



**UNSW**  
SYDNEY

Australia's  
Global  
University



# INST1006

The World in Transition

Term Three // 2019

## Course Overview

### Staff Contact Details

#### Convenors

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#### Tutors

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James Dhizaala	<a href="mailto:j.dhizaala@unsw.edu.au">j.dhizaala@unsw.edu.au</a>	TBA	TBA	
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### School Contact Information

School of Humanities and Languages

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## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *International Studies*

In this course you will study how historical dynamics have shaped the current global system. We ask "how did we get here today?", by looking at the historical relations between governments and peoples on the continents of Europe, Africa, Middle East, Latin America and Asia. Using both theory and area studies literature, we will examine how specific assumptions, social formations and territorial claims have contributed to trajectories of development and underdevelopment. Using literatures from the continents concerned, we also examine how key representations of those who were colonized gave rise to resistance and movements for self-determination.

### Course Learning Outcomes

1. Identify and explain key concepts relevant to the historical evolution of the global system.
2. Demonstrate a sound working knowledge of the structures and processes involved in colonialism and imperialism
3. Explain how historical trajectories have created contemporary relations of dependence and inequality in at least one area of the world, such as Latin America, Asia, the Middle East or Africa.
4. Demonstrate knowledge of how historical dynamics associated with colonialism and imperialism have contributed to claims for self-determination and independence.
5. Display effective research and communication skills and apply them in written work, presentations and other forms of assessment

### Teaching Strategies

The teaching strategy includes 2 hours of lecture and one hour of tutorial time, together with a varied assignment structure.

The lectures will introduce theoretical and conceptual material, the historical underpinnings of the current conditions of inequality, interdependence, struggles for self-determination, and conflict brought about by dynamics such as imperialism, colonialism and post-colonial systems of power. We will introduce pertinent literatures written within these societies related to these issues. This information will be mapped onto actual context specific examples of such changes across the globe. Students will be required to attend lectures where they develop effective listening skills, comprehension and effective note-taking.

Tutorials will provide an opportunity to explore these themes in conjunction with assigned reading material. Tutorials allow for the development of oral presentation skills and inter-group dialogue about the issues being explored.

Assignments test the students in variety of skill sets. The examination will test whether the information has been assimilated, together with critical and analytical thinking skills. The assignments will test the ability to separate core from subsidiary arguments and the ability to craft a coherent thesis and line of argumentation. Group work assignments such as the project and presentation test team working, lateral

thought, applications of theoretical and conceptual teaching to actual situations, innovation in written and oral presentation skills.

## Assessment

Because the course includes students from different overall fields of study, there is some flexibility with referencing styles. Students are allowed to reference using ONE of these:

- MLA (Modern Language Association) Format, often used in social sciences: <https://style.mla.org/mla-format/>
- APA (American Psychological Association) Format, generally used in anthropology and some other disciplines: <https://pitt.libguides.com/citationhelp/APA>
- Chicago Style, commonly used in history, some humanities and the arts: <https://www.chicagomanualofstyle.org/home.html>

You can pick any one, whichever you are most familiar with--and there is lots of information online about all of them if you are unsure--but you must use only ONE throughout a piece of work, not pick and choose bits of each.

Although Australian spelling conventions are preferred, you can use American or British English where these differ, if you wish, as long as spellings are consistent throughout the piece of work.

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Midterm	30%	Not Applicable	1,5
Analytical Essay	30%	25/10/2019 05:00 PM	1,4,5
Research Presentation and Project (presentation component)	10%	In tutorial, week 10	2,3,4,5
Research Presentation and Project (written component)	30%	22/11/2019 05:00 PM	2,3,4,5

## Assessment Details

### Assessment 1: Midterm

**Start date:** 17th October

**Length:** 2 HOURS

**Details:** Students will undertake a written in class test (2 hours) on the material in the first half of the course to Week 6. This task will test students on their knowledge of key concepts related to the evolution of the global system. Students will receive written feedback.

### Additional details:

Students will take a written test in class to show they have grasped the content of the first half of the

course. They are required to have learned key concepts, basic historical overviews and the key theorists.

**Submission notes:**In class

**Turnitin setting:** This is not a Turnitin assignment

### **Assessment 2: Analytical Essay**

**Start date:** Not Applicable

**Length:** 2000 words

**Details:** Students will write an analytical paper on one theorist covered in the course. The length of the essay will be 2000 words. Students will receive written feedback.

#### **Additional details:**

Students will write a 2,000 word essay on a theorist or theory we have covered in the course so far. Questions will be available in the first two weeks of class. All students will get written feedback on their work as well as their mark.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### **Assessment 3: Research Presentation and Project (presentation component)**

**Start date:** Not Applicable

**Length:** 15 Minutes

**Details:** Students will work in a group to create a presentation. The presentation should last for 15 minutes and should be presented to the class in groups of 2-3 people. A grade will be assigned at the time of the presentation. Written feedback will be given. This assignment is linked to the written assignment (3).

**Turnitin setting:** This is not a Turnitin assignment

### **Assessment 4: Research Presentation and Project (written component)**

**Start date:** Not Applicable

**Length:** 2500 words

**Details:** Students will work in a group to create a presentation and write up of 2500 words. While research and presentation can involve group work, the project after presentation must be written up individually and handed into the tutor for a grade. Assignment will be submitted electronically. Students will receive written feedback. This is the final assessment for attendance purposes.

#### **Additional details:**

Students will work alone on a subject related to their presentation to complete an essay of 2500 words. Questions will be available by mid-semester but there is also some flexibility if a particular subject is of interest. Feedback will be provided along with the mark.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 16 September - 20 September	Lecture	<b>The World Before</b>
	Online Activity	<b>Documentary</b>
Week 2: 23 September - 27 September	Tutorial	<b>The World Before</b>
	Lecture	<b>Why Europe Colonized: a story of wealth, land and power</b>
	Online Activity	<b>Podcast Activity</b>
Week 3: 30 September - 4 October	Tutorial	<b>Why Europe Colonized: a story of wealth, land and power</b>
	Lecture	<b>The Labour of Colonization and the Transatlantic Slave Trade</b>
	Online Activity	<b>Using databases and primary documents online</b>
Week 4: 7 October - 11 October	Tutorial	<b>The Labour of Colonization and the Transatlantic Slave Trade</b>
	Lecture	<b>India and Indentured Labour</b>
Week 5: 14 October - 18 October	Tutorial	<b>India and Indentured Labour</b>
	Lecture	<b>Industrialization and the Capitalist System and then MID-SEMESTER TEST</b>
	Online Activity	<b>Online database research</b>
Week 6: 21 October - 25 October	Tutorial	<b>Industrialization and the Capitalist System</b>
	Lecture	<b>The Scramble for Africa and Scientific Racism</b>
	Online Activity	<b>Podcast/Film Activity</b>
Week 7: 28 October - 1 November	Tutorial	<b>The Scramble for Africa and Scientific Racism</b>
	Lecture	<b>The Strange Case of Australia</b>
Week 8: 4 November - 8 November	Tutorial	<b>The Strange Case of Australia</b>
	Lecture	<b>Fighting Back: The Colonizer and the Colonial Subject</b>
Week 9: 11 November - 15 November	Tutorial	<b>Fighting Back: The Colonizer and the Colonial Subject</b>
	Lecture	<b>Orientalism and the Path to Islamophobia</b>
	Online Activity	<b>Podcast Activity</b>
Week 10: 18 November - 22 November	Tutorial	<b>Group presentations</b>
	Lecture	<b>Week 10: The Rise of the East, Again</b>



# Resources

## Prescribed Resources

### READING LIST

All the following readings will be available online or via PDF in Moodle.

#### **Week 1: The World Before**

- Ian Morris, *Why the West Rules—For Now: the Patterns of History and What they Reveal about the Future* (London: Profile Books, 2010), introduction and chapter 11.
- Stuart Hall, 'The West and the Rest: Discourse and Power' in Stuart Hall and Bram Gieben, (eds) *Formations of Modernity*, (Oxford: Blackwell Press, 1992).

#### **Week 2: Why Europe Colonized: a story of wealth, land and power**

- Daron Acemoglu and James A. Robinson, *Why Nations Fail: The Origins of Power, Prosperity and Poverty*, (London: Profile Books, 2012), chapter 1.
- Anibal Quijano, 'Coloniality of Power, Ethnocentrism and Latin America', *Napantla: Views from the South*, 1:3 (2000) 533-580.

#### **Week 3: The Labour of Colonisation and the Transatlantic Slave Trade**

- Walter Rodney, *How Europe Underdeveloped Africa* (London: Bogle-L'oeuvre Publications, 1972) pp. 95-115.
- Edward E. Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism*, (New York: Basic Books, 2014), xiii-xxvii.

#### **Week 4: India and Indentured Labour**

- Shashi Tharoor, *Inglorious Empire: What the British Did to India*, (London: Scribe, 2017) Chapter 1.
- John M. Mackenzie, 'Viewpoint: Why Britain does not Owe Reparations to India', BBC News.

#### **Week 5: Industrialisation and the Capitalist System**

- Sven Beckert, *Empire of Cotton: a Global History*, (New York: Alfred Knopf, 2015) introduction and chapter 6.
- Seymour Drescher, 'Capitalism and Slavery after 50 years', *Slavery and Abolition*, (1997), 18:3, 212-227.

#### **Week 6: The Scramble for Africa and Scientific Racism**

- Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*, (Boston: Houghton and Mifflin, 1998) chapters, 4, 12, 15.
- Sven Lindquist, *Exterminate All the Brutes*, (New York: W.W. Norton, 1996), part 4.

#### **Week 7: The Strange Case of Australia**

- John Docker, 'A plethora of intentions: genocide, settler colonialism, and historical consciousness

in Australia and Britain', *The International Journal of Human Rights*, 19:1 (2015), 74-89.

- Margaret D. Jacobs, *White Mother to a Dark Race: Settler Colonialism, Materialism, and the Removal of Indigenous Children in the American West and Australia, 1880-1940*, (Lincoln: University of Nebraska Press, 2009) prologue and chapter 1.

### **Week 8: Fighting Back: The Colonizer and the Colonial Subject**

- Frantz Fanon, *The Wretched of the Earth*, (New York: Grove Press, 2004) chapter 1.
- Aimé Césaire, *Discourse on Colonialism*, (New York: Monthly Review Press, 1972 & 2000).

### **Week 9: Orientalism and the Path to Islamophobia**

- Edward W. Said, *Orientalism: Western Conceptions of the Orient*, (London: Routledge and Paul, 1978, republished London: Penguin, 1991) pages 1-28.
- Rashid Khalidi, *Resurrecting Empire: Western Footprints and America's Perilous Path in the Middle East*, (Boston: Beacon Press, 2004) intro and Chapter 1.

### **Week 10: The Rise of the East, Again**

No readings this week, no tutorial.

## **PODCASTS AND FILMS**

### **Week 1: The World Before**

<https://www.dailymotion.com/video/x22eynh>

### **Week 2: Why Europe Colonized: a story of wealth, land and power**

<https://www.owltail.com/podcasts/42630-the-mexico-podcast-history-present>

<https://15minutehistory.org/category/world-history/latin-america/>

### **Week 4: India and Indentured Labour**

<https://www.youtube.com/watch?v=f7CW7S0zxv4>

<https://www.youtube.com/watch?v=f7CW7S0zxv4>

### **Week 6: The Scramble for Africa and Scientific Racism**

<https://www.youtube.com/watch?v=dTq6Hhkp2s>

<https://www.bbc.co.uk/sounds/play/p06rnhvl>

### **Week 9: Orientalism and the Path to Islamophobia**

<https://www.sam-network.org/video/orientalism-as-a-tool-to-justify-colonialism-1-4>

## **WE WILL ALSO BE USING DATABASES AND DATASETS**

### **Recommended Resources**

Suggestions for more readings for your papers will be available as necessary.

### **Course Evaluation and Development**

Having taken on board feedback from last year's students, the course has been reconfigured to ensure that the readings fit more closely with the tutorials and a 'come prepared to discuss' section has been added in moodle to help everybody to construct arguments in advance. The course has also been altered to ensure that it reflects the interests of students in International Studies. There will, of course, be feedback taken from you this year as well, and suggestions/thoughts are very gratefully received.

## **Submission of Assessment Tasks**

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### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Image Credit

“Japan Makes her Début Under Columbia’s Auspices.”

Puck, August 16, 1899

Artist: Udo Keppler

Source: Library of Congress

## CRICOS

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