ARTS1270, Global History
Semester 1, 2016

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th>Lecturer</th>
<th>Tutors</th>
</tr>
</thead>
</table>
| **Name**        | Peter Ross | Ruth Balint  
| **Phone**       | 9385.2418  | 9385.8278 |
| **Consultation Time** | Tuesdays 9-10am and Fridays 9-11am | Tuesdays 9-10am and Fridays 9-11am |
| **Room**        | 336 Morven Brown | 345 Morven Brown |
| **Email**       | p.ross@unsw.edu.au | r.balint@unsw.edu.au |

2. Course Details

| Units of Credit (UoC) | ARTS 1270 Global History serves as the gateway course for the discipline of history at UNSW. This course makes humanity, rather than an individual state or nation, the subject of history, looking at human interactions throughout history, offering a historical perspective on the increasingly global society in which we live. Global History explores encounters between European, Asian, African and American societies in various areas such as politics, trade, culture, war, diplomacy and religion. It offers a non-Eurocentric historical narrative based on a multiplicity of perspectives, and focuses on the hybridisation of the world. This course will study forms of interactions and interdependence, connect different national histories, bring to light cultural understandings and misunderstandings, and provide a different lens for looking at confrontations and war. As a gateway to the history major, this course provides the basis (in terms of both concepts and skills) for further studies in the history curriculum. Students will practise the interpretation of primary and secondary sources and the composition of historical arguments, and engage with key historical concepts and theories in the process. Class time consists of two hours of lecture and one hour of tutorial; six units of credit are awarded for successful completion of this course. |

| Course Aims | 1. Develop an understanding of the discipline of history  
|-------------|-------------------------------------------------------------|
|             | 2. Improve students’ understanding of generic and widely applicable historical themes and concepts  
|             | 3. Develop analytical skills important to the study of history, especially the critical assessment of primary and secondary sources  
|             | 4. Introduce historiographical approaches and controversies  
|             | 5. Develop students’ ability to construct and communicate sophisticated historical arguments orally and in writing  
<p>|             | 6. Help students approach further study of history with facility |</p>
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>1. Demonstrate an understanding of more than one period, place and culture of the past</th>
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<tbody>
<tr>
<td></td>
<td>2. Demonstrate an understanding of the diversity of approaches to interpreting the past, particularly political, cultural, social and intellectual</td>
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<tr>
<td></td>
<td>3. Identify and understand primary and secondary sources (visual, digital, monographs, scholarly articles, documentaries, websites)</td>
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<td></td>
<td>4. Study historical questions by undertaking research that begins with an issue, establishes its historical context, and employs adequate methodologies to explain that issue</td>
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<td></td>
<td>5. Analyse primary sources and scholarly literature in order to reveal different representations of the past</td>
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<td></td>
<td>6. Construct and communicate sophisticated historical arguments orally and in writing</td>
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<tr>
<td>Graduate Attributes</td>
<td>1. Understand how historical enquiry assesses change and continuity over time, explores causation, and relates discrete events to the widely varying contexts of the past</td>
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<td>2. Apply historical perspectives to current issues and debates, drawing upon history’s distinctive capacity for exploring the nature of change over time</td>
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<td>3. Appreciate the way in which the past is constructed, interpreted, and understood</td>
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<td>4. Synthesise disparate information and provide a coherent interpretation</td>
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<td></td>
<td>5. Apply critical thinking skills, particularly the ability to analyse arguments and information critically, assessing bias, point of view, context, and supporting evidence</td>
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<td></td>
<td>6. Express oneself clearly and cogently in written or oral form</td>
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3. Learning and Teaching Rationale

History seeks to recover and interpret the past. An active endeavour, history involves the critical analysis of primary sources in light of earlier analyses in secondary sources. Although a certain amount of background knowledge is necessary for informed assessment and use of sources, history is not the passive memorization of names, dates, and events. ARTS1270 promotes active engagement with the past by focusing on the interpretation of primary and secondary sources. Elements of this course – readings, lectures, tutorial discussions, test, writing assignments – have been designed and integrated to facilitate the acquisition of background knowledge (including historical themes and historiographical issues) and the development of analytical skills, such as critical assessment of sources, appreciation of sound historical methodology, and creative engagement with historical problems. Such skills are best developed when students actively produce historical arguments through discussion and especially writing. Indeed, writing historical arguments is the core learning activity in this course.

The abilities acquired through active engagement with past – the origin and context of current issues, problems, and debates, the continual, critical assessment of what one reads, and the ability to present elegant and lucid arguments – will serve students well across disciplines and beyond university.

4. Teaching Strategies

The various components of the course—readings, lectures, tutorials, and assignments—have been designed to achieve the Learning Outcomes listed above. Lectures introduce historical themes and concepts, raise historiographical controversies, and model the interpretation of sources in the production of historical arguments. Tutorial readings provide the raw material – primary and secondary sources – for tutorial activities and student writing. Tutorials allow students to practise specific aspects of the interpretation of sources in a setting where they can receive immediate feedback; tutorials also give students an opportunity to produce historical arguments orally and in writing. The research essay offer students the opportunity to interpret sources, explore historical and historiographical themes and to produce convincing written arguments. The progressive pedagogy adopted in the production of the research project (from annotated bibliography to outline and then final essay) will allow students to develop their methodological and writing skills.

Information Technology

This course employs appropriate information technologies to achieve the Learning Outcomes listed above. Moodle is used as a means of communicating with students (and for students to communicate with one another), a repository for course materials (including lecture slides and supplementary readings), and a place to submit assignments electronically. Digital lecture recordings will be available via the link in Moodle to Echo360. Other online activities may also be deployed by the course conveners at their discretion.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial exercise</td>
<td>500 words</td>
<td>10%</td>
<td>2, 4, 5, 6</td>
<td>3, 4, 5, 6</td>
<td>To be submitted on a chosen</td>
</tr>
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**Tutorial Presentations/Tasks**

Students will each give one oral presentation during the semester based on the question and sources provided below for each week's tutorial topic. The presentation will be written up and handed to the tutor at the end of the tutorial in which the presentation is made. The tutor will organise the presenters for each week in the first tutorial in week 2. There will be no presentation, therefore, in week 2. (And note that there are no tutorials in week 1. Tutorials commence in week 2. There are tutorials in week 13.)

In the presentation, the student will consider the relevance, validity, strengths and weaknesses of the listed primary sources in addressing the historical question or topic posed for the tutorial. The student may suggest other primary sources or categories/types of primary sources that would be useful in the researching and writing up of the question/topic.

The written tutorial presentations are not submitted electronically but handed to the tutor after the oral presentation.

**Research Essay: annotated bibliography / essay outline / final essay**

Essay topics and instructions will be distributed on Moodle early in the semester.

For an explanation of what an annotated bibliography is, see [https://student.unsw.edu.au/annotated-bibliography](https://student.unsw.edu.au/annotated-bibliography)
An explanation of what an outline should be can be found at https://student.unsw.edu.au/essay-writing-basics

Historical essays must be fully referenced. We use the footnote and bibliography method. See: https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system

**Word limits: The footnotes and the bibliography are not included in the word count. Word limits must be respected. 10% tolerance is allowed.**

**Turnitin** is a similarity detecting software. All assignments submitted in this course (except the tutorial presentation) will be submitted to Turnitin. This software compares essays submitted with text sourced from the Internet (including books and students' assignments submitted at UNSW and around the world). Turnitin produces an originality report to which students have no access.

All assignments (annotated bibliography, essay outline, final essay) must be completed to receive a passing grade for the course.

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**Formal Examination**

This course has a 2 hour formal examination, which will be scheduled in the formal examination period from 10 – 27 June 2016. Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.

This test will consist of answering 10 questions based on the lectures given in the course. All questions have to be addressed.

The final exam must be completed to receive a passing grade for the course.

In general, the criteria for marking the exam answers are:

1. Demonstrating original production of historical interpretation and analysis, not simply recapitulation of narrative or description.
2. Demonstrating command of historical context, particularly relevant themes or phenomena explored in readings and lecture.
3. Assessing and applying appropriate historiographical approaches and theories.
4. Demonstrating that sources have been critically assessed.
5. Displaying clear, convincing, and sophisticated historical argument.
6. Demonstrating acquisition of the skills and understanding needed for further historical study.
7. Clear and concise expression combined with error-free presentation.
8. Referencing effectively and in the stipulated style.
For information about examination dates, location and procedures at UNSW, visit: https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinations.html

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

**Submission of Assessment Tasks**

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

There are three “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Research Essay: Annotated Bibliography</td>
<td>24 March</td>
</tr>
<tr>
<td>Research Essay: Outline</td>
<td>15 April</td>
</tr>
<tr>
<td>Research Essay</td>
<td>20 May</td>
</tr>
</tbody>
</table>

**Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.**

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Your assignment will be available with feedback in soft copy or hard copy within three weeks of the due date.
You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@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 its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.
A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.
• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• **A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).**

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

### 8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: [https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf)

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

### 9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: [https://student.unsw.edu.au/plagiarism/](https://student.unsw.edu.au/plagiarism/). They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work
or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

## 10. Course Schedule

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
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</thead>
</table>
| 29 February      | Introduction to Global History: Human Interactions before 1450 | - Modes of production  
                      - Agricultural societies  
                      - Urbanisation  
                      - Empires  
                      - Religious cultures | No tutorial | |
| 7 March          | Muslim versus Christian imperial expansion, 1450-1600 | - Iberian Christian Expansion, 1415-1498  
                      - Muslim expansion and conflict with Holy Roman Empire  
                      - Imperial state formation: centralisation and performance | See below | See below |
| 14 March         | Renaissance, Reformation and the Wars of Religion in Europe, 1450-1700 | - From feudal to modern states  
                      - Protestant Reformation  
                      - Religious Wars  
                      - The Renaissance | See below | See below |
| 21 March         | Colonialism and Indigenous Responses in the Americas, 1500-1800 | - European conquest of pre-Columbian empires  
                      - North American colonies  
                      - The | See below | See below |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>28 March</td>
<td>Mid-semester break</td>
<td>Columbian Exchange - Ethnicity and social classifications</td>
</tr>
<tr>
<td>4 April</td>
<td>African Kingdoms and the Atlantic Slave Trade, 1450-1800</td>
<td>- African empires and states</td>
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<td>- Portuguese explorations</td>
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<td>- Coastal Africa and the Atlantic slave trade</td>
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<td>- Introduction of slavery in the Americas</td>
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<td>11 April</td>
<td>The Mughal Empire: Muslim Rulers and Hindu Subjects, 1400-1750</td>
<td>- Political history of the Mughuls</td>
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<td>- East India Companies Administration, societies and economics</td>
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<td>- Social relations</td>
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<td>- Religions</td>
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<td>18 April</td>
<td>Regulating Interactions: China and Japan (1500-1800)</td>
<td>- Late Ming and Qing China to 1750</td>
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<td>- Early European contacts</td>
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<td>- Science, culture and intellectual life</td>
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<td></td>
<td>- Japan: the struggle for unification</td>
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<tr>
<td>25 April</td>
<td>Public Holiday - No lecture and no tutorials</td>
<td>No tutorials</td>
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<td>2 May</td>
<td>The Enlightenment and the Age of Revolutions, 1750-1871</td>
<td>- Enlightenment culture</td>
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<td>- Origins of the nation-state, 1750-1815</td>
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<tr>
<td></td>
<td></td>
<td>- Growth of the nation-state, 1815-1871</td>
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</tbody>
</table>
9 May | The Industrial Revolution and the emergence of global capitalism | - Genesis of the Industrial Revolution
- the Capitalist Mode of Production
- Consequences of industrialisation | See below | See below

16 May | The Impact of Western Imperialism on East Asia (China and Japan), 1750-1910 | - China and European expansionism
- Reform and reaction to 1900
- Japan in the Meiji Era | See below | See below

23 May | Imperialism and the new international order in the 19th century | - Growth of imperialism and European expansionism in Africa and South East Asia | See below | See below

30 May | No lecture | Discussion | Discussion

6 June | Study Period |

10 June | Beginning of Exam Period |

11. Course Resources

Textbook Details: There is no text book

Weekly Readings: E-books and journal articles will be linked from Moodle. Scanned book chapters can be found on the library website, by searching for ARTS1270 in the online catalogue.

Tutorial Readings, Questions, Topics:

Week 2—Muslim versus Christian imperial expansion
Question: In a context of greater imperial aggressiveness, how did both imperial agents judge each party’s strengths and weaknesses?

[Busbecq (1522-1592) was the Holy Roman Empire’s ambassador to the court of Süleyman I. His role was to measure the strength (political, military and economic) of the Ottoman Empire. The visit reportedly took place in 1555. Sidi Alui Reis (1498-1563) was an officer of Süleyman’s navy.]
Primary Sources:


**Week 3—Renaissance, Reformation and the Wars of Religion in Europe**

Question: Why is 'Oration on the Dignity of Man' often called the 'Manifesto of the Renaissance'? How did Pico understand human dignity? How did Machiavelli understand virtù?

Primary Sources:


**Week 4—Colonialism and Indigenous Responses in the Americas**

Question: Compare both accounts of the Spanish arrival in Mexico.

Primary Sources:
Miguel León-Portilla, 'Mexica (Aztec) & Tlaxclala Accounts of the Spanish conquest, 1500s', in *Visión de los Vencidos* (Vision of the Vanquished, 1959) at http://nationalhumanitiescenter.org/pds/amerbegin/contact/text6/mexica_tlaxcala.pdf


**Week 5—African Kingdoms, the Atlantic Slave Trade, and the Origins of Black America**

Question: Compare European and Arab practices of enslavement. In what way did religion influence both those practices and slaves' perceptions of their situation?
Primary Sources:


**Week 6—The Mughal Empire: Muslim Rulers and Hindu Subjects**

Question: Use concrete examples provided in the primary sources to compare Akbar’s and Aurangzeb’s religious policies towards Islam and Hinduism.


**Week 7—Regulating Interactions: China and Japan (1500-1800)**

Question: What were the causes for the adoption of both edicts? What are the steps to be taken in order to suppress European influence? Why were the Dutch allowed to trade with Japan?

Primary Source: “(Closed Country) Edict of June 1636” and “Exclusion of the Portuguese, 1639”) at http://users.wfu.edu/watts/w03_Japancl.html

Further Reading: Ronald P. Toby, *State and diplomacy in early modern Japan: Asia in the development of the Tokugawa Bakufu* (Stanford, Calif.: Stanford University Press, 1991), 3-22 (Introduction). http://quod.lib.umich.edu/cgi/t/text/textidx?c=acls;cc=acls;q1=Japan%20-%20Foreign%20relations%20-%201600-1868;idno=heb02418.0001.001;node=heb02418.0001.001%3A11;view=toc

**Week 8: No tutorials because of public holiday**

**Week 9—The Enlightenment and the Age of Revolutions, 1750-1871**
Questions: To what extent was the French Declaration of the Rights of Man influenced by Rousseau’s thesis? Contrast Rousseau’s discussion of slavery with the Haitian Declaration of independence.

Primary Sources:

‘Declaration of the Rights of Man – 1789’ at http://avalon.law.yale.edu/18th_century/rightsof.asp


**Week 10—The Industrial Revolution and the Emergence of Global Capitalism**

Questions: What was a global commodity in the 18th century? How did Britain come to control the global trade?

Primary Sources:

https://books.google.com.au/books?pg=PA352&lpg=PA352&dq=east+india+company+%2B+cotton&sig=isj6xntityAiMo000ouH0E&ei=B4BVVau-1YXUmAWFx4DQCg&id=M6xFQAAMAAJ&ots=E4z5-A9O0N&f=false


**Week 11—The Impact of Western Imperialism on East Asia (China and Japan), 1750-1910**

Question: Why are these treaties describe as “unequal treaties”?


Week 12—Imperialism and the New International Order in the 19th century

Question: What was the ‘civilising mission’? How did it justify European imperialism?

Primary Sources: Rudyard Kipling, ‘The White Man’s Burden’ (1899), at http://legacy.fordham.edu/halsall/mod/kipling.asp


Week 13—Discussion of course, content and themes

No readings

12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://my.unsw.edu.au/student/atoz/Complaints.html

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.