



INST1006

The World in Transition

Term Three // 2020

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Emma Christopher	e.christopher@unsw.edu.au	TBA	Morven Brown 323	9385 3768

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: hal@unsw.edu.au

Course Details

Credit Points 6

Summary of the Course

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 slavery, 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
Test	25%	16/10/2020 05:00 PM	1,5
Research Paper	50%	20/11/2020 05:00 PM	1,2,3,4,5
Research Presentation	25%	Week 10 tutorial	1,2,3,4,5

Assessment Details

Assessment 1: Test

Start date:

Details:

Students will undertake a written in-class test (1 hour). This task will test students on their knowledge of key concepts related to the evolution of the global system.

Written comments; students may consult the lecturer for further feedback.

Additional details:

As we are maintaining online lectures instead of in the lecture hall, this will almost certainly have to be online too. Further details to come

Assessment 2: Research Paper

Start date:

Details:

Students are very much encouraged to research and write an essay that relates to the group presentations they are working on. However, the paper must be worked on individually and not as a group. The word limit is 2,500 words, including footnotes or endnotes and bibliography. It is recommended, but not essential, that students work on a paper that is related to the presentation component of the course. The paper might be related either by being in the same geographical area or by examining a related subject to their specific part of the presentation.

Research beyond that assigned as essential reading for tutorials is required. Further recommended readings will be suggested.

The assignment will be submitted electronically and students will receive written feedback.

This is the final assessment for attendance purposes.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Research Presentation

Start date:

Details:

Students will work in groups to create a presentation, which can be presented either in the form of a short podcast or presented in class. Each group will be assigned an area of the world to work on. The presentation should last for 5-6 minutes.

Students will receive a group mark and written comments; they can consult the lecturer for further feedback.

Additional details:

Due at the time of your tutorial in the last week.

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: 14 September - 18 September	Lecture	Why Europe Colonized: a story of wealth, land and power
	Tutorial	Why Europe Colonized: a story of wealth, land and power
	Online Activity	Watch 'The End of Poverty'
Week 2: 21 September - 25 September	Tutorial	The Labour of Colonization and the Transatlantic Slave Trade
	Lecture	The Labour of Colonization and the Transatlantic Slave Trade
	Online Activity	Using databases and primary documents online
Week 3: 28 September - 2 October	Tutorial	India and Indentured Labour
	Lecture	India and Indentured Labour
	Online Activity	Watch online the presentations regarding your reading
Week 4: 5 October - 9 October	Tutorial	Industrialisation and the Capitalist System
	Lecture	Industrialisation and the Capitalist System
Week 5: 12 October - 16 October	Tutorial	The Scramble for Africa and Scientific Racism
	Lecture	The Scramble for Africa and Scientific Racism
	Online Activity	Podcast/Film Activity
Week 6: 19 October - 23 October	Reading	No Tutorials or Lecture This Week. Get started on your papers!
Week 7: 26 October - 30 October	Tutorial	The Strange Case of Australia
	Lecture	The Strange Case of Australia
Week 8: 2 November - 6 November	Tutorial	Fighting Back: The Colonizer and the Colonial Subject
	Lecture	Fighting Back: The Colonizer and the Colonial Subject
Week 9: 9 November - 13 November	Tutorial	Orientalism and the Path to Islamophobia
	Lecture	Orientalism and the Path to Islamophobia
	Online Activity	Watch Podcasts online
Week 10: 16 November - 20 November	Tutorial	Podcasts or in class/online group presentations

Resources

Prescribed Resources

READING LIST

Week 1: Why Europe Colonized: a story of wealth, land and power

- 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.
- Daron Acemoglu and James A. Robinson, *Why Nations Fail: The Origins of Power, Prosperity and Poverty*, (London: Profile Books, 2012), chapter 1.

Week 2: The Labour of Colonisation and the Transatlantic Slave Trade

- Walter Rodney, 'The Colonies have been created by the Metropole for the Metropole', *New African*, 444, (Oct 2005) 14-17.
- Edward E. Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism*, (New York: Basic Books, 2014), xiii-xxvii.

Week 3: 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 (28 July 2015). <https://www.bbc.com/news/world-asia-india-33647422>

Week 4: 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 5: The Scramble for Africa and Scientific Racism

- Michael A. Rutz, *King Leopold's Congo and the Scramble for Africa*, (Cambridge: Hackett, 2018) intro and documents 1, 2, and 3.
- Sven Lindquist, *Exterminate All the Brutes*, (New York: W.W. Norton, 1996), part 4.

WEEK 6: NO LECTURE AND NO TUTORIALS

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), 29-78.

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: NO READING, GROUP PRESENTATIONS IN TUTORIALS

PODCASTS AND FILMS

Week 1: The End of Poverty (movie)

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

Week 2: online resource

www.slavevoyages.org

Week 3: Clips of Tharoor and Mackenzie debating in Oxford (your reading this week)

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

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

Week 5: Podcasts about King Leopold and Herero people of Namibia

<https://www.youtube.com/watch?v=dTq6Hhkpw2s>

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

Week 9: Edward Said on 'Orientalism', your reading for this week (in 4 short sections)

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

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.

We will obviously be partly online and partly in the classroom this year, and I will endeavour to make sure that the everything is as easily available as possible for those of you who are not able to leave home or who remain overseas, and to make it great to be back in the classroom for others of you (hopefully some of us will be meeting face to face in tutorials!)

Submission of Assessment Tasks

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 . 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

Carlos Juliao, *Riscos iluminados de figurinhos de brancos e negros dos uzos do Rio de Janeiro e Serro do Frio* (Rio de Janeiro, 1960), plate 28.

Image is in the public domain. Metadata is available under Creative Commons Attribution-NonCommercial 4.0 International.

CRICOS

CRICOS Provider Code: 00098G

Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.