



WPOL108

Introduction to Global Politics

MUIC Term 4 2016

Macquarie University International College

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	7
<u>Delivery and Resources</u>	10
<u>Unit Schedule</u>	12
<u>Learning and Teaching Activities</u>	12
<u>Policies and Procedures</u>	13
<u>Graduate Capabilities</u>	16

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Teacher

Courtney Hercus

courtney.hercus@mq.edu.au

Contact via Email

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:

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

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.

Use discipline specific terminology to communicate concepts and ideas relevant to this unit

General Assessment Information

Grading

Students will receive a Standardised Numerical Grade (SNG) reflects the extent to which student attainment matches the descriptors as per the [Macquarie University Grading Policy](#). This unit will use the following grades which will be aligned with the listed numerical range:

- HD - High Distinction (85-100)
- D - Distinction (75-84)
- Cr - Credit (65-74)
- P - Pass (50-64)
- F - Fail (0-49)

Requirements to Pass

In order to pass this unit a student must:

- Pass the final examination or final assessment task
- Achieve a Standard Numerical Grade (SNG) of 50 or more in the unit
- Attend at least 80% of scheduled classes
- Attempt all assessment tasks in the unit

For further details about grading, please refer to the [Grading Policy](#).

Submission of Assessment Tasks

Assessments must be submitted following instructions provided in class. Assessment tasks which have not been submitted as required will not be marked. They will be considered a non-submission and zero marks will be awarded.

Turnitin

Turnitin compares electronically submitted papers to a database of academic publications, internet sources and other papers that have been submitted into the system to identify matching text. It then produces an Originality Report which identifies text taken from other sources, and generates a similarity percentage to judge whether plagiarism has occurred (see Academic

Honesty section below).

Multiple submissions may be possible via Turnitin prior to the due date of an assessment and originality reports may be made available to students. In such cases they should be used to check work for plagiarism prior to a final submission.

Where there is a requirement for assessment tasks to be submitted through Turnitin, it is the student's responsibility to ensure that work is submitted correctly prior to the due date. Hard copies will not be accepted unless indicated otherwise by a teaching staff member. Records in Turnitin will be taken as records of submission. For assistance submitting through Turnitin, you may approach your teacher, lodge a [OneHelp](#) Ticket, refer to the [IT help page](#) or seek assistance from [Student Connect](#).

Students should note that for a first time submission the Originality Report will be available immediately post submission but for any subsequent submissions it will take 24 hours for the report to be generated. This may be after the due date so students should plan their submission carefully.

Missed Assessments

The University recognises that students may experience unexpected events and circumstances that adversely affect their academic performance in assessment activities, for example, illness. In order to support students who have experienced a serious and unavoidable disruption, the University will provide affected students with an additional opportunity to demonstrate that they have met the learning outcomes of a unit. An additional opportunity provided under such circumstances is referred to as special consideration.

The [Disruption to Studies Policy](#) applies only to *serious and unavoidable* disruptions that arise after a study period has commenced. Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support may be sought through [Campus Wellbeing](#) and [Support Services](#).

Serious and Unavoidable Disruption The University classifies a disruption as **serious and unavoidable** if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and / or
- prevented completion of a final examination.

To be eligible for Special Consideration, a student must notify the University of a *serious and unavoidable* disruption within five (5) working days of the commencement of the disruption (Disruption to Studies notification). All Disruption to Studies notifications are to be made online

via the University's [Ask MQ](#) system. A Disruption to Studies notification must be supported by documentary [evidence](#).

In submitting a Disruption to Studies notification, a student is acknowledging that they may be required to undertake additional work. The time and date, deadline or format of any required extra assessable work as a result of a disruption to studies notification is not negotiable and in submitting a disruption to studies notification, a student is agreeing to make themselves available to complete any extra work as required.

Please refer to the [Disruption to Studies Policy](#) for further details.

Extensions & Late Submissions

To apply for an extension of time for submission of an assessment item, students must submit a Disruptions to Studies notification via ask.mq.edu.au.

Late submissions without an approved extension are possible but will be penalised at 20% per day up to 4 days, weekend inclusive. The penalty deducted will be based on the total number of marks that the assessment is marked out of (i.e. for an assessment marked /100 the penalty would be 20 marks for each day of lateness, for an assessment marked /30 marks, the penalty would be 6 marks per day of lateness). If a student submits an assessment task 5 or more days after the due date without grounds for special consideration (See [Disruptions to Studies Policy](#)) a record or submission will be made but the student will receive zero marks for the assessment task.

Final Examinations and Final Assessment Tasks

Final exams and final assessments will typically take place in Week 6 or Monday of Week 7. All students enrolled in a teaching session are expected to ensure they are available up until and including Monday of Week 7 to undertake examinations. Passing the final exam or final assessment task is a requirement to pass this unit.

Details of teaching session dates can be found on the [Important Dates](#) calendar. Due dated for assessments will be available in the unit guide and final examination timetables will be released to students prior to Week 5.

Planning for an exam is very important. All students should be familiar with the [Exam Rules](#). In addition, students should refer to the below links for other important examination related information.

- [Talk to your lecturer](#)
- [Revision tips](#)
- [What to bring with you](#)
- [What not to bring with you](#)
- [Where to get help](#)
- [Tips for Success](#)

It is not uncommon for students to have two examinations in one day.

Conduct During Assessments and Examinations

Students must adhere to the [Student Code of Conduct](#) and [Academic Honesty Policy](#) at all times.

Students will be provided with instructions relating to conduct during in-class assessment tasks. For all examinations, students will be required to:

- provide photographic proof of identity for the duration of the examination. This must be visible at all times during the examination.
- leave mobile phones, electronic devices, bags, computers, notes, books and similar items outside a final examination venue or in a designated space
- ensure any water brought into the examination room is in a clear and unmarked bottle
- obey all instructions provided by an Examination Supervisor
- refrain from communicating in any way with another student once they have entered the examination venue.

Students are NOT permitted:

- into an examination venue once one hour from the time of commencement (excluding any reading time) has elapsed
- to leave an examination venue *before* one hour from the time of commencement (excluding any reading time) has elapsed
- to be readmitted to an examination venue unless they were under approved supervision during the full period of their absence
- to obtain or attempt to obtain assistance in undertaking or completing the examination script
- to receive or attempt to receive assistance in undertaking or completing the examination script.

Students should also ensure they follow all requirements of the [Final Examination Policy](#).

Supplementary Examinations

Supplementary final examinations are held during the scheduled Supplementary Final exam Period. This may fall in Week 7 or within the first week of the subsequent teaching term. Results for supplementary exams may not be available for up to two weeks following the supplementary examination. Students in their final term of study who undertake supplementary final exams should note that formal completion of their Diploma Program will not be possible until supplementary results are released and this may impact on their ability to enrol in subsequent programs of study on time.

Retention of Originals

It is the responsibility of the student to retain a copy of any work submitted and produce another copy of all work submitted if requested. Copies should be retained until the end of the grade appeal period each term.

In the event that a student is asked to produce another copy of work submitted and is unable to do so, they may be awarded zero (0) for that particular assessment task.

The University may request and retain the originals of any documentation or evidence submitted to support notifications of disruptions to studies. Requests for original documentation will be sent to the applicant's student email address within six (6) months of notification by the student. Students must retain all original documentation for the duration of this six (6) month period and must supply original documents to the University within ten (10) working days of such a request being made.

Contacting Teaching Staff and Obtaining Help and Feedback

Students may contact teaching staff at any time during the term by using the contact details provided in this guide. They can also use iLearn's 'dialogue' function.

For all university related correspondence, students are required to use their official Macquarie University student email account which may be accessed via the [Macquarie University Student Portal](#). Inquiries from personal email accounts will not be attended to.

Students may seek additional feedback at any time during the term and general feedback about their performance in a unit up to 6 months following results release. It is the student's responsibility to approach teach staff in a timely manner if they require additional feedback.

Assessment Tasks

Name	Weighting	Due
Class Participation	15%	Ongoing
Case Study	20%	Wednesday, Week 3 5pm
Essay Plan	15%	Monday, Week 5 5pm
Major Research Essay	50%	Friday, Week 6 3pm

Class Participation

Due: **Ongoing**

Weighting: **15%**

Each week you will have consulted the relevant information on iLearn before reading the selected readings and attending or listening to the lessons prior to your classes. Students who prepare for the lessons by doing the readings and engaging the lesson material always get most benefit from the unit.

Participation marks will be based on demonstrating of awareness of the course materials and active engagement during lessons. Attending class does not constitute participation.

Participation marking criteria will be provided in class.

On successful completion you will be able to:

- Develop an introductory understanding of the key concepts, theories, methods, and issues specific to one of the major sub-disciplines of International Relations.
- 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.
- 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.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

Case Study

Due: **Wednesday, Week 3 5pm**

Weighting: **20%**

You will choose or be assigned a topic that you will research and write an 750 word essay or report on. You will 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 be assigned a particular angle from which to analyse it, and your analysis will be marked out of 10 marks.

A further 10 marks will be based on your demonstration of correct scholarly referencing (more information on this will be provided on iLearn and in class) and a style appropriate for the discipline of international relations.

More information about this assessment task will be available in the first week of the semester via iLearn. The exercise may lead to some in-class discussion from time to time, but principally this is a formal exercise which aims to test your capacity to engage with contemporary issues in an informed and scholarly manner. It also provides a medium in which to practice your essay writing and scholarly style in preparation for the major essay.

Students must submit their case study via Turnitin in iLearn. The deadline for the submission is Wednesday Week 3 5pm.

On successful completion you will be able to:

- Develop an introductory understanding of the key concepts, theories, methods, and issues specific to one of the major sub-disciplines of International Relations.
- 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.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

Essay Plan

Due: **Monday, Week 5 5pm**

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 the lessons and via iLearn.

Students must submit their essay plan via Turnitin in iLearn. The deadline for the submission is Monday Week 5 5pm.

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.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

Major Research Essay

Due: **Friday, Week 6 3pm**

Weighting: **50%**

Essay of maximum 1500 words. The questions and instructions will be made available on iLearn.

Students must submit their major research essay via Turnitin in iLearn. The deadline for the submission is Friday Week 6 3pm.

Passing this task is a requirement to pass the unit.

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 become engaged with the key issues and challenges that are currently facing the world.
- Encouraging students to see themselves as agents of positive change.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

Delivery and Resources

Scheduled Class Time & Timetables

Weekly face to face contact for this unit will be 6 hours, consisting of two 3 hour weekly meetings plus an end of term 3 hour revision session (39 hours per term).

Students will be able to enrol in their classes and view their personal timetable via eStudent and may also view general timetable information via Macquarie University's [Timetable page](#).

If a scheduled class falls on a public holiday a make-up lesson may be scheduled. If appropriate, the instructor may instead organise an online make-up lesson or require students to complete additional set work. Scheduled make-up days will be announced in class and attendance will may be taken where relevant.

Attendance Requirements - All students

All students are required to attend at least 80% of scheduled class time to pass this unit.

Attendance will be monitored in each lesson and students will be able to see their attendance records for a unit via iLearn.

Where a student is present for a part of a lesson (for example arrives late, leaves early, leaves the class frequently or for lengthy periods, engages in inappropriate or unrelated activities or does not participate actively in the majority of the lesson) the teacher reserves the right to mark a student absent for that part of the lesson.

Because of the intensive nature of this program, students should be aware that their attendance in this unit may fall below 80% relatively quickly.

In cases of unavoidable non-attendance due to illness or circumstances beyond control, students should lodge a [Disruption to Studies](#) Notification via ask.mq.edu.au within 5 working days and supply relevant supporting documentation, even if they have not missed a formal assessment task. This will ensure that that appropriate records of unavoidable absences can be made.

For further information on attendance, please refer to the [Attendance and Study Load Policy](#).

iLearn

[iLearn](#) is Macquarie's online learning management system and a principal resource which will be used throughout the term. Students should access iLearn at least 3 times per week as it will contain important information including:

- Announcements - Teaching staff will communicate to the class using iLearn announcements.
- A link to the unit guide for the unit and staff contact details
- Lecture notes and recordings where available
- Learning and teaching activities and resources
- Assessment information
- Tutorial questions and solutions
- Assessment submission tools such as Turnitin
- Other relevant material

For any technical or support issues using iLearn, please contact the IT helpdesk (Ph. 02 9850 4357) or lodge a ticket using [OneHelp](#).

Required and Recommended Texts and/or Materials

The required textbook in WPOL108 is:

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

The Co-op bookstore has these books and it is recommended that students purchase a copy of this. A copy of this book has been placed in the reserve section of the library.

Additional References

All other readings are available through the [Library](#) and [iLearn](#).

Technology Used and Required

Unit Web Page The unit uses the learning management system (iLearn) that can be accessed via iLearn.mq.edu.au. The lesson materials for each week's lesson will be posted on the unit web page, before the lesson. You will find it useful to download the materials prior to the lesson, and bring them to the class. The web page is also used to post important notices from time to time. You should check this web page regularly. The unit web page has the facility to allow peer to peer discussion.

Unit Schedule

Week 1	<p>Topic 1: Welcome and Course Information</p> <p>Topic 2: An Introduction to the 'Big Issues' of Contemporary Global Politics</p> <p>Topic 3: An Introduction to Theories of Global Politics</p> <p>Topic 4: Essay Writing and Research Skills</p>
Week 2	<p>Topic 1: Theory and History of International Relations (1648-1918)</p> <p>Topic 2: Theory and History of International Relations (1918-1990)</p> <p>Topic 3: Theory and History of International Relations/Global Politics (The Cold War)</p> <p>Topic 4: Theory and History of International Relations/Global Politics (The Post-Cold War period)</p>
Week 3	<p>Topic 1: Knowledge/Power: International Relations as an American Social Science</p> <p>Topic 2: International Relations from the Peripheries: Contesting Anglo-American IR</p> <p>Topic 3: State Security: state security and the monopoly of violence</p> <p>Topic 4: Human Security, intervention and R2P</p>
Week 4	<p>Topic 1: The Global Politics of the Rise of China</p> <p>Topic 2: The Global Politics of Environmental Crisis</p> <p>Topic 3: Introducing International/Global Political Economy (IPE/GPE)</p> <p>Topic 4: International Institutions: Explaining the Bretton Woods System</p>
Week 5	<p>Topic 1: Neoliberalism, the GFC and Global Politics</p> <p>Topic 2: Culture and Global Politics</p> <p>Topic 3: Democracy and the Contemporary Global Order: Correspondence or Conflict?</p> <p>Topic 4: There is no fourth topic in week 5. This will be a partial reading day to assist in the preparation of the major essay.</p>
Week 6	<p>Topic 1: Resistance and Revolutions: From Tahrir Square to Syria</p> <p>Topic 2: Resistance and Revolutions: Challenging the Global System?</p> <p>Topic 3: What Can We Do to Change the World?</p> <p>Topic 4: Concluding Comments</p>

Learning and Teaching Activities

Lessons - (2 hours for each teaching topic)

Lessons are intended to provide an overview of the key concepts explored in the unit. Students are expected to read the relevant chapters before each lecture.

Class Discussion and Participation (1 hour for each teaching topic)

Class discussions constitute a critical learning experience of this unit and students must attend them. We emphasise peer-to-peer learning by working as a group through the exercises and learning from others (the teacher and fellow students). Participation in class discussion will allow you to not only learn, but develop the ability to communicate what you have learnt to others. This will in turn reinforce your learning. Your teacher's role is to help you understand the topics by showing how tools learnt in lessons are applied in the class discussion. Your teacher should be your first point of contact if you encounter any difficulties with the course material.

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.

Academic Honesty

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members

of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Final Examination Script Viewings and Grade Appeals

A student who has been awarded a final grade for a unit has the right to appeal that grade as outlined in the [Grade Appeal Policy](#). Grade appeals apply to the final Standardised Numerical Grade (SNG) a student receives for a unit of study. They do not apply to results received for individual assessment tasks.

A student is expected to seek feedback on individual assessment tasks prior to the award of a final grade. In particular, a student is expected to view their final examination paper in advance of submitting a grade appeal, if this is relevant to their case. To request a final examination script viewing, please lodge a ticket via ask.mq.edu.au. Script viewings must be lodged between results release date of the relevant teaching Term (00.01 am Friday Week 7) and midnight Tuesday Week 1 of the subsequent teaching Term (5 day period). Requests outside this window will not be considered.

Grade appeals must be submitted via ask.mq.edu.au within 20 working days from the published result date for the relevant unit. Before submitting a Grade Appeal, please ensure that you read the [Grade Appeal Policy](#) and note valid grounds for appeals.

Students also have the right to request generic feedback from the teaching staff on their overall performance in the unit, including in a final examination. This can be done at any time in the six month period starting from the day on which the final grade of the relevant unit is published.

Course Progression

The College closely monitors Foundation students' academic progress as per the [Progression Policy](#) for Programs delivered by Macquarie University International College.

To maintain Satisfactory Academic Progress, a student must successfully complete 50% or more of their enrolled units in a study Term. To successfully complete a unit, students must meet the requirements to pass as listed in the unit guide, obtain a passing grade **and** fulfil attendance requirements.

Students who fail to make Satisfactory Academic Progress will be classified as "at risk" and will be notified in writing. At-risk student may be required to undergo academic counselling, undertake certain initiatives or have conditions placed upon their enrolment to help them make satisfactory progress.

Students must also pass 50% or more of the units in 2 or more terms in order to meet Minimum Rate of Progress (MRP) requirements. A student is deemed not to be making Minimum Rate of Progress if they fail more than 50% of their enrolled units in two consecutive Terms of study, or if they have failed more than 50% of their subjects after studying two or more terms.

Any domestic student who has been identified as not meeting Minimum Rate of Progress requirements will be issued with an Intention to Exclude letter and may subsequently be excluded from the program.

Any international student who has been identified as not meeting MRP will be issued with an Intention to Report letter and may subsequently be reported to the Department of Immigration and Border Protection (DIBP) for not meeting visa requirement and be subject to exclusion from the program. International students must comply with the [MUIC Progress Policy](#) in order to meet the conditions of their visa.

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

- Lessons are intended to provide an overview of the key concepts explored in the unit. Students are expected to read the relevant chapters before each lecture.
- Class discussions constitute a critical learning experience of this unit and students must attend them. We emphasise peer-to-peer learning by working as a group through the exercises and learning from others (the teacher and fellow students). Participation in class discussion will allow you to not only learn, but develop the ability to communicate what you have learnt to others. This will in turn reinforce your learning. Your teacher's role is to help you understand the topics by showing how tools learnt in lessons are applied in the class discussion. Your teacher should be your first point of contact if you encounter any difficulties with the course material.

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

- Lessons are intended to provide an overview of the key concepts explored in the unit. Students are expected to read the relevant chapters before each lecture.
- Class discussions constitute a critical learning experience of this unit and students must attend them. We emphasise peer-to-peer learning by working as a group through the exercises and learning from others (the teacher and fellow students). Participation in class discussion will allow you to not only learn, but develop the ability to communicate what you have learnt to others. This will in turn reinforce your learning. Your teacher's role is to help you understand the topics by showing how tools learnt in lessons are applied in the class discussion. Your teacher should be your first point of contact if you encounter any difficulties with the course material.

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

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

- Lessons are intended to provide an overview of the key concepts explored in the unit. Students are expected to read the relevant chapters before each lecture.
- Class discussions constitute a critical learning experience of this unit and students must attend them. We emphasise peer-to-peer learning by working as a group through the exercises and learning from others (the teacher and fellow students). Participation in class discussion will allow you to not only learn, but develop the ability to communicate what you have learnt to others. This will in turn reinforce your learning. Your teacher's role is to help you understand the topics by showing how tools learnt in lessons are applied in the class discussion. Your teacher should be your first point of contact if you encounter any difficulties with the course material.

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

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

Assessment tasks

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

Learning and teaching activities

- Lessons are intended to provide an overview of the key concepts explored in the unit. Students are expected to read the relevant chapters before each lecture.
- Class discussions constitute a critical learning experience of this unit and students must attend them. We emphasise peer-to-peer learning by working as a group through the exercises and learning from others (the teacher and fellow students). Participation in class discussion will allow you to not only learn, but develop the ability to communicate what you have learnt to others. This will in turn reinforce your learning. Your teacher's role is to help you understand the topics by showing how tools learnt in lessons are applied in the class discussion. Your teacher should be your first point of contact if you encounter any difficulties with the course material.

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.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

Assessment tasks

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

Learning and teaching activities

- Lessons are intended to provide an overview of the key concepts explored in the unit. Students are expected to read the relevant chapters before each lecture.
- Class discussions constitute a critical learning experience of this unit and students must attend them. We emphasise peer-to-peer learning by working as a group through the exercises and learning from others (the teacher and fellow students). Participation in class discussion will allow you to not only learn, but develop the ability to communicate what you have learnt to others. This will in turn reinforce your learning. Your teacher's role is to help you understand the topics by showing how tools learnt in lessons are applied in the class discussion. Your teacher should be your first point of contact if you encounter any difficulties with the course material.

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

- Lessons are intended to provide an overview of the key concepts explored in the unit. Students are expected to read the relevant chapters before each lecture.
- Class discussions constitute a critical learning experience of this unit and students must attend them. We emphasise peer-to-peer learning by working as a group through the exercises and learning from others (the teacher and fellow students). Participation in class discussion will allow you to not only learn, but develop the ability to communicate what you have learnt to others. This will in turn reinforce your learning. Your teacher's role is to help you understand the topics by showing how tools learnt in lessons are applied in the class discussion. Your teacher should be your first point of contact if you encounter any difficulties with the course material.

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.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

Assessment tasks

- Class Participation
- Case Study
- Essay Plan

- Major Research Essay

Learning and teaching activities

- Lessons are intended to provide an overview of the key concepts explored in the unit. Students are expected to read the relevant chapters before each lecture.
- Class discussions constitute a critical learning experience of this unit and students must attend them. We emphasise peer-to-peer learning by working as a group through the exercises and learning from others (the teacher and fellow students). Participation in class discussion will allow you to not only learn, but develop the ability to communicate what you have learnt to others. This will in turn reinforce your learning. Your teacher's role is to help you understand the topics by showing how tools learnt in lessons are applied in the class discussion. Your teacher should be your first point of contact if you encounter any difficulties with the course material.

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

- Lessons are intended to provide an overview of the key concepts explored in the unit. Students are expected to read the relevant chapters before each lecture.
- Class discussions constitute a critical learning experience of this unit and students must attend them. We emphasise peer-to-peer learning by working as a group through the exercises and learning from others (the teacher and fellow students). Participation in class discussion will allow you to not only learn, but develop the ability to communicate what you have learnt to others. This will in turn reinforce your learning. Your teacher's

role is to help you understand the topics by showing how tools learnt in lessons are applied in the class discussion. Your teacher should be your first point of contact if you encounter any difficulties with the course material.

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

- Lessons are intended to provide an overview of the key concepts explored in the unit. Students are expected to read the relevant chapters before each lecture.
- Class discussions constitute a critical learning experience of this unit and students must attend them. We emphasise peer-to-peer learning by working as a group through the exercises and learning from others (the teacher and fellow students). Participation in class discussion will allow you to not only learn, but develop the ability to communicate what you have learnt to others. This will in turn reinforce your learning. Your teacher's role is to help you understand the topics by showing how tools learnt in lessons are applied in the class discussion. Your teacher should be your first point of contact if you encounter any difficulties with the course material.