History of the Present: the world since 1900
Semester 2, 2018



[-vegas-bathroom-unexpected-places-to-see-berlin-wall-180953226/](#), accessed 27 June 2018.

- . Course Staff and Contact Details
- . Course Details
- . Course Schedule
- . Course Resources
- . Teaching Strategies and Rationale
- . Course Assessment
- . Attendance and Absence
- . Special Consideration for Illness or Misadventure
- . Class Clash
- 0. Academic Honesty and Plagiarism
 - . Course Evaluation and Development
 - . Student Support
- .

I. Course Staff and Contact Details			
Convenor			
Name	Anne O'Brien	Room	MB368
Phone	Ext 52384	Email	Anne.obrien@unsw.edu.au

In what ways and for what reasons does the Syrian Resolution reject the League of Nations covenant?

The May Fourth movement in China began as a protest against the Versailles Treaty but soon moved beyond this. Drawing on Deng Yingchao's memoirs, consider firstly China's response to the Versailles Treaty, and, secondly, the other issues that participants sought to address.

Week 4 Tutorial 13-19 August: COLONISERS AND COLONISED

NB: This tutorial is the basis of the first Text Exercise assessment, due at the end of Week 5, Friday 24 August. See details on page 12.

Set Readings

Primary:

Mohandas Gandhi, 'Indian Home Rule' (or *Hind Swaraj*, 1908) in James H. Overfield, *Sources of Twentieth Century Global History*, Boston and New York, Houghton Mifflin Company, 2002: 212-216.

Secondary:

Robert J. C. Young, 'Gandhi's Counter-Modernity', *Postcolonialism: An Historical Introduction*, Oxford: Blackwell Publishing, 2001: 316-334.

Judith M. Brown, 'Gandhi: A Victorian Gentleman: An essay in Imperial Encounter', *Journal of Imperial and Commonwealth History*, 27: 2, 1999: 68-85.

Questions:

How did Gandhi use the concept of 'civilisation' for the purposes of Indian nationalism?

What did Gandhi learn from other anti-colonial struggles?

Why and how does Robert Young argue that Gandhi was a figure of 'counter-modernity'?

How did Gandhi's 'imperial encounters' inform his politics? Use this tutorial

Week 11 Tutorial 8-14 October: THE POST-COMMUNIST WORLD

Set Readings

Primary:

Editorial of the *Liberation Army Daily (Jiefangjun Bao)*, 'Mao Tse-Tung's Thought is the Telescope and Microscope of our Revolutionary Cause', 7 June, 1966.

1966 Editorial from the key Chinese paper *Liberation Army Daily*—classic example of manic Maoism from that era <http://legacy.fordham.edu/halsall/mod/1966-mao-culturalrev1.html>

Students can also scroll through some of the propaganda posters from this era at the 'Mao Cult' theme on a poster website: <http://chinese posters.net/themes/mao-cult.php>

Secondary:

Peter Zarrow, 'Social and Political Developments: the making of the twentieth century Chinese state' in Kam Louie ed., *The Cambridge Companion to Modern Chinese Culture*, Cambridge, Cambridge University Press, 2008: 20-45.

Questions:

The first source has been described as a classic example of the manic Maoism of that era. How does the content of the editorial support this view?

The intensity of Mao propaganda in the second half of the 1960s was unparalleled. What features mark the posters out as emblematic of the 'Mao cult'?

What wider context does Zarrow provide to the development of communism in China in the twentieth century?

Week 12 Tutorial 15 - 21 October: COMING TO TERMS WITH THE TWENTIETH

. Teaching Strategies and Rationale

The course is designed to encourage you to draw on the recent past, particularly the twentieth century, in order to make sense of present-day conditions around the world. You will be boundg

This is an informal presentation; you do not need to prepare a written paper (some may prefer to do so) –a few points that you can speak to will suffice.

Some questions you may ask of the source include: what is it about? How does it illuminate the period under consideration? What did the source encourage you to think about? How might it be used as a primary source in a wider history of the period?

You can interpret the source's relation to the period/ topic under investigation however you wish. For example, if we are looking at World War II, you may choose to discuss the letters pages following a particularly momentous turning point in the war. Or you may examine how the women's pages of a major newspaper were addressing the War (or not). is a good example to browse.

and politically – which enabled an era of growth surpassing all of history. It is also interesting to note Landes' vehement critique of anti-Eurocentric sentiment for its failure to acknowledge what he views as complete domination by the West. Landes argues for this thesis in three ways:

1. The emergence of a European culture of rationalization and curiosity.
2. The autonomy, method and "routinization" of Western science.
3. The Industrial Revolution in Europe.

Part 2

Read the primary source i.e. the diary of Felix Landau in Ernst Klee, Willi Dressen and Volker

The format is a mix of multiple choice and short essay. The last lecture will provide lots of guidance (HINT!). The test is designed to test knowledge accrued in lectures and your grasp of course themes.

A GUIDE TO ESSAY MARKING CRITERIA IN HISTORY AT UNSW

High Distinction 85% +

An outstanding essay, excellent in every regard. A High Distinction essay shows flair, originality and creativity in its analysis. Based on extensive research and reading, it engages with complex historiographical issues, demonstrates theoretical acumen and involves both the critical analysis of argument and innovative interpretation of evidence. This essay is a delight to read and the prose is of exceptionally high standard. A High Distinction essay shows the potential to undertake post

awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For

UNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

S t u d e n t E q u i t y a n d D i s a b i l i t i e s U n i t

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <https://student.unsw.edu.au/disability>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.