# IRPG855

**Globalisation and the North-South Relationship**

**S1 Day 2013**

*Modern History, Politics and International Relations*

## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>2</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>2</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>3</td>
</tr>
<tr>
<td>Delivery and Resources</td>
<td>4</td>
</tr>
<tr>
<td>Unit Schedule</td>
<td>25</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>27</td>
</tr>
<tr>
<td>Graduate Capabilities</td>
<td>28</td>
</tr>
</tbody>
</table>

**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
Unit Convenor
Geoffrey Hawker
goeffrey.hawker@mq.edu.au
Contact via geoffrey.hawker@mq.edu.au
W6A 428
Thursday 5-6pm or by appointment

Credit points
4

Prerequisites
Admission to MIntRel or PGDipIntRel or PGCertIntRel or MIntCommMIntRel or MIntBusMIntRel or MIntRelMIntTrdeComLaw or MTransInterMIntRel or MApplAnth or PGDipAppAnth or MDevCult or PGDipDevCult

Corequisites

Co-badged status

Unit description
Globalisation is one of the most overused and poorly understood of terms. For some it simply refers to a situation in which time, space and global inequalities have been broken down by the global market, creating a 'flat world'. Critics see the shifts that have taken place from the late 1970s as resulting in a widening of the disparities, especially across the African continent. Thus Africa is taken as the paradigm case of 'the South', although other countries that stand in relationships of dependency to the West or 'First World' will also be studied.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes

Ability to command texts and represent them
Show critical learning through written and oral means
Show range of analytical tools
Show monitoring of progress and ethical identifications

https://unitguides.mq.edu.au/2013/unit_offers/IRPG855/S1%20Day/print
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td>negotiated</td>
</tr>
<tr>
<td>Minor essay</td>
<td>30%</td>
<td>18 March</td>
</tr>
<tr>
<td>Major essay</td>
<td>50%</td>
<td>20 May</td>
</tr>
</tbody>
</table>

Participation

Due: **negotiated**  
Weighting: **20%**

Undertake and in class presentation (includes participation throughout) or maintain effective web responses to post.

On successful completion you will be able to:
- Ability to command texts and represent them
- Show critical learning through written and oral means
- Show monitoring of progress and ethical identifications

Minor essay

Due: **18 March**  
Weighting: **30%**

Against set topic (see below)

On successful completion you will be able to:
- Ability to command texts and represent them
- Show critical learning through written and oral means

Major essay

Due: **20 May**  
Weighting: **50%**

One selected topic - see below.

On successful completion you will be able to:
- Ability to command texts and represent them
- Show critical learning through written and oral means
• Show range of analytical tools
• Show monitoring of progress and ethical identifications

Delivery and Resources

Reading/s
A set of readings in available on iLearn. New material will be posted from time to time during the course of the unit.

Other useful sources can be found in the library. Below is a short list of materials stored in the University library. This is both a useful list for further reading but also a list from which at least six of the sources you use in your major essay will be drawn from. Of course, your research will extend beyond the six books drawn from the long list below but essays that do not use at least 6 (six) sources from either the weekly compulsory or recommended readings or the list below will be penalised.


David Held and Ayse Kaya (eds.) *Global inequality: patterns and explanations*, Cambridge:
Recommended Books on Africa:


Mazrui, Ali A. *The African Condition A Political Diagnosis*, Reith Lectures, London: Heinemann., 1980. This text by Mazrui is a little dated now but in many ways holds true for a more current appraisal of Africa especially in terms of the key themes he raises.

The library’s holdings in African politics are somewhat limited, especially in the current period of the last decade or so, but many of the older volumes repay study if you visit the Library. They give a good background that can be updated quite quickly if you know what you are looking for, such as recent political developments in a particular country. So do browse the shelves (most around DT30 œ 38 for materials on Africa). Also, the library holds (as hard-copy) a number of
journals that are worth browsing over a period of time as sources of detail and argument. These include Africa Quarterly, the Bulletin of the School of Oriental and African Studies, the Journal of Modern African Studies and the Journal of Southern African Studies. It is expected, however, that you will do most of your search and retrieval of journals from the Web-based databases available through the Library; please let the convener know urgently if you have any problem accessing and using (for example) Ingenta or Worldwide Political Science Abstracts.

Lecture & tutorial outline:

Following is a list of lecture subjects for each week, showing also the reading and discussion topics for each week. All the weekly mandatory topics as listed in the outline are located in the course reader.

Week 1

*Introduction*

The first week is an opportunity to discuss the basic premises and themes which will be the focus of the following twelve weeks. In particular, I want to assess your expectations of the course, your ideas regarding “globalization”, north-south, and importantly how the discipline of International Relations (IR) has become almost synonymous with “globalization” studies. IR. A history of this transformation is a useful and interesting way to commence the journey into the globalization and north-south relationship. During this lecture, the logistics of the course assessment, reader, blackboard, and tutorials will also be discussed.

Students are expected to attend tutorials in week one.

Reading for week one:


Week 2 Globalization and the North –South: Defining the Key Concepts

This week’s topic focuses on the debates regarding “globalization” and introduces the EITI. In particular, the readings and lecture will address the key concerns regarding the different definitions of globalization. In the tutorial, students are expected to address a number of key conceptual and historical questions posed in the lecture and the reading. The questions of focus include:

What is globalization and does globalization have a history?

Can we even speak of globalization, or is it more accurate to refer to globalizations?
What is the major problem/s associated with viewing globalization historically?
What interests and motives are there in the different representations of globalization?

Reading:

Other recommended readings:

Week 3 Power/Knowledge and defining the “Other”.
This lecture applies the tools of postcolonial theory, especially the concept of power/knowledge, to interrogate the representations of the global south as constructed by successive imperial
projects. The lecture and the readings will assess the extent that views regarding the global south (before this the Third World) have been constructed by western individuals and institutions and whether there exists a discourse through which history is constantly mediated. Thus, the question of the extent that representations of the global south, as it is today, is an invention of European colonialism and neo-colonial power structures will be posed. Students will be asked to challenge their pre-conceived notions of the global south, Africa, poverty, underdevelopment, racial categories and history. The questions that form a basis for this reconsideration include:

**Tutorial Questions:**

Who controls knowledge? To what extent is the centre-periphery of knowledge production identical to the wider power relations in the international system?

How can we understand the power/knowledge nexus at work and what does it mean for an understanding of the world as we know it?

Does Africa exist? Where is Africa? What is the “real” Africa?

What images and representations of Africa and the global south do you have? How were they formed? Whose interests do they serve?

How is Africa and the global south portrayed in different mediums and what impact does this have on the way we view Africa?

**Readings:**


**Other recommended readings:**


Week 4 “Globalization” in the age of European expansion: The Atlantic Slave trade and the emergence of capitalism, colonization, and how Europe underdeveloped Africa, Asia and Latin America (part 1)

The conquest and colonization of the Americas in the sixteenth century was arguably one of the great turning points of history. The impact of the expansion of European power in this era on global relations cannot be understated. In 1944, Caribbean born economic historian Eric Williams published an influential book titled *Capitalism and Slavery* which turned the history of slavery on its head. Williams not only argued that slavery was an important component of US economic development but was essential for the rise of capitalism. Furthermore, he argued that slavery and the slave-trade came to an end due to the superior economic value of wage-labour and not as a philanthropic mission, as had been the dominant representation, until William’s intervention. Williams work inspired greater scrutiny of the history of slavery and capitalism and the economic importance of the triangular trade of the period 1500-1885. Following Williams, recent scholarship has presented a more sophisticated view of the end of slavery grounded in the development of culture and class in eighteenth century England.

This lecture will examine William’s thesis and other contributions to the debate regarding the role of Africa in the development of capitalism and the international system that emerged as Western European power increased vis-à-vis non-European empires, kingdoms, and other societies. Also, taking a cue from Walter Rodney’s argument that Africa’s contemporary impoverishment is a result of slavery, colonialism and the “western” exploitation of Africa, the important issue of what role the Atlantic slave-trade played in the underdevelopment, impoverishment and disintegration of Africa’s political systems will be addressed. The issues raised open questions relevant to the wider issue of the history of globalization and in particular, the part that the Atlantic slave-trade played in the formation of the contemporary international system. Questions to be discussed in the tutorial are:

- In what ways can it be argued that the triangular trade of the period 1500-1800 constituted the first age of globalization?
- What were the key features of the triangular trade and are some of these features comparable to contemporary global relations?
- Describe the relationships between the different international actors in the triangular trade of the early modern period.
- How has it been argued that the Atlantic Slave Trade stimulated the development of capitalism?
- What brought an end to the Atlantic Slave Trade: philanthropy or economic developments?
- What part did slavery and the slave-trade play in the underdevelopment of Africa, Asia and Latin America?
Readings:


Recommended Readings:


Week 5

The Colonial System: Imperialism and Underdevelopment (part 2)

The causes of the scramble for Africa remains a much-debated topic with different schools presenting a range of reasons from the philanthropic to those grounded in the politics of empire and the expansion of capitalism. This lecture will commence with the debate surrounding the reasons behind the surge of colonial expansion in the late nineteenth century whereby European empires came to control eighty percent of the world’s land surface by the end of the Great War (it had been approximately 20 per cent in 1800). While the causes that led to the second age of globalization (1885-1945) are important, the question of the impact of colonialism is crucial for understanding the contemporary character of the global south and the relationship that the former colonies have with the rest of the world. In terms of theories of imperialism (dependency and neo-dependency theories, world-systems theories, etc) the colonial age was an era which
led to the formalisation of the dependent relationship between former colonies and their former colonial powers. Walter Rodney’s *How Europe Underdeveloped Africa* remains a major contribution to the literature on the colonial legacy on Africa and will form the basis, along with an interesting chapter on the relevance of colonialism for understanding contemporary international relations.

What changes in the political, economic and cultural aspects of nineteenth century Europe were responsible for the ‘scramble for Africa’?

How did colonialism structure the international system of the late nineteenth and early twentieth centuries?

How was colonialism in Africa structured?

What have been the legacies of colonialism?

In what ways did colonialism impose a specific role for Africa in the global economy? Is this true of other regions of the world?

Has contemporary globalization broken down this colonial/neo-colonial system or reasserted it?

**Reading:**


**Other recommended readings:**


**Week 6 From Colonial Empires to the Modern International System: decolonization and the formation of the modern nation-state system**

The end of the First World War marked the apogee of the colonial system. Within a generation
the ideology of colonialism had been completely discredited and European colonies everywhere were agitating for independence. The question of how and why this system unravelled so quickly has been a topic of much debate. Viewing decolonization as part of reconstituted imperialism, provides a basis for understanding the changes that occurred in the period following the Second World War as less a major transformation than a conjunctural shift in the relations between the North-South. Roger Louis, for one, is a historian of imperialism who views decolonization as a process by which the colonial powers transferred hegemony of the international system to the US without sacrificing the key centre-periphery relations that had been generated by the colonial system. Additionally, Louis, along with Frank Furedi for example, argues that decolonisation is incomprehensible unless placed in the context of the post Second World War US-Soviet relations. It is from this viewpoint that the lecture and the readings assess the nature of decolonisation and the continuities and change that occurred with the end of empire. Questions to keep in mind include:

What factors drove anti-colonialism?
What impact did the emergence of the Soviet Union have on the colonial struggle for independence?
In what ways was continuity of the relations between colonizer and colonized maintained by the colonial powers?
What part did the US play in the era of decolonization?
Why were African post-colonial states formed from the colonies that preceded them?
What were the major continuities and discontinuities between colonial and post-colonial states?
What level of decolonization did Africa experience?

Readings:

Recommended Reading:
Ankie Hoogvelt, *Globalization and the postcolonial world: the new political economy of*

Michael Adas, *Machine as the Measure of Men: Science, Technology and Ideologies of Western Dominance*, Cornell University Press, 1992,


Week 7 Globalizing Development, Poverty and Power: Inventing the Third World

Development became a defining motif of the post Second World War era. However, its origins lay in the death throes of the colonial system. The moment of development as an international movement came when President Truman’s advisors decided to add a fourth pillar on which the US would define its international role in the post war era. That fourth pillar, or Point Four, was a commitment from the US to fight poverty. The other pillars emphasised stability of the international system and the great struggle against communism. Development and the Cold War were from the very beginning inextricably intertwined. In this lecture the question of development and definitions of poverty, underdevelopment and the other will be addressed. The development paradigm as a relationship between the countries of the first world and the Bretton Woods institutions on the one hand, and the Third World on the other hand, will be examined to understand how development became institutionalized as both a discourse and set of practices to maintain global power structures. The readings by Arturo Escobar and Mark Berger challenge the apolitical character of development and tie the idea and practices of development to international capitalism, the Cold War and the interests of the first world. We will re-visit the EIT. Some questions include:

How are concepts such as development and underdevelopment, poverty, and wealth defined and how do these definitions serve particular global interests?

What role did the Cold War have in defining the character of post WW2 international capitalism?

How did development became a discourse and what did this mean for north-south relations?

What impact did development have on the Third World?

What characteristics defined post WW2 development and what lessons are available from the success/failure of this period of development?

**Review Readings:**

Other recommended readings:


Week 8 Globalization Again? Imposing the neo-liberal order

The 1980s have been declared by a large number of analysts of Africa as the “lost decade”. The cause, according to a number of these commentators, is located in the impact of the neo-liberal transformation which Africa was coerced into undertaking in the 1980s. This lecture will examine the nature of the “Washington Consensus” and the different policies that (generally poorer and weaker) states were forced to implement, these policies are known as Structural Adjustment Policies (SAPs), under the auspices of the World Bank and the International Monetary Fund. Despite, strong domestic opposition to the SAP program and evidence that the policies would prove counter-productive the WB and IMF pushed ahead. The SAPs were based on four basic structural changes to indebted economies: deregulation, privatisation, liberalization and austerity. Each of these policies will be assessed, as well as the overall WB/IMF intervention, to judge to what extent the policies were based on providing changes to ensure maintenance of pre-existing north-south relations or aimed at debt alleviation and as a basis for propelling economic development. Does the EITI reflect an alternative and better approach?

To what extent was neo-liberalism a solution to rising Third Worldism?

What have been the different agendas of the International Financial Institutions?

What theoretical underpinnings led to the adoption of neo-liberal economic policies?
How was the global south restructured by the neo-liberal agenda?

What role did the Bretton Woods institutions have in introducing neo-liberalism?

Is there a neo-liberal development agenda?

Reading:


Other recommended readings:


Week 9 Globalization’s Impact on the South: The Balance Sheet

The World Bank and IMF policies were intended to reduce debt and stimulate economic growth. These institutions argued that ultimately neo-liberalism would lead to real gains in third world prosperity and increases in living standards. By the end of the 1990s, the WB and IMF finally, after sustaining immense criticism and faced with a mountain of empirical evidence, acknowledged that one of the primary repercussions of the SAP program was to increase poverty. In this lecture and the readings the extent of the failure of neo-liberalism to address the key issues of debt reduction and economic growth will be examined alongside claims that SAPs exacerbated poverty and reduced living standards in the majority of the states that comprise the global south. We will ask questions related to poverty and its implications. Other questions include:

Are the criticisms of neo-liberalism valid?
What defence can be mounted for neo-liberalism as an approach for combating poverty?
Are there examples where WB/IMF reforms have proven successful? Which countries are often portrayed as success stories of the WB/IMF policies? What can be said for these examples?
What role did the different global actors play in exacerbating poverty?
How serious is poverty in the global south?
Why have some areas witnessed a reduction in poverty and others only seen declining living standards?
What has been the link between SAPs and other crises in the global south?

Reading:

Other recommended readings:
Week 10 Reading Week  

Week 11 Globalization and the Collapse of the Nation-State and the Role of NGOS Assessed

As discussed the post WW2 political economy was dominated by state-centred development. Neo-liberalism inverted this paradigm and placed global capital at the centre of the international system. In time, the policies of the WB/IMF have led to the erosion of the institutions and capacities of the nation-state in many parts of the world. In particular, African states are in crisis. Sudan, Somalia, and Democratic Republic of Congo are the most apparent cases of states that have collapsed but others such as Nigeria, Ethiopia and Angola teeter on the edge of a major collapse. This weeks lecture and readings will address the relationship between neo-liberalism and the crisis of the state as a global phenomenon and in the African context. The EITI will be again reviewed.

Reading:


Other recommended readings:


Week 12 Globalization and Cultural Imperialism: The Culture of Capitalism and Responses from the South

On one level globalization is the spread of cultural norms, ideologies, practices and beliefs across the globe. The extent that this process is controlled by global media conglomerates and the idiom of capitalism is still much debated. Scholars speak not of a global culture but of hybridity, fragmentation, dislocation and marginalization. Regardless, there has been a trend since the 1980s for a dominant ideology of state and society which has reshaped the world and which is grounded in capitalism, consumption, materialism, and individualism. In this weeks lecture and readings the questions will revolve around what is culture and in what ways have the agents of globalization undermined cultural difference and imposed a dominant credo around the world. Additionally, how global culture have been received in the south and what reactions to the “American dream’ are evident will be discussed.

Also, to be discussed in this week’s lectures and tutorials is the question of identity politics in the post Cold War period. The End of the Cold War and the flattening effect of the spread of neo-liberal capitalism brought a euphoria characterised most emphatically by the claim of the “end of history”. However, within moments of this incredible claim, Yugoslavia, Somalia, and Rwanda, to name but three international crises, undermined any sense that the world was moving into a new world order of global peace and stability. It was true, at least for the time-being that the Cold War paradigm of left-right politics had been abandoned in most cases. Yet, the “new wars” were no less ideological than those that divided the world during the Cold War even if they were by what seemed to be ethnic or religious identities. At the core of the post Cold War wars, as with earlier struggles, were questions of access to power, inequality, marginalization, and state-society relationships. The tendency of scholars and political commentators to overlook the material reasons for conflict are part of the triumph of the post Cold War ideology of neo-liberal capitalism and liberal governance.

However, with the collapse of both state and the nation-state in the contemporary era there has been an increase in sub-national affiliations, principally ethnic based movements, or trans-national identities such as pan-Islamic movements. This weeks lecture and readings locate the question of post-Cold War identity politics in the collapse of the state and the reactions to global culture and capitalism. Students are asked to consider the following questions:

Has culture ever been either local or global?

Who controls culture and what purpose can cultural idioms serve?
How pervasive are American/western cultural values? What are the consequences?

How have Africans dealt with the expansion of global cultural motifs such as those inherent in the spread of consumer capitalism?

In what ways is contemporary culture globalizing beyond the narrow imperialist paradigm?

How can we understand identity?

Why is it commonly believed that identities are historically contingent and constructed?

What is meant by the statement that “identity is not an explanation but something that needs to be explained”?

Are identity conflicts really about identities?

What are the problems with a focus on identity as the source of conflicts?

Readings:


Other recommended readings:


Week 13

**Conclusion: Globalization or What?**

This last lecture will serve to summarise the key themes and ideas discussed in the preceding weeks. In addition, there will be opportunity to assess the GFC and predict the future of the global system (and globalization) now that the mythology of globalization has been stripped away after twelve weeks of intensive historical and conceptual analysis and debate.

There is no tutorial or reading for Week 13.

(Other sources which can be used for the major essay)


Assessment

In Class Presentation and Participation 20% (ongoing)
Do you agree or disagree with Frederic Jameson’s assertion (from the *Cultures of Globalization*, 1998:54) that “globalization is nothing new”? 

or

Explain the reasons why “globalization” is one of the most contested of all phenomena in social studies.

Questions:

1. In what ways are colonial legacies still responsible for the political and economic crisis in the global south? Answer this question with reference to the north-south relationship.
2. To what extent is Africa’s current situation emblematic of the challenges faced by the global south and result from the character of “globalization”?
3. Assess the conclusions drawn by David Held that globalization weakens the capacities of national democratic institutions with the result that in the future “democracy has to become a transnational affair” (Held 1992:32-34).
4. Can it be argued that globalization is more ideology than reality?
5. Why do some critics of globalization argue that globalization does not exist?
6. What is the global “north” and “south” and why are they increasingly unrelated to geographical locations?
7. What are the arguments regarding the impact of “globalization” on the contemporary nation-state? How do you think ”globalization” has affected the capacities of the state?
External Students Only:
In place of the class presentation and participation you will be asked to submit a 1000 word online discussion and then engage in any discussion that arises from your posting. More information on this exercise will be given in the first week of semester. This is a discussion activity that has been designed to provide some dialogue and substitute (in a limited sense) for tutorials. This assessment is worth 20% of your final grade.

Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Presentation and Participation</td>
<td>20%</td>
<td>(ongoing)</td>
</tr>
<tr>
<td>Minor Essay (1500 words)</td>
<td>30%</td>
<td>Due Week 4 (18 March)</td>
</tr>
<tr>
<td>Major Essay (3000 words)</td>
<td>50%</td>
<td>Due Week 11 (20 May)</td>
</tr>
</tbody>
</table>

Further information on the components of assessment will be given and discussed at the outset of the program. Notes on each component will also appear on iLearn.

Minor Essay (1500 words)  30%  Due Monday Week 4

Do you agree or disagree with Frederic Jameson’s assertion (from the *Cultures of Globalization*, 1998:54) that "globalization is nothing new"?

or

Explain the reasons why “globalization” is one of the most contested of all phenomena in social studies.

Major Essay (3000 words)  50%  Due Monday Week 11

Questions:

1. In what ways are colonial legacies still responsible for the political and economic crisis in the global south? Answer this question with reference to the north-south relationship.

2. To what extent is Africa’s current situation emblematic of the challenges faced by the global south and result from the character of “globalization”?

3. Assess the conclusions drawn by David Held that globalization weakens the capacities of national democratic institutions with the result that in the future “democracy has to become a
transnational affair” (Held 1992:32-34).

4. Can it be argued that globalization is more ideology than reality?

5. Why do some critics of globalization argue that globalization does not exist?

6. What is the global “north” and “south” and why are they increasingly unrelated to geographical locations?

7. What are the arguments regarding the impact of “globalization” on the contemporary nation-state? How do you think “globalization” has affected the capacities of the state?

External Students Only:
In place of the class presentation and participation you will be asked to submit a 1000 word online discussion and then engage in any discussion that arises from your posting. More information on this exercise will be given in the first week of semester. This is a discussion activity that has been designed to provide some dialogue and substitute (in a limited sense) for tutorials. This assessment is worth 20% of your final grade.

Unit Schedule

IRPG855 Globalisation and the North-South Relationship Semester 2/2013

Overview and Objectives
Globalization is an overused, poorly understood and misused term. For some (“globalists”), the term refers to the most recent period of history when time, space and global inequalities have been broken down by the global market to create a “flat world” where access and opportunity are open to everyone. Sceptics and critics of globalization take a very different view of the impact of the shift that doubtless occurred in the international political economy in the late 1970s and 1980s - a shift that has resulted in a widening of the disparities within and between states in the international system. Nowhere has globalization had a more apparent impact than across the African continent that shows, many think, the failure of “globalization”. For that and other reasons, Africa is taken as the paradigm case of “the South” in this unit, although other countries that stand in relationships of dependency to the West or “First World” will also be studied.

The unit follows two tracks, one broad and historical in nature, the other more contemporary and ‘applied’. For most of the unit we study and debate issues of domestic and international politics that have long engaged perceptive thinkers. The unit undertakes a broad comparative analysis of the impact of the cycles of “globalization” and internationalization that have characterized the creation, consolidation and recent transformation of the modern international system.

Thus the unit has a traditional emphasis on texts, writers, and intellectual debate. In addition, we
take, as a kind of case-study throughout the unit, the current state of play around the Extractive Industries Transparency Initiative (EIT) - see http://eiti.org. This is an example of emerging institutional developments that reflect current negotiations in the North South debate, in this case the ownership of mining revenues. The relevance of the case should increase as the unit progresses from the necessary historical background to the pressing real dilemmas on political life in the world.

At the conclusion of this unit you should be able to:

- Demonstrate an understanding of the general geography and history of globalization;
- Identify the trajectories that have underpinned the formation of the north-south paradigm in the international sphere;
- Demonstrate, in oral and written presentation, an ability to summarise key ideas in the study of globalisation in a Southern context.

<table>
<thead>
<tr>
<th>Unit guide at a glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>week 1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

The South speaks
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:


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

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

**UniWISE provides:**

- Online learning resources and academic skills workshops [http://www.students.mq.edu.au/support/learning_skills/](http://www.students.mq.edu.au/support/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at [http://www.student.mq.edu.au/ses/](http://www.student.mq.edu.au/ses/).

Equity 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.

IT Help

If you wish to receive IT help, we would be glad to assist you at [http://informatics.mq.edu.au/help/](http://informatics.mq.edu.au/help/).

When using the university’s IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.
Graduate Capabilities

PG - Discipline Knowledge and Skills
Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

• Ability to command texts and represent them
• Show range of analytical tools

PG - Critical, Analytical and Integrative Thinking
Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

• Ability to command texts and represent them
• Show critical learning through written and oral means
• Show range of analytical tools
• Show monitoring of progress and ethical identifications

PG - Research and Problem Solving Capability
Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

• Show critical learning through written and oral means
• Show range of analytical tools
• Show monitoring of progress and ethical identifications

PG - Effective Communication
Our postgraduates will be able to communicate effectively and convey their views to different
social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

**Learning outcomes**

- Show critical learning through written and oral means
- Show range of analytical tools

**PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

**Learning outcomes**

- Show critical learning through written and oral means
- Show monitoring of progress and ethical identifications

**PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**

- Ability to command texts and represent them
- Show critical learning through written and oral means
- Show monitoring of progress and ethical identifications