



UNSW Course Outline

ARTS3290 European Empires, from Conquest to Collapse to the Present Day - 2024

Published on the 20 May 2024

General Course Information

Course Code : ARTS3290

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Humanities and Languages

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

The study of empire is critical to understand the post-colonial present, the re-emergence of

empire, persisting problems of Indigenous rights and to contemporary understandings of human rights more generally. This course focuses on the history of European empires from the late 15th to the late 20th century. It will provide a critical examination of European colonial ideologies and practices. It will also focus on the imperial experiences of colonized peoples, looking at ways in which they engaged with empire across places and time.

The course will offer you the opportunity to understand what imperialism was about, how it changed the face of the world and its impact on the present. The course will also familiarize you with key concepts, texts and methodologies for the study of comparative imperialism as well as early-modern and modern history. Those who successfully complete this course will strengthen their analytical and research skills as well as their historical knowledge.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Read long-term patterns in colonialism and imperial history and understand their significance.
CLO2 : Critically and creatively apply historical knowledge and skills in order to engage proactively with debates on imperialism and its legacies.
CLO3 : Critically employ historical research methods to locate, evaluate and contextualise diverse forms of evidence.
CLO4 : Reflect critically on accepted views on colonialism.

Course Learning Outcomes	Assessment Item
CLO1 : Read long-term patterns in colonialism and imperial history and understand their significance.	<ul style="list-style-type: none">• Fieldwork Project
CLO2 : Critically and creatively apply historical knowledge and skills in order to engage proactively with debates on imperialism and its legacies.	<ul style="list-style-type: none">• Responses to readings• Primary Document Analysis• Fieldwork Project
CLO3 : Critically employ historical research methods to locate, evaluate and contextualise diverse forms of evidence.	<ul style="list-style-type: none">• Primary Document Analysis
CLO4 : Reflect critically on accepted views on colonialism.	<ul style="list-style-type: none">• Responses to readings

Learning and Teaching Technologies

Moodle - Learning Management System

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Responses to readings Assessment Format: Individual	30%	Due Date: Weekly assessment task.
Fieldwork Project Assessment Format: Group	25%	Due Date: Not Applicable.
Primary Document Analysis Assessment Format: Individual	45%	Start Date: Not Applicable Due Date: 19/07/2024 11:59 PM

Assessment Details

Responses to readings

Assessment Overview

Students will read the prescribed text(s) and answer several questions before each tutorial class.

Length: 9 x 300 words

Feedback via rubric and oral comments in class.

Course Learning Outcomes

- CLO2 : Critically and creatively apply historical knowledge and skills in order to engage proactively with debates on imperialism and its legacies.
- CLO4 : Reflect critically on accepted views on colonialism.

Assessment Length

9 x 300 words

Assessment information

Responses to Reading

Before each tutorial, you are required to read the prescribed text(s) and answer the following questions:

- 1) What is the purpose of this chapter?
- 2) What do you think is the most important point in this chapter?

3) Why is this point important?

4) Which ideas in this chapter are new to you and particularly interesting?

Alternatively, you could choose one of the primary sources and answer these questions:

1) What kind of document is it?

2) Consider the context in which it was issued.

3) Its content: what is included, what is missing

4) What is the purpose of the document?

Submit via Turnitin. Further information will be available on Moodle.

Assignment submission Turnitin type

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

Fieldwork Project

Assessment Overview

Students will form a group, and present the monument chosen and summarise their findings.

Duration: 10 minutes

Feedback via rubric and group discussion.

Course Learning Outcomes

- CLO1 : Read long-term patterns in colonialism and imperial history and understand their significance.
- CLO2 : Critically and creatively apply historical knowledge and skills in order to engage proactively with debates on imperialism and its legacies.

Assessment Length

10 minute presentation

Assessment information

Fieldwork Project on Vestiges of European Colonialism in Sydney.

Field Work Presentation This is a 10-minute presentation on a monument in Sydney. In groups of 2 or 3, you will present the monument chosen and summarize your findings (see below the questions you need to answer). Presentations will take place during seminar time in Weeks 4 and

5. Weeks will be allocated in Week 1. Apart from giving the presentation during seminar time, please submit your presentation slides and/or transcript through Turnitin. Feedback via individual comment and class discussion. Questions to consider for the Fieldwork Project: 1. Present the monument: What is it? When was it built? Where is it situated? 2. Present the historical context in which it was erected 3. Present its political significance at the time it was constructed 4. Consider its political or symbolic significance nowadays.

Further details will be available on Moodle.

Assignment submission Turnitin type

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

Primary Document Analysis

Assessment Overview

Students will write an in-depth analysis of one of the primary sources they work on during the seminars.

Length: 2,500 words

Feedback via rubric and individual written comments.

Course Learning Outcomes

- CLO2 : Critically and creatively apply historical knowledge and skills in order to engage proactively with debates on imperialism and its legacies.
- CLO3 : Critically employ historical research methods to locate, evaluate and contextualise diverse forms of evidence.

Assessment Length

2500 words

Assessment information

Each week we will be analysing a number of primary sources during the seminars. This assessment gives you the opportunity to choose one of these sources and analyse it in greater depth. Not only will you analyse the source itself, but you will also engage with the historiography around the source by analysing how historians have interpreted and used the source. Further instructions will be on Moodle.

Submit via Turnitin. Feedback via individual comments and rubric.

Assignment submission Turnitin type

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

General Assessment Information

All assessments are compulsory.

You must write the topic of the essay on the first page. Use an easy font to read (e.g. Verdana 10, Arial 10, Times New Roman 12) and double-space your paragraphs.

Assignments must be fully referenced. We use footnotes, not endnotes. The system used in this course is the Chicago style: see <http://www.chicagomanualofstyle.org/toolscitationguide/citation-guide-1.html>

The footnotes and bibliography are never included in the word count.

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Topic	NB: There are two seminars per week. The Monday seminar is held in Mathews 101. 1. Introduction to Visions and Voices of Empire. The Wednesday seminar is held in Mathews 214. 2: History and Imperialism
Week 2 : 3 June - 9 June	Topic	1: Remembering Empire / The Unfinished Business of Decolonisation 2: Monuments to Colonisers and the Colonised
Week 3 : 10 June - 16 June	Topic	1: Moral and legal justifications for confiscating Indigenous sovereignties 2: Sovereignty, Trusteeship, Protection
Week 4 : 17 June - 23 June	Topic	1: Imperial rule and policies / Strategies of colonised peoples. 2: Beyond collaboration and resistance: contingent accommodation
Week 5 : 24 June - 30 June	Topic	1: European Critiques of Empire 2: Enlightenment and the 'Indigenous Critique'
Week 6 : 1 July - 7 July	Reading	
Week 7 : 8 July - 14 July	Topic	1: Subjects and citizens in the imperial order 2: Colonised peoples' use of petitions to make claims and counterclaims.
Week 8 : 15 July - 21 July	Topic	1: Nineteenth-century imperialism: old and new patterns; challenges posed by nationalism 2: Nationalism and Imperialism
	Assessment	Primary Document Analysis
Week 9 : 22 July - 28 July	Assessment	1: Civic demands during the imperial world wars 2: A new imperial contract? / Colonial Troops in the World Wars
Week 10 : 29 July - 4 August	Topic	1: The unravelling of European colonial empires / Empire vs nation-state

Attendance Requirements

Attendance of Seminars is mandatory in this course. Unexcused absence from more than 20% of Seminars will result in the award a fail grade.

Each seminar includes work-related learning activities such as student-led primary sources analysis which are critical to the course learning outcomes.

Finally, there is one assessment scheduled during seminars: a marked presentation.

- Align with the course learning outcomes
- Result in a recorded artefact (an artefact for participation may include a post, or response, to an online discussion forum, poll or quiz, when an artefact for mandatory attendance may include a record of attendance) and have processes in place for recording the student artefact.
- Where relevant, include evidence that the attendance or participation is required to meet a statutory or professional body requirement; and
- Be comparable where the activity is delivered in different modes.

Course Resources

Prescribed Resources

Weekly mandatory readings are available on Moodle.

Recommended Resources

I recommend Heather Streets-Salter and Trevor R. Getz, Empires and Colonies in the Modern World: A Global Perspective (New York: Oxford University Press, 2016). This book is available at the UNSW Bookstore. There are also a couple of copies in the HUC at the library. Unfortunately there is no e-copy available.

I also recommend Jane Burbank and Frederick Cooper, Empires in World History: Power and the Politics of Difference (Princeton: Princeton University Press, 2011); and Krishan Kumar, Empires: A Historical and Political Sociology (Cambridge: Polity Press, 2021).

You will find these two books short and easy to read: Stephen Howe, Empire: A Very Short Introduction (Oxford University Press, 2002); and Anthony Pagden, Peoples and Empires: Europeans and the Rest of the World, from Antiquity to the Present (London: Weidenfeld & Nicolson, 2001).

Additional readings on weekly topics can be found on the Moodle course page.

Course Evaluation and Development

Student feedback will be gathered via MyExperience at the end of the course and through a brief in-class evaluation during the trimester.

Please drop me a line if you experience any problem with the course (regarding the content, delivery, assessments, etc). I will do my best to address your concerns.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Dr Luke Vitale				By appointment and/or via email	Yes	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

Use of AI for assessments | UNSW Current Students

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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here.](#)

School Contact Information

School of Humanities & Languages

Email: hal@unsw.edu.au

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

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