POIX304

Creating New States

S1 OUA 2017

Dept of Modern History, Politics & International Relations

Contents

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General Information

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Prerequisites

Corequisites

Co-badged status

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

Important Academic Dates

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

Learning Outcomes

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

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

How to identify, compare and contrast the salient aspects of a single political process

taking place in these different temporal and spatial locations

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

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

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

General Assessment Information

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

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

Successful Completion of the Course

In order to pass the unit, students must pass all four assessment tasks. In particular, students should read carefully and follow strictly the essay writing guidelines in the **Assessments and Guides** section of the course and seek further reading or training in essay writing if this is a weakness. *Essay writing and not examination is the most challenging assessment task in this unit.* This is obviously more challenging for non-native speakers and they should pay particular attention to essay writing and seek help if needed.

Assignment submission

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

Turnitin Submission Procedure

iLearn Assignment Upload Procedure

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessable Discussion	10%	No	weekly
Review Paper	15%	No	Friday Week 5
Major Research Essay	40%	No	Friday Week 11
Take-Home Exam	35%	No	Friday Week 13

Assessable Discussion

Due: **weekly**

Weighting: **10%**

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

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Review Paper

Due: **Friday Week 5**
Weighting: **15%**

An essay of **900** words on a course-related topic in which you review what **two** items (chapters or excerpts) from the **required** or **recommended** reading list have to say about the selected topic, comparing and contrasting the views expressed in the readings. The essay should only *briefly* summarize the overall argument and main points of each reading item. The aim is to compare (and if necessary contrast) the views or arguments propounded in the items.

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

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

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

Major Research Essay

Due: **Friday Week 11**
Weighting: **40%**

A formal research essay of **2000 words** in response to **ONE** of the following questions:

1. Compare two successful secessions (i.e. leading to the creation of a new state) using the explanatory framework of secessions outlined in Creating New States and Lecture 8 readings. Only one of the two secessions should be taken from the examples provided in the lectures (but both could be secessions not discussed in the lectures).

2. How does the unification of the German Reich in 1871 differ from the unification of the Kingdom of Serbs, Croats and Slovenes in 1918? Identify and compare the principal political actors involved in the unification, compare the political contexts of the two (e.g. the aftermath of wars) and the ideologies of the two unifications.

3. In which way does the creation of the European Union (from 1957 onwards) differ from the unification of states (such as Germany or Italy)? Identify the main ideologies and political actors driving the creation of the European Union as well as the methods which were used to create this polity.

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

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

On successful completion you will be able to:
- How to use social science theories in the performance of above two tasks
- How to use social science theories in an attempt to identify the causal factors which may explain such political processes
- How to use normative (political and ethical) theories to evaluate/assess particular cases of political activity and their outcomes

Take-Home Exam

Due: **Friday Week 13**

Weighting: **35%**

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

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

On successful completion you will be able to:

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Delivery and Resources

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

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

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

Lectures: There will be one lecture per week, available through the Echo link in the unit.

Readings:

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

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

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

This text book is a key resource for the course. It is available as an **e-book** directly through the Macquarie University Library Multisearch facility or can be purchased from the Macquarie University Co-op Bookshop.

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 attempting to explain why and how secessions unfold.

Weekly schedule

Week 1	Creating New States: at present and in the past
Week 2	The State: the centralisation of political power
Week 3	The Nation: how to mobilize people to want - and to obey- a state of their own
Week 4	A Modern Way of State-Creation I
Week 5	Decolonisation, secession and unification: three different ways of state creation
Week 6	A Modern Way of State-Creation II: Dissolution by Sequential Secession
Week 7	A Modern Way of State-Creation III: Secession
Week 8	How to Explain Secessions: a general framework
Week 9	Justifying Secessions and recognizing new states
Week 10	Unification: rare but unproblematic?
Week 11	Towards the Unification of the World
Week 12	Reading Week
Week 13	Exam Week

Learning and Teaching Activities

Assessment 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 guidelines in the course.Further reading or training in essay writing is highly recommended for students with a weakness in this area. The Research Essay is the most challenging assessment task in this unit for all students. This is obviously more challenging for non-native speakers and those who have not written research essays in social science subjects before. These students should certainly seek the training and assistance in essay writing provided by the University and Open Universities Australia (see Student Support and Learning Skills links provided in the unit).

Policies and Procedures

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

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

Extension Request

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

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable

2. were beyond your control

3. caused substantial disruption to your academic work

4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements

5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

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

1. Visit Ask MQ and use your OneID to log in

2. Fill in your relevant details

3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents

4. Please keep copies of your original documents, as they may be requested in the

future as part of the assessment process

Outcome

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

OUA Specific Policies and Procedures
Withdrawal from a unit after the census date

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

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

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

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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

- Major Research Essay

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- Assessable Discussion
- Review Paper
- Take-Home Exam

Learning and teaching activities

- 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 guidelines in the course.Further reading or training in essay writing is highly recommended for students with a weakness in this area. The Research Essay is the most challenging assessment task in this unit for all students. This is obviously more challenging for non-native speakers and those who have not written research essays in social science subjects before. These students should certainly seek the training and assistance in essay writing provided by the University and Open Universities Australia (see Student Support and Learning Skills links provided in the unit).

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Assessment task

- Assessable Discussion

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- How to identify and analyze a political process when it occurs at different periods and in a different social and geographical space
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- How to use social science theories in the performance of above two tasks
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Assessment tasks

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

Learning and teaching activities

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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

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Assessment tasks

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

Learning and teaching activities

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

Assessment tasks

- Review Paper
- Major Research Essay

Learning and teaching activities

- 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 guidelines in the course.Further reading or training in essay writing is highly recommended for students with a weakness in this area. The Research Essay is the most challenging assessment task in this unit for all students. This is obviously more challenging for non-native speakers and those who have not written research essays in social science subjects before. These students should certainly seek the training and assistance in essay writing

provided by the University and Open Universities Australia (see Student Support and Learning Skills links provided in the unit).

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

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

Assessment tasks

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

Learning and teaching activities

- 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 guidelines in the course.Further reading or training in essay writing is highly recommended for students with a weakness in this area. The Research Essay is the most challenging assessment task in this unit for all students. This is obviously more challenging for non-native speakers and those who have not written research essays in social science subjects before. These students should certainly seek the training and assistance in essay writing provided by the University and Open Universities Australia (see Student Support and Learning Skills links provided in the unit).

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

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

Assessment task

- Assessable Discussion

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

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

Assessment task

- Assessable Discussion