



# POIX304

## Creating New States

SP2 OUA 2016

*Dept of Modern History, Politics & International Relations*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Prerequisites

Corequisites

Co-badged status

Unit description

Why do we often think that the citizens of each state form, collectively, a nation, making their will known through elections? Since 1914 new states have been continuously created and justified on the basis of the principle of national self-determination. We examine the history of the principle, its theoretical justifications and its applications. Issues include: what makes a group of people a nation; how self-determination became a principle of International Law, justifying decolonisation; whether Indigenous peoples have a right to self-determination; whether there is a right to secede; and whether this principle might be abandoned within a united Europe. All enrolment queries should be directed to Open Universities Australia (OUA): see [www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

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

How to identify and analyze a political process when it occurs at different periods and in a different social and geographical space

How to identify, compare and contrast the salient aspects of a single political process taking place in these different temporal and spatial locations

How to use social science theories in the performance of above two tasks

How to use social science theories in an attempt to identify the causal factors which may explain such political processes

How to use normative (political and ethical) theories to evaluate/assess particular cases of political activity and their outcomes

## General Assessment Information

**Prerequisites:** Students should have completed 100 and 200 Level Politics before starting this unit.

Please note that this unit was previously coded PLT310. If you have completed PLT310, you should not enrol in POIX304.

### Successful Completion of the Course

In order to pass the unit, students have to pass all four assessment tasks. In particular, students should read carefully and follow strictly the essay writing guide. Any further reading or training in essay writing is highly recommended (see under Resources/Student Support in **Assessments and Guides** in the course). Essay writing and not examination is the most challenging assessment task in this unit. This is obviously more challenging to non-native speakers and they should pay particular attention to essay writing and seek help if needed.

### Assignment submission

This unit uses a combination of submission methods. Please check the individual assignment in the Assessments and Guides section of the course to find out which method that particular assignment uses.

### Turnitin Submission Procedure

### iLearn Assignment Upload Procedure

### Required and Recommended Weekly Readings

All required and most recommended readings are listed in the unit and can be found under the unit code in Unit Readings in the Macquarie Library or are available via weblinks in the unit.

There is one **set textbook** for this unit:

Pavkovic, Aleksandar and Radan, Peter 2007, *Creating New States: Theory and Practice of Secession*, Aldershot, Ashgate.

This text book is a key resource for the course. It is available as an **e-book** directly through the Macquarie University Library Multisearch facility.

The book can also be purchased through the following link: [http://ilearn.mq.edu.au/pluginfile.php/2360491/mod\\_resource/content/1/Creating%20New%20States%20POL304%202012%20%20or%20der%20copy.pdf](http://ilearn.mq.edu.au/pluginfile.php/2360491/mod_resource/content/1/Creating%20New%20States%20POL304%202012%20%20or%20der%20copy.pdf)

## Assessment Tasks

| Name   | Weighting | Due            |
|--|-----------|----------------|
| <a href="#"><u>Assessable Discussion</u></a> | 10%       | weekly         |
| <a href="#"><u>Review Paper</u></a>          | 15%       | Friday Week 5  |
| <a href="#"><u>Major Research Essay</u></a>  | 40%       | Friday Week 11 |
| <a href="#"><u>Take-Home Exam</u></a>        | 35%       | Friday Week 13 |

### Assessable Discussion

Due: **weekly**

Weighting: **10%**

Each week you will be prompted to contribute to a Discussion relating to the week's **required** readings using a number of questions. This assessment task is designed to test your understanding of the readings and encourage you to think about their implications in terms of the course. At the end of the unit, your score for your contribution will be added up to 10% of your total assessment for this unit. You must contribute to at least **THREE** weeks of discussions to *pass the course*. You cannot pass the course unless you do this, even if you achieve high marks in other components. You must contribute to **EIGHT** out of the thirteen weeks' discussions to *pass this Assessment*. *All contributions must be completed by 5pm Friday Week 13*. See **Assessments and Guides** in the course for guidelines for this assessment task.

On successful completion you will be able to:

- How to identify and analyze a political process when it occurs at different periods and in a different social and geographical space
- How to identify, compare and contrast the salient aspects of a single political process taking place in these different temporal and spatial locations
- How to use social science theories in an attempt to identify the causal factors which may explain such political processes
- How to use normative (political and ethical) theories to evaluate/assess particular cases of political activity and their outcomes

### Review Paper

Due: **Friday Week 5**

Weighting: **15%**

An essay of maximum **900** words reviewing **two** items (chapters or excerpts) on the **required** reading list. The selected items must be *related in their topics*, allowing the student to compare

and contrast the views expressed in the items. The essay should summarize, *briefly*, the overall argument and main points of each reading item and compare (and if necessary contrast) the views or arguments propounded in the items.

This is *not* a research exercise beyond identifying comparable texts: references should be kept to a minimum (2-3 references using the Harvard (in text) referencing system) *including* the two specified texts. The assessment tests your basic skills in identifying comparable texts, comprehending a scholarly text, and writing an essay on an identified topic. At 300 level academic work, you are expected to have more than basic skills of these three kinds.

Your work must be referenced according to the Referencing Guideline *provided in the course*, and must include a bibliography. See **Assessments and Guides** in the course for further information.

On successful completion you will be able to:

- How to identify and analyze a political process when it occurs at different periods and in a different social and geographical space
- How to identify, compare and contrast the salient aspects of a single political process taking place in these different temporal and spatial locations

## Major Research Essay

Due: **Friday Week 11**

Weighting: **40%**

Students will choose **TWO attempts** at secession (*other than* Montenegro, Chechnya or the Palestine State) and compare and contrast the political contexts/processes in these two, using sources other than those in the required readings, in a formal academic essay of **2000** words. You should attempt to *explain* your findings drawing on explanatory theory as presented in the course or through your research, and draw some conclusions about these. You may also, additionally, apply **one** normative theory to these two cases and argue that these secessions are justified or not justified by that particular normative theory. Normative assessment is optional; you do not have to do it to get a high mark, but you should be careful to normatively assess a secession only on an explicit basis by referring to a particular normative theory. You should avoid implicit ("common sense") normative assessment which is not based on a theory. If in doubt whether your cases are secessions, contact the convenor.

NOTE: This is a task for independent research. Your essay should be supported by at least 10 **scholarly** references.

The essay should be **2000** words in length, and must be referenced according to the Referencing Guideline *provided in the course* (i.e. no footnotes for referencing). Please go to **Assessments and Guides** in the course for further information.

On successful completion you will be able to:

- How to use social science theories in the performance of above two tasks

- How to use social science theories in an attempt to identify the causal factors which may explain such political processes
- How to use normative (political and ethical) theories to evaluate/assess particular cases of political activity and their outcomes

## Take-Home Exam

Due: **Friday Week 13**

Weighting: **35%**

The exam aims to assess the comprehension of basic concepts, theories and case studies discussed in the course. It is based entirely on the required readings and lectures. Access to course material is permitted.

The Examination paper will be released on Monday of Week 13 and must be completed by **5pm EST Friday of Week 13**. Since the exam is based on lectures and readings, a simple revision of the student's notes made during the course will be a sufficient preparation for it. If you expect to have difficulty with this time frame for reasons other than normal working hours, please contact the tutor at the beginning of the course to discuss your options.

On successful completion you will be able to:

- How to identify and analyze a political process when it occurs at different periods and in a different social and geographical space
- How to identify, compare and contrast the salient aspects of a single political process taking place in these different temporal and spatial locations
- How to use social science theories in the performance of above two tasks
- How to use social science theories in an attempt to identify the causal factors which may explain such political processes

## Delivery and Resources

Online units can be accessed at: <http://ilearn.mq.edu.au/>

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Please contact teaching staff for any further, more specific requirements.

There will be one lecture per week, available through iLearn.

There is at least one reading set for each week. Unless otherwise specified in the course, readings are available in Unit Readings in the Macquarie Library.

## Unit Schedule

**Weekly schedule**

|         |   |
|---------|---|
| Week 1  | Introduction  |
| Week 2  | The State: a story of the centralisation of political power   |
| Week 3  | The Nation: a story of mass mobilisation  |
| Week 4  | How to Create a New States out of an (old) Nation: the Principle of National Self-determination from 1789 to 1989 |
| Week 5  | Decolonisation, secession and unification: three different ways of state creation                                 |
| Week 6  | Dissolution of States by Sequential Secessions: the USSR, Yugoslavia, Czechoslovakis                              |
| Week 7  | Peaceful Secession and Violent Secession: Montenegro (2006) and Chechnya (1994)                                   |
| Week 8  | How to Explain Secessions: an Overview  |
| Week 9  | How to Justify a Secession: Normative Theories of Secession   |
| Week 10 | Secession and Outside Intervention  |
| Week 11 | The Unification of States: Germany (1971, 1990), European Union (1993), The World State (??)                      |
| Week 12 | Secession and Constitutional and International Law - supplementary lecture notes (text only)                      |
| Week 13 | Exam Week   |

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

### Extension Request

**Special Consideration Policy and Procedure**  
<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

The University recognises that students may experience events or conditions that

adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

### Outcome

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).



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](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](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/](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](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](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/](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](http://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](http://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](http://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/](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

- How to use social science theories in an attempt to identify the causal factors which may explain such political processes
- How to use normative (political and ethical) theories to evaluate/assess particular cases of political activity and their outcomes

#### Assessment task

- Major Research Essay

### 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

- How to identify and analyze a political process when it occurs at different periods and in

a different social and geographical space

- How to identify, compare and contrast the salient aspects of a single political process taking place in these different temporal and spatial locations
- How to use social science theories in the performance of above two tasks
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- How to use normative (political and ethical) theories to evaluate/assess particular cases of political activity and their outcomes

## Assessment tasks

- Assessable Discussion
- Review Paper
- Take-Home Exam

## 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:

### Assessment task

- Assessable Discussion

## 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

- How to identify and analyze a political process when it occurs at different periods and in a different social and geographical space
- How to identify, compare and contrast the salient aspects of a single political process taking place in these different temporal and spatial locations

- How to use social science theories in the performance of above two tasks
- How to use social science theories in an attempt to identify the causal factors which may explain such political processes
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## **Assessment tasks**

- Assessable Discussion
- Review Paper
- Major Research Essay
- Take-Home 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**

- How to identify and analyze a political process when it occurs at different periods and in a different social and geographical space
- How to identify, compare and contrast the salient aspects of a single political process taking place in these different temporal and spatial locations
- How to use social science theories in the performance of above two tasks
- How to use social science theories in an attempt to identify the causal factors which may explain such political processes
- How to use normative (political and ethical) theories to evaluate/assess particular cases of political activity and their outcomes

## **Assessment tasks**

- Assessable Discussion
- Review Paper
- Major Research Essay
- Take-Home 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

- How to identify, compare and contrast the salient aspects of a single political process taking place in these different temporal and spatial locations
- How to use social science theories in the performance of above two tasks
- How to use social science theories in an attempt to identify the causal factors which may explain such political processes
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### Assessment tasks

- Review Paper
- Major Research Essay

## 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 outcome

- How to use normative (political and ethical) theories to evaluate/assess particular cases of political activity and their outcomes

### Assessment tasks

- Assessable Discussion
- Review Paper
- Major Research Essay
- Take-Home Exam

## 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 outcome

- How to use normative (political and ethical) theories to evaluate/assess particular cases of political activity and their outcomes

### Assessment task

- Assessable Discussion

## 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

- How to identify, compare and contrast the salient aspects of a single political process taking place in these different temporal and spatial locations
- How to use social science theories in the performance of above two tasks
- How to use normative (political and ethical) theories to evaluate/assess particular cases of political activity and their outcomes