

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Empires and Revolutions
Unit ID:	BAHIS2003
Credit Points:	15.00
Prerequisite(s):	(BAHIS1001 or BAKIP1001 or BAXDC1002 or HISOC1005 or HISOC1312 or INDSL1001)
Co-requisite(s):	Nil
Exclusion(s):	(BAHIS3003)
ASCED:	090305

Description of the Unit:

This intermediate level course explores the themes of imperialism, resistance and revolution in world history. We will examine what is meant by the terms, empire, imperialism and revolution and will explore how legitimately we can apply these terms in interpreting the past across diverse cultures, political systems and contexts. We will explore differing models of imperialism and patterns of resistance to imperial control across case studies from the ancient world to the colonial era and their legacies today. The issues which lead to revolution and rebellion, and the features which contribute to their relative success or failure and aftermath, will be explored through these case studies and historical contexts.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Explore theoretical approaches to imperialism, empire, resistance and revolution across diverse cultural contexts.
- K2.** Consider the historical, social, cultural, and political processes involved in driving revolution and resistance across diverse cultures and historical epochs.
- K3.** Identify key theoretical perspectives of empire, imperialism, resistance and revolution.

Skills:

- S1.** Critically read and analyse key examples of secondary sources.
- S2.** Compare social, political and economic circumstances surrounding the development of imperialism and revolution in historical context.
- S3.** Critical analysis of some of the key models of social, cultural and political causes of social unrest and revolution in applied historical investigation from diverse theoretical perspectives.

Application of knowledge and skills:

- A1.** Present critical a case study of resistance and revolution in response to imperialism.
- A2.** Compare and contrast theoretical perspectives on imperialism and revolution in relation to a selected historical case study.
- A3.** Develop oral and communication skills in presenting research findings and debating issues in historical research.

Unit Content:

Topics may include:

- The development of the concept of the first Empires and Imperialism in the ancient world. Case studies may include Assyria, Persia, Macedonia and Rome
- Examples of revolution, rebellion and subaltern perspectives of imperialism in the ancient world. Some case studies may include the Persian Revolt, the Iceni revolt, Zealots etc.
- Critiquing the appropriation and reconstruction of the Roman and Macedonian Empires by later colonial empires in Western Europe
- Peasant revolts and heretical religious movements in medieval Europe as antecedents of contemporary revolutionary/reformist political and social movements
- Examples of Imperialism, Empire and rebellion in Asia. Case studies may include the Ottoman Empire, the Qing Dynasty and the Mongolian Empire
- The rise of contemporary colonialism in the Americas and the impact and response of the indigenous peoples of the Americas
- The rise of the Trans-Atlantic Slave trade and its role in colonial empire building as well as examples of resistance and rebellion to slavery, such as the Haitian Revolution
- Australian indigenous perspectives of colonization and resistance to imperialism
- The importance of intellectual and cultural constructions of the other in legitimating imperialism and colonialism. Topics may include subjects such as orientalism, Marxism, liberalism etc.

- The economic and political impact of the Industrial and French revolutions on colonialism and Empire
- New Imperialism and the importance of the Industrial revolution in the formation of the British Empire.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K1, K3, S1, A1, A2	AT#3
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	K1, K3, S1, A1, A2	AT#3
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving. 	K1, K2, S2, S3, A1, A2	AT#2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	K1, K2, K3, S1, S2, A1, A2, A3	AT#2, AT#3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	K1, K2, K3, S1, S2, A1, A2, A3	AT#2, AT#3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, S1, A1, A2	Proposed research topic, annotated bibliography of 5 peer reviewed sources and essay plan. Identify theoretical themes as applied to a historical case study	Annotated bibliography and essay plan	20-35%
K1, K2, S2, S3, A1, A2	Analysis of key theoretical perspectives underpinning theories of colonialism, rebellion and revolution as applied to a historical case study	Major essay	30-50%
K1, K3, S1, S2, A3	Oral or audio visual presentation on proposed research topic	Oral or audio-visual presentation, 10 minutes (online or in tutorials)	20-35%

Adopted Reference Style:

Chicago

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)