School of Humanities and Languages

ARTS3220, Asian Cities: Studies in History, Culture and Trade

Semester 2, 2016

1. Course Staff and Contact Details
2. Course Details
3. Course Schedule
4. Course Resources
5. Course Assessment
6. Learning and Teaching Rationale and Strategies
7. Extension of Time for Submission of Assessment Tasks
8. Attendance
9. Class Clash
10. Academic Honesty and Plagiarism
11. Course Evaluation and Development
12. Student Support
13. Grievances
14. Other Information
1. Course Staff and Contact Details

**Course Convenor**

Name          | Dr. Marnie Feneley | Room | MAT227 |
---            | ---                | ---  | ---    |
Phone                                    | Email | m.feneley@unsw.edu.au |
Consultation Time | Friday 11-12 |

**Lecturer**

Name          | Dr. Marnie Feneley | Room | MAT227 |
---            | ---                | ---  | ---    |
Phone                                    | Email | m.feneley@unsw.edu.au |
Consultation Time | Friday 11-12 |

**Tutors**

Name          | Dr. Marnie Feneley | Room | MAT227 |
---            | ---                | ---  | ---    |
Phone                                    | Email | m.feneley@unsw.edu.au |

2. Course Details

**Units of Credit (UoC)** 6

**Course Description**

The spice race of the Renaissance led to the beginnings of European colonialism in Asia. This course takes Malacca (captured by the Portuguese in 1511) as its starting point for an exploration of the processes of European colonisation of Southeast Asia. Topics include the competition for global commodities, the origins of joint-stock companies (such as the East India Company), and the administration of factories and treaty ports. The course encourages students to think critically about the results of colonisation, in terms of cultural impact and longterm influence.

**Learning Outcomes**

1. Articulate a clear understanding of some of the major themes in Southeast Asian history.
2. Identify and reflect on contemporary issues within Southeast Asia. Analyse how present day problems are informed by the past.
3. Understand the value of broad research and critical thinking to evaluate scholarly literature.
4. Demonstrate a high level of skill in presenting their research, through oral presentation and effective writing.
### 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>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1: 25th July</td>
<td>Introduction</td>
<td>*What do we mean by Asia? *What is the benefit of understanding Asian history? *How can archaeology enhance historical understanding? *How can new technology help us understand and preserve the past?</td>
<td>Activity 1. Interactive activity with West Mebon Visnu virtual reality 3D reconstruction. Look at the West Mebon restoration on Google earth 2016.</td>
<td>See Moodle</td>
</tr>
<tr>
<td>Wk 2: 1st August</td>
<td>The Maritime Silk Route - The transmission of history, culture and trade.</td>
<td>*Understand the spice route and its impact on historical civilizations. *What were the origins and destinations of the spices and goods traded? *The Selden Map (of historic maritime trade routes) rediscovered by historian Dr Robert Bachelor.</td>
<td>Activity 1. In groups - Research Spice Map of Asia Activity 2. Look in detail at the Selden Map - investigate/play App &amp; Fijian Trader board game.</td>
<td>See Moodle</td>
</tr>
<tr>
<td>Wk 3: 8 August</td>
<td>One Belt one Road - Geo Politics and Geo-economics of the Silk Routes</td>
<td>*Research and understand the impact of the One Belt One Road policy.</td>
<td>Activity 1. Analyse the past history of the Silk Route in groups discuss the OBOR Policy and recent developments in the South China Sea</td>
<td>See Moodle</td>
</tr>
<tr>
<td>Wk 4: 15 August</td>
<td>Early worship in Asia - gods of mountains, sea and monsoons.</td>
<td>*Ancient religious associations of land and water, which can be seen in many different forms across Asia. *Case study: Okinoshima, Japan: modern issues impacting on ancient ritual sites.</td>
<td>Activity 1. In a group, discuss the proposed inscription of Okinoshima onto the World Heritage List. What are some ways to combat the difficulties of balancing ancient taboos and the impending impact of modern tourism?</td>
<td>See Moodle</td>
</tr>
<tr>
<td>Wk 5: 22 August</td>
<td>*Religion in Asia - how ideology shapes geography *Case Study city - Quanzhou - Chinese port town.</td>
<td>The diverse religious cultural life in Asia and its spread along the Maritime Trade Routes</td>
<td>Activity 1. In groups talk about your cultural background. Compare two Asian religions how are they similar how are they different. Activity 2. What was meant by Indianisation - what is the current thinking on this topic ? - research in</td>
<td>See Moodle</td>
</tr>
<tr>
<td>Wk 6: 29 August</td>
<td>Angkor - Mega City</td>
<td>Activity 1. In groups - devise UNESCO World heritage report discussing the impact of tourism on Angkor Wat and make suggestions to combat damage to the temples. Present in PowerPoint or Activity 2 in groups discuss how global warming may have affected the population of Angkor. Did the population disappear as reported in early colonial histories? Present in a PowerPoint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wk 7: 5 September</td>
<td>Sacred Sculpture, Sacred sites: from Mahamuni Buddha to the goddess of Po Nagar.</td>
<td>Tutorial - compulsory peer review of essay plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wk 8: 12 September</td>
<td>Death by a thousand cuts. Vandalism of Asian Heritage/Focus Cambodia, China &amp; Afghanistan</td>
<td>Activity 1. Case study: the Dunhuang caves - view digital interactive &quot;Pure Land&quot;. Discuss the moral issues surrounding the display some of the paintings and sculpture in the Harvard Art Museum. In groups research an example of heritage vandalism and report in tutorial. What are some ways we could prevent such activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wk 9: 19 September</td>
<td>Singapore before and after Raffles</td>
<td>Activity 1. Discuss the founding of Singapore. How has its geographic and historic position make it a great trading port.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Look at the latest theories about the demise of this medieval megalopolis and the impact on regional Southeast Asia of its failure.

The importance of sacred sculpture as the "heart of the city" in Asian civilizations. * How cosmology informs many major decisions of leaders in Asian countries. Case study Naypyidaw - city of Kings

Recent research indicates a long history of occupation on the island of Singapore before the English claimed it.
| Wk 10: 3 October | Sri Lanka - Land of Serendipity | Sri Lanka’s important position on the silk route made it an important trade post and also Buddhist centre of teaching. | Activity 1. Look at the current political siltation of Sri Lanka discuss in groups. | See Moodle |
| Wk 12: 17 October | Digital enhancement of historical research - new ideas and techniques for documenting archaeology | Explore the latest technology and how it can be used to enhance archaeological and historical research. | Activity 1. Interact with Computer generated virtual reality tour of Beacon island. Activity 2. Discuss CyArk, look at : Smithsonian 3DX http://www.cyark.org/projects/rani-ki-vav http://3d.si.edu/explorer?modelid | See Moodle |
4. Course Resources

Textbook Details: No text books

Journals - all journal readings in Moodle

Additional Readings - all readings in Moodle

Websites - all websites in Moodle

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/ No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay plan</td>
<td>1-2 pages</td>
<td>10%</td>
<td>1-4</td>
<td>9 Sep</td>
<td>no</td>
</tr>
<tr>
<td>*Essay</td>
<td>3000</td>
<td>50%</td>
<td>1-4</td>
<td>7 Oct</td>
<td>yes</td>
</tr>
<tr>
<td>Report</td>
<td>in class</td>
<td>30%</td>
<td>1-4</td>
<td>2 Sep</td>
<td>no</td>
</tr>
<tr>
<td>Pop Quizz</td>
<td>in class</td>
<td>5%</td>
<td>1-4</td>
<td>random</td>
<td>no</td>
</tr>
<tr>
<td>Pop Quizz</td>
<td>in class</td>
<td>5%</td>
<td>1-4</td>
<td>random</td>
<td>no</td>
</tr>
</tbody>
</table>

* This is the final assessment task for attendance purposes.

**Please Note:** The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

If students attend less than 80% of their possible classes they may be refused final assessment.

Students must attend 80% of lectures (10 out of 12 lectures). Students must attend 80% of tutorials (10 out of 12 tutorials).

The UNSW Policy on Class Attendance and Absence can be viewed at: [https://student.unsw.edu.au/attendance](https://student.unsw.edu.au/attendance)

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at: [https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/)

For information about examination dates, location and procedures at UNSW, visit: [https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinations.html](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.

Refer to the section “Course Assessment” for details of assessment tasks that are to be submitted via Moodle.

** 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 Procedures. 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.

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

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

  **Task with a non-percentage mark**

  If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  *Example*: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25.

  **Task with a percentage mark**

  If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  *Example*: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

6. **Learning and Teaching Rationale and Strategies**

During this course we will look at some of the major ideologies which inform the history and the geography of Asia. Students will be expected to gain an understanding of the past and to apply this knowledge to analyse contemporary problems. This is an interdisciplinary course, which includes sources from archaeology and history. Activities will include the use of multimedia and material culture (artefacts).

7. **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.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- 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.
- 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. See section “Late Submission of Assignments” for penalties of late submission.

## 8. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

### 8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

### 8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.
Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

9. 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

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.

10. 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/. 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: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

11. 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.

12. 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
13. 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://student.unsw.edu.au/guide

14. 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:

https://my.unsw.edu.au

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://student.unsw.edu.au/guide

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 convenor 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: https://student.unsw.edu.au/disability

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.