

Unit Outline (Higher Education)

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| Institute / School: | Institute of Education, Arts & Community |
| Unit Title: | Colonialism and Empire |
| Unit ID: | BAHIS2008 |
| Credit Points: | 15.00 |
| Prerequisite(s): | BAHIS1001 or BAKIP1001 or BAXDC1002 or HISOC1005 or HISOC1312 or INDSL1001 |
| Co-requisite(s): | Nil |
| Exclusion(s): | BAHIS2003, BAHIS3003 and BAHIS3008 |
| ASCED: | 090305 |

Description of the Unit:

This unit explores the themes of imperialism and colonialism in global history. It introduces and applies a variety of models and theoretical frameworks for understanding colonialism and empire, as well as patterns of resistance to imperial control, across case studies from the ancient world, through the age of empire and up to the present day. Students will examine the development of empire and colonialism across different historical periods and geographical areas, considering a range of historical, cultural and political factors, appraising diverse modes and expressions of imperialism and colonialism, and examining various forms and strategies of anti-colonial resistance. Social, cultural and political factors relevant to the history of empire, colonialism and anti-colonial resistance will be explored through a series of historical case studies and analyses. The implications of understanding colonialism and settler colonialism as distinct forms of colonial domination are explored, as are contemporary issues and debates relating to Indigenous resistance and possibilities for decolonisation in settler-colonial societies such as Australia.

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 | ■ | ■ | ■ | ■ | ■ | ■ |
| Intermediate | ■ | ■ | ✓ | ■ | ■ | ■ |
| Advanced | ■ | ■ | ■ | ■ | ■ | ■ |

Learning Outcomes:

Knowledge:

- K1.** Explore the history of colonialism and empire and its influence on the contemporary world.
- K2.** Consider the historical, social, cultural, and political processes involved in imperialism and resistance across diverse cultures, contexts and historical periods.
- K3.** Identify and apply key theoretical frameworks for understanding and analysing imperialism, colonialism and anti-colonial resistance.

Skills:

- S1.** Locate, appraise and analyse primary and secondary sources relating to colonialism and empire.
- S2.** Engage in independent reading and research and develop oral and written communication skills at the appropriate level.
- S3.** Compare and contrast social, cultural, political and economic factors in the development of imperialism and colonialism in historical context.

Application of knowledge and skills:

- A1.** Analyse key issues and debates concerning colonialism and empire.
- A2.** Apply relevant conceptual and theoretical frameworks to a historical case study of colonialism and empire.
- A3.** Engage in informed discussion, debate and analysis concerning issues associated with colonialism and empire.

Unit Content:

Topics may include:

- Theories of imperialism, colonialism, settler colonialism and anti-colonial resistance
- Empires and imperialism in the ancient world
- The 'Age of Discovery': European imperial expansion in the 'New World'
- The trans-Atlantic slave trade and its role in colonialism and empire
- Mercantilism and colonial expansion
- A 'settler revolution'? Settler colonialism in the Americas and beyond
- The 'Age of Empire': New imperialism and the 'scramble for Africa'
- Indigenous experiences of empire, colonialism and resistance
- The end of empire? World War II, the United Nations and decolonisation
- Afterlives of empire: Neo-colonialism, globalisation and economic development
- Cultural, ideological and intellectual dimensions of imperialism, historically and today
- Contemporary settler colonialism and continuing First Nations resistance

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, S2, A2, A3 | AT3 |
| 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 | K3, S2, A2, A3 | AT2, AT3 |
| 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. | K2, K3, S1, S2, S3, A1, A2, A3 | AT1, AT2, AT3 |
| 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. | K3, S1, S2, A2, A3 | AT1, AT2, AT3 |

| 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, S3, A1, A3 | AT2, AT3 |

Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|------------------------------------|--|--|-----------|
| K1, K2, K3, S1, S2, A1 | Proposed research topic/question, annotated bibliography and essay plan | Research topic/question, annotated bibliography and essay plan | 25-40% |
| K1, K2, K3, S1, S2, S3, A1, A2, A3 | Research essay analysing key theoretical frameworks and perspectives on colonialism and empire in relation to a selected historical case study | Research essay | 35-45% |
| K1, K2, K3, S1, S2, A1, A2, A3 | Oral or audio-visual recorded presentation on proposed research topic | Oral or recorded audio-visual presentation | 20-35% |

Adopted Reference Style:

Chicago

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

Fed Cite - [referencing tool](#)