



# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	EMPIRES AND REVOLUTIONS
<b>Course ID:</b>	BAHIS2003
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(BAKIP1001 or INDSL1001 or BAXDC1002 or HISOC1005 or HISOC1312)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(BAHIS3003)
<b>ASCED:</b>	090305

## Description of the Course:

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)

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

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

**Course 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.

**Values:**

- V1.** Consider the importance of subaltern perspectives and their impact on the historical record in shaping contemporary interpretations of the past

- V2.** Appreciate the multi-cultural and multi religious contributions to contemporary historical perspectives of the past
- V3.** Value the legacy of imperialism, colonialism and resistance/revolution in shaping the contemporary world
- V4.** Appreciate the importance of critical reading of historical sources and diversity of perspectives on history and heritage.

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, S2, S3, A1, A2	AT 1, AT2, AT 3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2, K3, S2, A2, A3	AT 2, AT 3.
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K3, S2, S3, A2,	At 2, AT 3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K3, S1, S2, A3	At 2, At 3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K2, S2, S3, A1, A2	At 2, At 3.

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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](#)