



POL 258

Political Violence

S2 External 2016

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff

Unit Convenor

Steve Wood

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Contact via steve.wood@mq.edu.au

W6A 430

tba

Credit points

3

Prerequisites

12cp or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description

Aristotle described the human as a 'zoon politikon' (political animal). That is, humans are creatures that live in a polis and engage in politics. Humans also have a history of violence, through all ages and across all cultures. This unit explores intersections of these two expressions of human activity, politics and violence. It incorporates theoretical and philosophical perspectives and empirical analyses, including on war, terrorism, authoritarianism and totalitarianism, genocide and ethnic cleansing, insurgencies and revolutions, protest and assassinations.

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:

acquire knowledge and understanding about varieties of political violence, including relevant concepts, actors, theoretical perspectives, processes and contexts

develop abilities to conduct independent research and deploy appropriate sources in a scholarly way

build capacity to apply critical evaluation and debating skills, and enhance presentation

in written and verbal forms

develop a more intensive knowledge of particular sub-themes, which could be expanded on in later postgraduate study

understand the importance of organisation and time management of workloads, and student responsibilities in this area

Assessment Tasks

Name	Weighting	Due
Essay 1500 words	20%	12 September, 5pm
Essay 2500 words	40%	November 7, 5pm
Exam	40%	set by APS

Essay 1500 words

Due: **12 September, 5pm**

Weighting: **20%**

1500 word essay for which students must answer either question 1, 2 or 3 from the list that will be available from the start of the unit (or before, in the Detailed Unit Guide' on the unit iLearn site)

Submit the essay to the Turnitin link on the unit iLearn site

Due date 12 September, 5pm.

On successful completion you will be able to:

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student responsibilities in this area

Essay 2500 words

Due: **November 7, 5pm**

Weighting: **40%**

One research essay of 2500 words (of text - notes and bibliography are extra). The essay is due on **November 7, 5pm**. The date has been deferred as late as possible. It is strongly advised to begin working on your essay sooner rather than later.

Use scholarly sources and ensure that the essay is properly referenced.

Time management is an important part of coping with university requirements. Questions are available from the start of the unit and there is a week without lectures or tutorials (October 3-9) for students to work on their essays. Use this time wisely. No extensions are necessary. Late essays will lose 2 marks per day.

Submit the essay electronically with a signed cover sheet to the Centre for Open Education (COE) coeassign@mq.edu.au

and to Turnitin on the unit iLearn site

Indication of what is expected across the essay grading categories is shown below:

Criterion

< 50% Fail

51-64%

Pass

65-74%

Credit

75-84%

Distinction

85% + High Distinction

Argument

Does not answer the question asked and/or provides an inadequate answer in terms of relevance, logic and consistency.

Some argument presented, but with weaknesses in relation to relevance, logic, consistency, coherence and sustainability.

Puts forward a competent argument which clearly answers the question asked – logical, consistent, coherent and sustained throughout the essay. Some attempt to use relevant theoretical concepts.

Strong argument in terms of complexity, logic, consistency and coherence that clearly addresses the question and which makes good use of relevant theoretical concepts.

Argument which is highly complex, logical, consistent, and engaging. Shows a strong development of conceptual/theoretical points.

Critical Analysis

No real attempt at critical analysis of opposing viewpoints. Highly descriptive.

Analysis at a largely descriptive level. Does make some attempts at critical analysis of opposing viewpoints but with deficiencies in terms of logic, rigor and fairness.

Good analysis of opposing views - logical, consistent and fair evaluation of opposing arguments. Attempts to provide some original and creative contribution to debate.

Strong critical analysis, well evaluated in terms of logic, rigor and fairness. Attempts to get behind the evidence via engagement with underlying assumptions. Develops an original and creative contribution to debate.

Sharp and insightful critical analysis, excellent interrogation of underlying assumptions and contested concepts. Highly original and creative contribution to debate.

Knowledge & Understanding

Content based on shallow reading, demonstrates poor understanding of topic, substantial inaccuracies in knowledge. May paraphrase to an unacceptable level.

Work demonstrating a largely broad and descriptive knowledge of the relevant subject matter but with overall accuracy. Tendency to over-paraphrase in parts.

Highly competent work showing a deep and accurate understanding of relevant theories, concepts. Makes a good attempt to explain using own words. Evidence of relatively wide reading. Also attempts to apply theoretical knowledge.

Superior work showing in-depth and highly accurate knowledge of relevant subject matter. Evidence of wide reading and understanding of theoretical concepts and a good attempt to apply this knowledge.

Exceptional in-depth knowledge of the relevant subject matter. Provides a clear and complex explanation of theories and concepts using own understanding with a sophisticated attempt to

apply this knowledge. Evidence of very wide reading and insightful interpretation of evidence.

Evidence/

Resources

Evidence used is largely irrelevant, arguments not supported by evidence, use of non-academic sources to an unacceptable level.

Evidence used is relevant to the question asked, on the whole, and provides support for the arguments made, but with some weaknesses. Some use of relevant examples. Use of scholarly sources most of the time.

Arguments supported by solid range of relevant academic/scholarly sources. Good use of relevant examples.

Use of a wide range of highly relevant academic sources. Insightful use of relevant examples. Evidence clearly supports the arguments presented.

Use of a very wide range of highly relevant academic sources which clearly support the arguments presented. Insightful and creative use of relevant examples.

Structure/

Organisation

Inconsistent and illogical essay structure, purpose of large sections is unclear. Poor use of signposting making the argument very difficult to follow. Ineffective use of introduction and conclusion. May be over or under the required word length.

Essay structure is generally logical and consistent but with some weaknesses with coherence and clarity. Attempt made to use introduction and conclusion to structure ideas raised but with deficiencies. May be over or under required word length.

Majority of the essay organised with logic and coherence, evidence of linkages/signposting of arguments. Good use of introduction and conclusion as structuring tools. Keeps within required word length.

Logical, coherent and consistent essay structure throughout, supportive of main arguments presented. Purpose of paragraphs/subsections clear through good use of signposting. Developed use of introduction and conclusion to structure argument made. Keeps within required word-length.

Highly logical and consistent structure throughout which strongly supports the arguments presented. Content highly purposeful with excellent use of signposting. Excellent use of introduction and conclusion as structuring tools. Keeps within the required word length.

Style & Presentation

Serious problems with grammar and expression making the argument very difficult or impossible

to be understood.

Correct English grammar and expression used on the whole. Meaning of expressions used is generally clear, but with some minor problems. Low level of spelling and typographical errors.

Correct English Grammar and expression throughout. Meaning of language used clear. Rare spelling and typographical errors.

Correct use of English grammar and expression. Language used is clearly understandable, with evidence of creativity and flair.

Correct use of English grammar, clear expression, shows high level of creativity and flair in the use of language.

Referencing

Significant levels of incorrect academic referencing and/or plagiarism.

Fair use of sources, most of the time. Correct use of referencing styles in general, but with some small errors.

Fair use of sources throughout, referencing styles used correctly with rare errors.

Fair use of sources, no evidence of plagiarism, correct use of referencing styles throughout.

Fair use of sources with no evidence of plagiarism, correct use of referencing styles throughout.

On successful completion you will be able to:

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- develop a more intensive knowledge of particular sub-themes, which could be expanded on in later postgraduate study
- understand the importance of organisation and time management of workloads, and student responsibilities in this area

Exam

Due: **set by APS**

Weighting: **40%**

There will be an exam in the examination period. The date, time and location are determined by the Academic Programs Section. You will be informed of those details when they are known. 3 hours + 10 minutes reading time will be available for the exam. The exam content could be drawn from across the entire unit. All students, internal and external, must attend an exam.

For external students the exam component is 40% of the total assessment

On successful completion you will be able to:

- acquire knowledge and understanding about varieties of political violence, including relevant concepts, actors, theoretical perspectives, processes and contexts
- develop abilities to conduct independent research and deploy appropriate sources in a scholarly way
- build capacity to apply critical evaluation and debating skills, and enhance presentation in written and verbal forms
- understand the importance of organisation and time management of workloads, and student responsibilities in this area

Delivery and Resources

NOTE: A more 'Detailed Unit Guide' will be available on the unit iLearn site before the start of semester. Barring technical problems, students will be given access to the unit iLearn site some time before the start of semester (possibly from around 15 July). Readings for Week One will be available on the iLearn site. Some readings for other weeks may also be there. Please read the Week One readings before the first tutorials (which are in Week Two).

Times and Locations:

Lectures: Monday 12:00pm and Thursday 1:00pm (both E7B T5)

Tutorial times: Monday 13:00, Thursday 13:00 and 14:00 (this is an estimate only, actual times and availability may vary depending on numbers)

Please note: no tutorials in the first week of the unit.

Lectures will be delivered in person employing power point. Audio will be available via Echo. Some lectures will involve the broadcasting of video material

An iLearn site will be set up. Power point slides will be placed on the unit iLearn site some time after the lectures. There will be a links to Turnitin on the unit iLearn site. Notices from the

convenor may be placed on iLearn.

Students will need to possess a computer or have access to one. In tutorials, computers are not to be used for purposes unrelated to the unit.

Readings: Readings will be available via iLearn. It is Department policy not to produce hard copy readers.

Unit Schedule

See the more 'Detailed Unit Guide' which will be posted on the unit iLearn site in mid-July

Learning and Teaching Activities

Discussion forum on weekly themes and listed questions

This activity is voluntary and ungraded. It is made available for interested external students to respond to, engage with, and debate the weekly listed on campus tutorial questions. The frequency and level of involvement is up to individual students.

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](#).

University Policy on Grading

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

Standard Grading is: 85+ High Distinction; 75-84 Distinction; 65-74 Credit; 50-64 Pass; <50 Fail

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

- develop abilities to conduct independent research and deploy appropriate sources in a scholarly way
- build capacity to apply critical evaluation and debating skills, and enhance presentation in written and verbal forms
- develop a more intensive knowledge of particular sub-themes, which could be expanded on in later postgraduate study

Assessment tasks

- Essay 1500 words
- Essay 2500 words
- Exam

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 outcome

- understand the importance of organisation and time management of workloads, and student responsibilities in this area

Assessment tasks

- Essay 1500 words
- Essay 2500 words

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

- acquire knowledge and understanding about varieties of political violence, including relevant concepts, actors, theoretical perspectives, processes and contexts
- build capacity to apply critical evaluation and debating skills, and enhance presentation in written and verbal forms
- develop a more intensive knowledge of particular sub-themes, which could be expanded on in later postgraduate study

Assessment tasks

- Essay 1500 words
- Essay 2500 words
- Exam

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

- acquire knowledge and understanding about varieties of political violence, including relevant concepts, actors, theoretical perspectives, processes and contexts
- develop a more intensive knowledge of particular sub-themes, which could be expanded

on in later postgraduate study

Assessment tasks

- Essay 1500 words
- Essay 2500 words
- Exam

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

- develop abilities to conduct independent research and deploy appropriate sources in a scholarly way
- build capacity to apply critical evaluation and debating skills, and enhance presentation in written and verbal forms
- develop a more intensive knowledge of particular sub-themes, which could be expanded on in later postgraduate study

Assessment tasks

- Essay 1500 words
- Essay 2500 words
- Exam

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

- develop abilities to conduct independent research and deploy appropriate sources in a scholarly way
- build capacity to apply critical evaluation and debating skills, and enhance presentation

in written and verbal forms

- develop a more intensive knowledge of particular sub-themes, which could be expanded on in later postgraduate study

Assessment tasks

- Essay 1500 words
- Essay 2500 words
- Exam

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

- develop abilities to conduct independent research and deploy appropriate sources in a scholarly way
- build capacity to apply critical evaluation and debating skills, and enhance presentation in written and verbal forms
- develop a more intensive knowledge of particular sub-themes, which could be expanded on in later postgraduate study
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- Essay 1500 words
- Essay 2500 words
- Exam

Notice on Plagiarism

Notice on Plagiarism – read this very, very carefully

Plagiarism is more trouble than it is worth. It is unscholarly, unethical, unfair and illegal. It will waste your tutor's and/or convenor's time and ultimately your own. You will achieve

far better outcomes by avoiding it. **Do not do it.** There are **no excuses whatsoever.** Plagiarism will result in a zero (0) for the component it occurred in. If you plagiarise do not claim after the fact that you did not understand what it was. More info at:

http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

In addition to your hard copy submission to the POL box on the first floor, W6A, to further encourage good scholarship and accuracy in referencing, submit essays electronically to the Turnitin website which can be linked to via **ilearn**.