POIR636
States and Nations
S1 Day 2016
Dept of Modern History, Politics & International Relations

Contents
General Information 2
Learning Outcomes 2
Assessment Tasks 3
Delivery and Resources 5
Unit Schedule 5
Learning and Teaching Activities 6
Policies and Procedures 6
Graduate Capabilities 8
Changes from Previous Offering 12
Academic honesty: some problems in the past 12

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
Aleksandar Pavkovic
aleksandar.pavkovic@mq.edu.au
Contact via aleksandar.pavkovic@mq.edu.au
W6A 433
TBA

Credit points
4

Prerequisites
Admission to GradCertIntRel

Corequisites

Co-badged status
POL 304

Unit description
Since 1914 new states have been continuously created and their existence justified on the basis of the principle of national self-determination. This unit examines the history of the principle, its theoretical justifications and its application in practice, and provides a basis for understanding the ongoing conflicts of the contemporary world order.

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:

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation - Internal</td>
<td>10%</td>
<td>set in class</td>
</tr>
<tr>
<td>Review paper</td>
<td>15%</td>
<td>23 March</td>
</tr>
<tr>
<td>Research essay</td>
<td>40%</td>
<td>25 June</td>
</tr>
<tr>
<td>Class test</td>
<td>35%</td>
<td>9 June (week 13) lecture</td>
</tr>
</tbody>
</table>

Presentation - Internal
Due: set in class
Weighting: 10%
Every internal student should make a brief talk - tutorial presentation - on one topic that is set for a particular week (see lecture topics in the weekly schedule). The students select which topic they want to talk about. The talk, not exceeding 10 minutes, should introduce the topic to the other students in a coherent and informative manner.

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

Review paper
Due: 23 March
Weighting: 15%
Each student should write a paper of maximum 900 words (3 typed pages) reviewing two items (chapters or excerpts) on the required/recommended reading list. The list of the topics (that is, items to be reviewed) which students could choose from will be posted on the iLearn page. Students will chose one topic and write a short paper on this topic.
The essay writing guide posted on the iLearn page should be followed in writing this paper.

This assessment tests your basic skills in (a) research (b) scholarly text comprehension and (c) writing essays on a chosen topic. At level 300 you are supposed to have more than basic skills of these three kinds; therefore, you cannot continue in this unit without these basic skills.

This is an early assessment of the student's progress in the unit. If you do not pass, you would be recommended to withdraw from the unit - you would be notified of your failure before the Census date.

The paper should be uploaded using the Turnitin upload which will be posted on the iLearn page.

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

Research essay

Due: 25 June
Weighting: 40%

Students will create their own question in the area either of secession or of decolonization or of unification. The question needs to be approved by the unit convenor before the student starts preparing the essay. In their essay they will use secondary scholarly sources and/or primary sources not listed in the required/recommended readings. Sources which are exclusively internet based - that is, which are created only for the internet dissemination - should not be used.

Not to exceed 3000 words, excluding the bibliography, but including footnotes or endnotes. Harvard (in text) referencing system.

An essay writing guide is posted on iLearn page and it should be followed strictly (note: You need to back your statements by reference to scholarly sources and not propaganda whether posted on the web or printed.) The Criteria for Marking are posted there as well. The essay should be uploaded by 10 pm on the date of submission through the Turnitin upload facility on the unit iLearn page.

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
Class test

Due: 9 June (week 13) lecture
Weighting: 35%

The test 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.

During one hour students will choose two out of four questions and in response write short essays. Since the test 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. The preceding reading week (Week 12) can be used for that purpose. The amount of information that can be conveyed in one hour is naturally limited and so students do not need to memorize historical narratives or dates.

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

There will be one two-hour lecture and one one-hour tutorial each week.

The attendance to both lectures and tutorials is compulsory for internal students. More than 3 unexplained absences may lead to the exclusion from or a fail grade in the unit.

If one cannot attend lectures and tutorials, one should switch, in time, to the external mode of delivery which does not require attendance.

There is a reading set for each week. The list of readings will be posted on the iLearn page of the unit. The readings should be available in the library on e-reserve or online.

Unit Schedule

This unit explores the following three ways of creating new states: decolonization, secession and unification. Of all three, secession is currently the most frequent or perhaps the most effective way of creating a new state. The unit thus explores the normative (ethical) and legal grounds for secession – including the principle of national self-determination – as well as various theories.
Learning and Teaching Activities

Assessments tasks: how difficult and what to do about them

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 Student Support below) Research essay is the most challenging assessment task in this unit for all students. This is obviously more challenging to non-native speakers and those who did not write research essays in social science subjects before; these students should certainly seek training and assistance in essay writing provided by the University (see Student Support, Learning Skills under Policies and Procedures).

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/assessm...
Unit guide POIR636 States and Nations

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

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

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

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

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

Learning Skills
Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

   • Workshops
   • StudyWise
   • Academic Integrity Module for Students
   • Ask a Learning Adviser

Student Services and Support
Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.
Student Enquiries
For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help
For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.
When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

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

This graduate capability is supported by:

Learning outcomes

• 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

• 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
• 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
• Review paper
• Class test

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

Assessment tasks
• Presentation - Internal
• Review paper
• Research essay
• Class test

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**

- Review paper
- Research essay
- Class test

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

- Presentation - Internal
- Review paper
- 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

- Presentation - Internal
- Review paper
- Research essay
- Class test

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

- Presentation - Internal
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

**Changes from Previous Offering**

The focus of the unit has changed. More space is offered to unification and decolonization - and this is reflected both in readings and in the essay questions.

**Academic honesty : some problems in the past**

It is obligatory for you to read carefully the University Academic Honesty Policy at: [http://mq.edu.au/policy/docs/academic_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html). If in any doubt whether you are following the academic honesty policy, please contact the unit convenor before submitting your work. Sometimes students breach the rules of academic honesty policy unintentionally (without intention of breaching them) simply because they are not clear as to what the rules are.

There were several cases in the past in which students were penalized - including failing the whole unit - for the following offenses:

- Submitting an essay or a take home examination/test written by someone else (whether paid or unpaid)

- Copying paragraphs, sentences or clauses from books/journals or from web pages without quotation marks and without the proper acknowledgement of the source. This is also passing the work of someone else as your own.

- Copying parts of your own essay/examination already submitted in another course. The assessment you submit for this unit must be written for this unit only and cannot contain parts of what you have written for another unit.

Any part of your assessment that is not written by you or is written for another unit, without proper acknowledgement of the source and without using quotation marks to distinguish it from your own work, will not be assessed (because it was not written for this unit) and your over-all mark will reflect this. This kind of offense may be also reported to the Faculty Academic Honesty Committee.