



UNSW

UNSW Course Outline

INST2006 The World in Transition - 2024

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General Course Information

Course Code : INST2006

Year : 2024

Term : Term 3

Teaching Period : T3

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

Note: The course code for this course was previously INST1006

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

Course Learning Outcomes
CLO1 : Identify and explain key concepts relevant to the historical evolution of the global system.
CLO2 : Demonstrate a sound working knowledge of the structures and processes involved in slavery, colonialism and imperialism.
CLO3 : 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.
CLO4 : Demonstrate knowledge of how historical dynamics associated with colonialism and imperialism have contributed to claims for self-determination and independence.
CLO5 : Display effective research and communication skills and apply them in written work, presentations and other forms of assessment.

Course Learning Outcomes	Assessment Item
CLO1 : Identify and explain key concepts relevant to the historical evolution of the global system.	<ul style="list-style-type: none"> • Research Presentation • Research Paper • Test
CLO2 : Demonstrate a sound working knowledge of the structures and processes involved in slavery, colonialism and imperialism.	<ul style="list-style-type: none"> • Research Presentation • Research Paper
CLO3 : 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.	<ul style="list-style-type: none"> • Research Presentation • Research Paper
CLO4 : Demonstrate knowledge of how historical dynamics associated with colonialism and imperialism have contributed to claims for self-determination and independence.	<ul style="list-style-type: none"> • Research Presentation • Research Paper
CLO5 : Display effective research and communication skills and apply them in written work, presentations and other forms of assessment.	<ul style="list-style-type: none"> • Test • Research Presentation • Research Paper

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Research Presentation	25%	Start Date: Not Applicable Due Date: 15/11/2024 10:00 AM
Research Paper Short Extension: Yes (5 days)	50%	Due Date: 15/11/2024 11:59 PM
Test	25%	Start Date: 25/10/2024 10:00 AM Due Date: 25/10/2024 11:00 AM

Assessment Details

Research Presentation

Assessment Overview

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.

Course Learning Outcomes

- CLO1 : Identify and explain key concepts relevant to the historical evolution of the global system.
- CLO2 : Demonstrate a sound working knowledge of the structures and processes involved in slavery, colonialism and imperialism.
- CLO3 : 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.
- CLO4 : Demonstrate knowledge of how historical dynamics associated with colonialism and imperialism have contributed to claims for self-determination and independence.
- CLO5 : Display effective research and communication skills and apply them in written work, presentations and other forms of assessment.

Assessment Length

10-15 minute presentation

Submission notes

In class presentation -- send it as an audio file to me

Assessment information

In the previous few years, students have had a lot of fun making podcasts for this class and have produced really high quality productions, so I hope you enjoy this too this year. It is something to have fun with, to explore different ways of presenting your research, and to use team work to produce something that you are proud of. Work with each other's strengths, share the work equally, and polish your presentation skills. Podcasting is also something you can claim to have academic experience of on your CV.

Teams will be created, and subjects for the podcasts will be allocated, in the first few weeks of the course.

It will be due at the time of your tutorial in the last week.

Anybody with any serious concerns about this, such as an anxiety issue for which you need special consideration, please don't hesitate to contact me. We can work together to find a solution that doesn't negatively impact you.

Generative AI Permission Level

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Research Paper

Assessment Overview

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.

Course Learning Outcomes

- CLO1 : Identify and explain key concepts relevant to the historical evolution of the global system.
- CLO2 : Demonstrate a sound working knowledge of the structures and processes involved in slavery, colonialism and imperialism.
- CLO3 : 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.
- CLO4 : Demonstrate knowledge of how historical dynamics associated with colonialism and imperialism have contributed to claims for self-determination and independence.
- CLO5 : Display effective research and communication skills and apply them in written work, presentations and other forms of assessment.

Assessment Length

3000 words

Assessment information

You are very welcome to contact me to discuss which question you are planning to answer. Remember that using sources BEYOND THOSE ON THE READING LIST is expected, which does not mean that you have just read the relevant Wikipedia page. Use the UNSW Library search function to look for suitable resources, use trove.nla.gov.au where appropriate (for anything that would be covered by the Australian media, for example) and ask me for help if you need it. I'm here to help and can point you to some sources.

Assignment submission Turnitin type

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

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Test

Assessment Overview

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.

Course Learning Outcomes

- CLO1 : Identify and explain key concepts relevant to the historical evolution of the global system.
- CLO5 : Display effective research and communication skills and apply them in written work, presentations and other forms of assessment.

Assessment Length

1 hour

Submission notes

In tutorial

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

General Assessment Information

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.

Grading Basis

Standard

Requirements to pass course

50%

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	The Post-Colonial World
	Tutorial	The Post-Colonial World
Week 2 : 16 September - 22 September	Lecture	The Invention of Race and Racism
	Tutorial	The Invention of Race and Racism
Week 3 : 23 September - 29 September	Lecture	Africa and its Diaspora: Problems and how they are Presented
	Tutorial	Africa and its Diaspora: Problems and how they are Presented
Week 4 : 30 September - 6 October	Lecture	India, 'Coolies', and the Case for Reparations for Colonisation
	Tutorial	India, 'Coolies', and the Case for Reparations for Colonisation
Week 5 : 7 October - 13 October	Lecture	The 'Middle East': Orientalism, Colonialism, and Conflict
	Tutorial	The 'Middle East': Orientalism, Colonialism, and Conflict
Week 6 : 14 October - 20 October	Other	No lecture or tutorial, prepare for test.
Week 7 : 21 October - 27 October	Lecture	Key concepts
	Tutorial	Mid-semester test.
Week 8 : 28 October - 3 November	Lecture	Australia: Acknowledging Bedegal Country
	Tutorial	Australia: Acknowledging Bedegal Country
Week 9 : 4 November - 10 November	Lecture	Neo-Colonialism, from Cuba and Puerto Rico to China
	Tutorial	Neo-Colonialism, from Cuba and Puerto Rico to China
Week 10 : 11 November - 17 November	Lecture	Conclusions and final preparation of assignments.
	Tutorial	Podcasts presentation.

Attendance Requirements

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

General Schedule Information

Weeks 1-5 and 7-10, lecture and tutorial.

Week 6, flexibility week, no lectures or tutorial.

Course Resources

Prescribed Resources

Week 1: The Post-Colonial World

- **READ:** Aimé Césaire, Discourse on Colonialism, (New York: Monthly Review Press, 1972 & 2000), pp.29-78.
- **EXPLORE:** <https://blogs.worldbank.org/en/opendata/world-bank-country-classifications-by-income-level-for-2024-2025>

Week 2: The Invention of Race and Racism

- **READ:** Franz Fanon's *Black Skin, White Masks*, chapter 6, 'the fact of Blackness'.
- **READ:** Chapter one in Ta-Nehisi Coates, *Between the World and Me*, (New York: Spiegel and Grau, 2015).
- **WATCH:** The documentary, *The Forgotten Story of Human Zoos*, https://www.youtube.com/watch?v=_WFTSM8JppE

Week 3: Africa and its Diaspora: Problems and how they are Presented

- **READ:** Nathan Nunn, 'Long-Term Effects of Africa's Slave Trades', *The Quarterly Journal of Economics*, vol. 123:1, (Feb 2008), pp.139-176.
- **READ:** Michel-Rolph Trouillot's *Silencing the Past* chapter 1, 'The Power in the Story'.
- **EXPLORE:** This amazing database of every slave trading voyage across the Atlantic. www.slavevoyages.org

Week 4: India, 'Coolies', and the Case for Reparations for Colonisation

- **READ:** Ashutosh Kumar, *Coolies of the Empire*, Introduction: Indentured Emigrants in the Literature.
- **READ:** Chapter 1, 'The Looting of India', in Shashi Tharoor, *Inglorious Empire: What the British Did to India*, (London: Scribe, 2017) pp.1-36.
- **WATCH:** These two clips of Tharoor and John Mackenzie debating the question of Reparations for India at Oxford University, <https://www.youtube.com/watch?v=f7CW7S0zvx4> and <https://www.youtube.com/watch?v=f7CW7S0zvx4>

Week 5: The 'Middle East': Orientalism, Colonialism, and Conflict

- **READ:** Introduction in Edward W. Said, *Orientalism: Western Conceptions of the Orient*, (London: Routledge and Paul, 1978, republished London: Penguin, 1991) p. 1-28.
- **READ:** Cyma Hibri, 'Orientalism: Edward Said's Groundbreaking Book Explained' *The Conversation*, (13 February 2023) theconversation.com/orientalism-edward-saids-groundbreaking-book-explained-197429
- **LISTEN:** to this podcast about Islam in Sydney in the aftermath of the Lindt Café Siege. <https://theconversation.com/speaking-with-rhonda-itaoui-on-navigating-the-city-as-a-young-muslim-53166>

Week 8: Australia: Acknowledging Bedegal Country

- **READ:** 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.
- **EXPLORE AND LISTEN TO:** 'Every Hill Got a Story', <https://www.sbs.com.au/nitv/feature/every-hill-got-story>
- **READ:** Nicholas Ferns, 'PNG Marks Forty Years of Independence, Still Feeling the Effects of Australian Colonialism', *The Conversation*, (16 Sept. 2015).

Week 9: Neo-Colonialism, from Cuba and Puerto Rico to China

- READ: Miguel A. Rivera Quinoñes, 'Postcolonial Colonialism in Puerto Rico: Inequality, Capital, and Social Transfer' in Hans-Jürgen Burchardt and Johanna Leinius (eds) *(Post) Colonial Archipelagoes: Comparing the Legacies of Spanish Colonialism in Cuba, Puerto Rico, and the Philippines* (Lansing: University of Michigan Press, 2022).
- READ: Oscar M. Otele, 'Introduction. China-Africa Relations: Interdisciplinary Question and Theoretical Perspectives', *The African Review*, 47 (2020) 267-284. <https://brill.com/view/journals/tare/47/2/tare.47.issue-2.xml>

Recommended Resources

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

Course Evaluation and Development

The course has been altered to ensure that it more reflects the needs of students in International Studies, whose interests lie across several fields of study, including economics, media and the politics. It also incorporates discussion of the background to situations most important to the world in 2024, such as conflicts, environmental issues, and political upheaval.

There will, of course, be feedback taken this year as well, and suggestions/thoughts are very gratefully received.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Emma Christopher		Morven Brown 323		11am - 12pm Friday	No	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