



POL 108

Introduction to Global Politics

S1 External 2016

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

Corequisites

Co-badged status

POIR615 PLT120

Unit description

International developments such as the uprisings in the Arab world, the rise of China and climate change demonstrate that we live in a fast-changing world. This unit equips students with a deeper understanding of the structural forces that shape the world we live in by introducing them to the key issues, institutions, ideas and actors involved in global politics. The first section of the unit outlines the historical context and fundamental institutions of contemporary global politics. The second section covers key contemporary issues including great power rivalry, security challenges, globalization, climate change, refugees and global inequality. The unit gives students the foundations necessary for undertaking a major in International Relations or Politics.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Developing the capacity for critical analysis and thinking.

Encouraging research skills that enable students to provide evidence to support their claims.

Developing the skill to write clearly, cogently and with care.

Encouraging students to become engaged with the key issues and challenges that are

currently facing the world.

Encouraging students to see themselves as agents of positive change.

Develop an introductory understanding of the key concepts, theories, methods, and issues specific to one of the major sub-disciplines of International Relations.

Develop the ability to identify the defining debates and arguments in the field of Global Politics.

Assessment Tasks

Name	Weighting	Due
<u>Class Participation</u>	10%	Ongoing
<u>Case Study</u>	30%	varied
<u>Essay Plan</u>	15%	Week 6 beginning 4 April
<u>Major Research Essay</u>	45%	Essay is due Monday 23 May

Class Participation

Due: **Ongoing**

Weighting: **10%**

Each week you will have consulted the relevant information on i-learn before reading the selected readings and attending or listening to the lectures prior to your weekly tutorial. Students who prepare for the tutorials by doing the readings and engaging the lecture material always get most benefit from the unit.

Participation marks are only awarded to those who demonstrate an awareness of the course materials by actively participating in tutorials. Attending does not constitute participation.

External Students will participate in weekly on-line discussions. The contributions that external students make should be ongoing. Students who post contributions more than 2 weeks late will be penalised and contributions 3 weeks late will not be marked. If as an external student you require some flexibility, then please negotiate this with the tutor or course convenor in advance.

On successful completion you will be able to:

- Developing the capacity for critical analysis and thinking.
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- Encouraging students to become engaged with the key issues and challenges that are currently facing the world.
- Encouraging students to see themselves as agents of positive change.

- Develop an introductory understanding of the key concepts, theories, methods, and issues specific to one of the major sub-disciplines of International Relations.
- Develop the ability to identify the defining debates and arguments in the field of Global Politics.

Case Study

Due: **varied**

Weighting: **30%**

You will choose or be assigned a topic that you will research and write an 1000 word essay or report on. You will be asked to look for a contemporary issue and analyse it from the perspective of the topic you are assigned such as security or development or multilateralism, etc. You will also be assigned a particular angle from which to analyse it and present in a paper outlining your position to the group on-line.

You will be marked out of 30 with 15 marks for the formal paper and 15 marks for your involvement in the on-line discussions. More information about this assessment task will be available in the first week of the semester. The exercise may lead to some in-class discussion from time to time, but principally this is an on-line assessment exercise which aims to test your capacity to communicate in an informed and scholarly manner via the web.

On successful completion you will be able to:

- Encouraging research skills that enable students to provide evidence to support their claims.
- Developing the skill to write clearly, cogently and with care.
- Encouraging students to become engaged with the key issues and challenges that are currently facing the world.
- Encouraging students to see themselves as agents of positive change.
- Develop an introductory understanding of the key concepts, theories, methods, and issues specific to one of the major sub-disciplines of International Relations.
- Develop the ability to identify the defining debates and arguments in the field of Global Politics.

Essay Plan

Due: **Week 6 beginning 4 April**

Weighting: **15%**

This assessment is intended to inform and prepare you for the submission of the major essay. In this task, you select the topic for their major essay and then set about doing the preliminary research and planning for the essay. In doing so, you are asked to provide an annotated bibliography with three entries of key works you will use in their major essay. Also, you will submit an essay plan. Extensive instructions on both the format and detail of the annotated

bibliography and essay plan will be provided in lectures and tutorials.

On successful completion you will be able to:

- Developing the capacity for critical analysis and thinking.
- Encouraging research skills that enable students to provide evidence to support their claims.
- Developing the skill to write clearly, cogently and with care.
- Encouraging students to see themselves as agents of positive change.

Major Research Essay

Due: **Essay is due Monday 23 May**

Weighting: **45%**

Essay of maximum 2500 words. Questions will be made available on ilearn.

On successful completion you will be able to:

- Developing the capacity for critical analysis and thinking.
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- Developing the skill to write clearly, cogently and with care.
- Encouraging students to become engaged with the key issues and challenges that are currently facing the world.
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Delivery and Resources

Lectures:

Tuesday 3-4pm in W6D also known as the Lotus Theatre

And

Thursday 3-4 in W6D (Lotus Theatre)

Tutorials: 1hr as designated Tuesdays or Thursdays

Textbook:

Lawson, S. (2012) *International Relations*, 2E, Polity Press.

All other readings are available through the Library and ilearn.

Unit Schedule

Week 1	Lecture 1: Welcome and Course Information Lecture 2: An introduction to theories of Global Politics
Week 2	Lecture 1: Theory and History of International Relations (1648-1918) Lecture 2: Theory and History of International Relations (1918-1990)
Week 3	Lecture 1: Theory and History of International Relations/Global Politics (1990-2015) Lecture 2: Essay Writing and Referencing with Practical Examples
Week 4	Lecture 1: Knowledge/Power: International Relations as an American Social Science Lecture 2: International Relations from the Peripheries: Contesting Anglo-American IR
Week 5	Lecture 1: Security: state security and the monopoly of violence Lecture 2: Human Security, intervention and R2P
Week 6	Lecture 1: Essay Writing and Research skills Lecture 2: No lecture: end of first half of S1
Week 7	Lecture 1: The global politics of the rise of China Lecture 2: The global politics of environmental crisis
Week 8	Lecture 1: Introducing International/Global Political Economy (IPE/GPE) Lecture 2: International Institutions: Explaining the Bretton Woods System
Week 9	Lecture 1: Neoliberalism, the GFC and Global Politics Lecture 2: Culture and Global Politics
Week 10	No Lectures or Tutorials Essay Due
Week 11	Lecture 1: Democracy and the Contemporary Global Order: correspondence or conflict Lecture 2: Resistance and Revolutions: from Tahrir Square to the Occupy Movement
Week 12	Lecture 1: Beyond IR: does the world we now live in need a new scholarly project? Lecture 2: What can we do to change the world?
Week 13	Lecture 1: Teaching Evaluations and concluding comments Lecture 2: No Lecture

Learning and Teaching Activities

Tutorials

Groups Classes

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study

strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Developing the capacity for critical analysis and thinking.
- Developing the skill to write clearly, cogently and with care.
- Encouraging students to see themselves as agents of positive change.

Assessment tasks

- Case Study
- Major Research Essay

Learning and teaching activities

- Groups Classes

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Developing the capacity for critical analysis and thinking.
- Encouraging research skills that enable students to provide evidence to support their claims.
- Developing the skill to write clearly, cogently and with care.
- Encouraging students to become engaged with the key issues and challenges that are currently facing the world.
- Encouraging students to see themselves as agents of positive change.

Assessment tasks

- Class Participation
- Case Study

Learning and teaching activities

- Groups Classes

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Developing the capacity for critical analysis and thinking.
- Encouraging research skills that enable students to provide evidence to support their claims.
- Encouraging students to become engaged with the key issues and challenges that are currently facing the world.
- Develop an introductory understanding of the key concepts, theories, methods, and

issues specific to one of the major sub-disciplines of International Relations.

- Develop the ability to identify the defining debates and arguments in the field of Global Politics.

Assessment tasks

- Class Participation
- Case Study
- Major Research Essay

Learning and teaching activities

- Groups Classes

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Developing the capacity for critical analysis and thinking.
- Encouraging research skills that enable students to provide evidence to support their claims.
- Encouraging students to see themselves as agents of positive change.
- Develop an introductory understanding of the key concepts, theories, methods, and issues specific to one of the major sub-disciplines of International Relations.
- Develop the ability to identify the defining debates and arguments in the field of Global Politics.

Assessment tasks

- Class Participation
- Case Study
- Essay Plan
- Major Research Essay

Learning and teaching activities

- Groups Classes

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Developing the capacity for critical analysis and thinking.
- Encouraging research skills that enable students to provide evidence to support their claims.
- Developing the skill to write clearly, cogently and with care.
- Encouraging students to become engaged with the key issues and challenges that are currently facing the world.
- Encouraging students to see themselves as agents of positive change.
- Develop the ability to identify the defining debates and arguments in the field of Global Politics.

Assessment tasks

- Class Participation
- Case Study
- Essay Plan
- Major Research Essay

Learning and teaching activities

- Groups Classes

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Encouraging research skills that enable students to provide evidence to support their claims.

- Encouraging students to become engaged with the key issues and challenges that are currently facing the world.
- Encouraging students to see themselves as agents of positive change.

Assessment tasks

- Class Participation
- Case Study
- Essay Plan
- Major Research Essay

Learning and teaching activities

- Groups Classes

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Encouraging research skills that enable students to provide evidence to support their claims.
- Developing the skill to write clearly, cogently and with care.
- Encouraging students to see themselves as agents of positive change.

Assessment tasks

- Class Participation
- Case Study
- Essay Plan
- Major Research Essay

Learning and teaching activities

- Groups Classes

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded,

sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Encouraging students to become engaged with the key issues and challenges that are currently facing the world.
- Encouraging students to see themselves as agents of positive change.

Assessment task

- Class Participation

Learning and teaching activity

- Groups Classes

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Encouraging students to become engaged with the key issues and challenges that are currently facing the world.
- Encouraging students to see themselves as agents of positive change.

Assessment task

- Class Participation

Learning and teaching activity

- Groups Classes

Changes from Previous Offering

No changes from last year except the case study has been moved from in-class to entirely online.

Changes since First Published

Date	Description
19/02/ 2016	2 very minor but important changes. 1. One of the assessment due dates was incorrect. 2. I added details of the textbook.