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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>A/Prof Anne L. Bartlett</td>
</tr>
<tr>
<td>Room</td>
<td>Morven Brown 230</td>
</tr>
<tr>
<td>Phone</td>
<td>02 9385 7728</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:a.bartlett@unsw.edu.au">a.bartlett@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesday 1-3pm or by appointment</td>
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<tr>
<th>Tutors</th>
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<tbody>
<tr>
<td>Name</td>
<td>Nayana Bibile</td>
</tr>
<tr>
<td>Room</td>
<td>TBA</td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:n.bibile@unsw.edu.au">n.bibile@unsw.edu.au</a></td>
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2. Course Details/Course Hurdles

<table>
<thead>
<tr>
<th>Units of Credit (UOC)</th>
<th>6 UOC</th>
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<tbody>
<tr>
<td>Course Description</td>
<td>Today we live in a world which has complex connections between local, national, international and global phenomena. Nation-states are now struggling to understand how to manage the effects of people, finance, services and ideas as they flow across borders seemingly out of the reach of government regulation. This course introduces you to the field of international studies and explores insights gained from geography, economics, anthropology, sociology and politics to better understand the way these flows interact and how they affect countries in both the developed and developing world.</td>
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</table>

| Course Aims            | The course aims to provide a solid foundation in contemporary developments within the field of International Studies. It aims to enable students to understand the major debates, key institutions and processes that are shaping the world today by investigating these changes with reference to the global economy, geopolitics, culture, migration and conflict. The course aims to enable students to develop the critical and analytical skills necessary for scholarly inquiry in international studies and related disciplines. |

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Upon successful completion of this course the students will be able to:</th>
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<tbody>
<tr>
<td>1.</td>
<td>Analyse and critically evaluate debates in international studies from an interdisciplinary perspective;</td>
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<td>2.</td>
<td>Identify and elaborate on the dynamics and processes that are driving changes to international trade, culture, media, information and politics;</td>
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<td>3.</td>
<td>Demonstrate familiarity with changes to the structure and form of states, cities and international institutions;</td>
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<td>4.</td>
<td>Evaluate how these dynamics contribute to changes in citizenship and self-determination, the emergence of conflict and the movement of people across borders;</td>
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<tr>
<td>5.</td>
<td>Display effective research and communication skills and be able to apply them in essays, presentations and other forms of assessment</td>
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Graduate Attributes

<table>
<thead>
<tr>
<th>1) Research, Inquiry and Analytical Skills</th>
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<tbody>
<tr>
<td>Graduates in International Studies have high-level skills in problem solving, research techniques, analysis and critical understanding of key global dynamics. They display intellectual adaptability and conceptual sophistication, informed broad international knowledge and language skills.</td>
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<tr>
<th>2) Personal and Intellectual Autonomy</th>
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<tbody>
<tr>
<td>Graduates in International Studies have an interdisciplinary approach to problem solving and work autonomously and in ways motivated by intellectual curiosity and openness to new ideas and arguments.</td>
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<tr>
<th>3) Ethical, Social and Professional Understanding</th>
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<tbody>
<tr>
<td>Graduates in International Studies have the capacity to critically reflect upon ethical principles and codes and contribute in socially responsible ways to local and international communities.</td>
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<tr>
<th>4) Communication Skills</th>
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<tbody>
<tr>
<td>Graduates in International Studies consistently demonstrate high-level skills in both oral expression and written communication. Additionally, they possess advanced communication skills appropriate for negotiating and promoting understand in a global multilingual environment.</td>
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</table>

<table>
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<tr>
<th>5) Information Literacy</th>
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<tbody>
<tr>
<td>Graduates in International Studies are able to locate, evaluate and use information and information technologies appropriately and effectively.</td>
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<tr>
<th>6) Professional and Intellectual Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates in International Studies are intellectually flexible independent and open to new ideas. They embrace enthusiastically opportunities to develop awareness, learning and professionalism and are ideally equipped to meet the challenges of work in a rapidly changing environment.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7) Global Outlook</th>
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<tbody>
<tr>
<td>Graduates in International Studies display an informed appreciation and respect for cultural and social diversity. They have a keen understanding of the complexity of international political and economic interaction and they engage creatively with the dynamics of global change.</td>
</tr>
</tbody>
</table>

Course Hurdles

There are a number of course hurdles and rules that you must comply with to pass this foundation course:

- You must attend careers events (attendance will be taken), per the instructions in the careers portfolio.
3. Learning and Teaching Rationale

The course readings have been carefully selected to reflect key issues and current trends within the literature. The format of teaching provides opportunities for learning in both large lecture format and smaller seminar style groups.

4. Teaching Strategies

The teaching strategy includes 2 hours of lecture and one hour of tutorial time, together with a varied assignment structure.

The lectures will introduce the theoretical material, the contours of changes affecting the world today in broad perspective and the types of specific processes through which these changes occur. This information will be mapped onto actual examples of such changes across the globe. Students will be required to attend lectures, where they will develop effective listening skills, comprehension and effective note-taking.

Tutorials will provide an opportunity to explore these themes in conjunction with assigned reading material. Tutorials allow for the development of oral presentation skills and inter-group dialogue about the issues being explored.

This course makes use of Moodle. The course outline and class announcements are posted in Moodle. In it, you will also find some readings, web-links and other teaching resources. Please familiarize yourself with Moodle and Check it regularly.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Length</th>
<th>Weight</th>
<th>Task</th>
<th>Learning Outcomes</th>
<th>Graduate Attributes</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>N/A</td>
<td>30%</td>
<td>This exam will test student on the substance of the first half of the course – i.e. until the week on urbanization. The test will consist of short answer definitions and one longer analytical essay</td>
<td>1,2,3</td>
<td>1,3,4,5,7</td>
<td>Exam Week 6</td>
</tr>
<tr>
<td><strong>Tutoring Facilitation</strong></td>
<td>N/A</td>
<td>15%</td>
<td>Students should facilitate one week and one subject in their tutorial. This means signing up for a topic in the beginning, preparing a set of questions and/or discussion points and leading class discussion</td>
<td>1,2,3,5</td>
<td>1,2,3,4,5,7</td>
<td>Throughout semester.</td>
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<tr>
<td><strong>Essay</strong></td>
<td>1000 words</td>
<td>20%</td>
<td>The essay will be a short analytical paper addressing a theme in the course. The length is designed to separate core from subsidiary arguments and to present a clear and well-structured line of reasoning that is developed throughout the paper. The paper must have a title, Harvard in-text references and a bibliography.</td>
<td>1,2,3,4</td>
<td>1,3,4,5,7</td>
<td>Week 11</td>
</tr>
<tr>
<td><strong>Project Proposal</strong></td>
<td>2500</td>
<td>35%</td>
<td>A team of four students will select a contemporary “real world” issue from a list of options disseminated in class in Week 8. Working together and incorporating material from the readings and the lectures, they will develop a proposal for a project (following the</td>
<td>1,3,4,5</td>
<td>1,2,3,4,5,6,7</td>
<td>June 10th</td>
</tr>
</tbody>
</table>
Please Note: The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see:


Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

There are two “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.
Assessment task to be submitted in Moodle | Due Date
---|---
Essay | 17th May 2016
Project | 10th June 2016

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the **Student Code of Conduct**. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the **Student Code of Conduct** and the **Student Misconduct Procedure**. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Your assignment will be available with feedback in hard copy within three weeks of the due date.

You are required to put **your name (as it appears in University records)** and **UNSW Student ID** on **every page** of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.


**Late Submission of Assignments**

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
• The late penalty is the **loss of 3%** of the total possible marks for the task for each day or part thereof the work is late.

• Work submitted **14 days after** the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

• Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

### 6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

• A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
• A request for an extension should be submitted before the due time/date for the assessment task.
• The Course Authority should respond to the request within two working days of the request.
• The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
• The Course Authority advises their decision through the online extension tool.
• If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.**
8. Class Clashes

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.
10. Course schedule

N.B. Each week in the lecture I will indicate which readings are mandatory and which are recommended for the following week.

SECTION 1 - INTRODUCTION

WEEK ONE – 02/03/2016

LECTURE

Introduction: The Contours of Global Inequality

The Communist Manifesto was published on February 21st 1848. It was an activist political pamphlet and a call to action about the inequality and oppression that was emerging from the capitalist order. Centred on the concept of class struggle, Marx’s focus was on human emancipation and freedom from the self-alienation brought on by the constant revolutionizing of production. More than a century and a half later, Milanovic takes up the discussion, this time analysing it from a macro-economic perspective and pondering on what global inequalities are, how they differ from before and what they mean for the future of policy making.

Readings:

Marx, Karl (1848). The Manifesto of the Communist Party. with F Engels. (entire)


TUTORIAL

No tutorial this week.
WEEK TWO – 09/03/2016

LECTURE

The Dynamics of Globalization: Time, Space and Scale

What we call "globalization" today is not just a matter of being able to buy a Starbucks coffee or a Big Mac worldwide. Neither is it a matter of the shaping of desire for certain cultural forms/products through access to the Internet and our favourite social media platforms. In his lecture we will analyse the drivers that are shaping globalization, the extent and reach of these dynamics and how they create similarity and difference across the globe.

Readings:

Chapter 14 (Time and Space as Sources of Social Power) Chapter 15 (The Time and Space of the Enlightenment Project); 16 (Time-Space Compression and the rise of Modernism as a cultural force); 17 (Time-Space compression and the postmodern condition)


TUTORIAL

Discuss the “Communist Manifesto” and “The Haves and the Have-Nots”

Questions:

Which processes does Marx attribute inequality to in the nineteenth century? Delineate how these processes work.

What has changed in the contemporary world according to Milanovic? What causes inequality today, who is it between and how does it manifest itself?

How might we compare this with Robert Reich’s analysis in “Inequality for All”?

What does this mean for contemporary policy interventions?
SECTION 2 – SPACES OF GLOBALIZATION

WEEK THREE – 16/03/2016

LECTURE

Do States Matter?

What does it mean to talk about the state sovereignty in the face of flows of migrants and refugees who are leaving in their thousands to avoid persecution and insecurity in their homelands? Can states claim to control their borders in the face of illegal flows of arms and drugs? What forms of control can be used to regulate cross-border capital flows (legal and illegal), the theft of intellectual property and increases in counterfeit goods? In this class we look at some of these issues and ask whether globalization has irrevocably changed the state and its power to exercise control over its territory.

Readings:


TUTORIAL

Discuss “The Condition of Postmodernity”, “Modernity at Large” & “New State Spaces”

What does Harvey mean by “Time-Space Compression? How does the experience of time and space differ from the Enlightenment to the contemporary moment? What is the significance of time-space compression?

How does Appadurai’s concept of “scape” relate to time-space compression and changes to scale?

What does Brenner mean by deterritorialization?
WEEK FOUR – 23/03/2016

LECTURE

The Logic of Weak States

In recent decades, there has been a seemingly irresistible urge to create taxonomies of states the world over, and to label them as “developed”, “weak” or “failed”. Indices have emerged, ranking states according to various measures of dysfunction, which include: the suspension of law, corruption, poor or non-functioning institutions, economic deterioration, sustained human flight and the removal or reduction of public services. Interventions in Iraq, Afghanistan or Sudan for example, talk of the need to improve governance structures, promote accountability and transparency and to build the capacity of state actors and institutions. Yet in the vacuums created by weak states and interventions, we have seen the growth of entities such as ISIS. This week we will analyse the logics and forms of legitimacy through which “weak states” operate and ask whether they are amenable to the kinds of intervention that international actors often propose.

Readings:


TUTORIAL

Discuss “The Five Wars of Globalization”, “A Sociology of Globalization” and “The End of the Nation-State”.

How convincing is Ohmae’s argument?

What are the arguments for and against the three positions on the state that Sassen outlines?

If the national and global are not mutually exclusive, how does the global intervene in, and shape, the national?

Critically evaluate Naim’s contention that in view of the impossibility of regulating global flows, “governments must recruit and deploy more spies, soldiers, diplomats and economists who understand how to use incentives and steer markets away from bad social outcomes”.
Cities, Urbanization and Global Development

In previous weeks we have examined changes to the nature of the state as a result of global processes and changes to scale. This week we will examine cities as sub-national spaces and whether the concept of the “global city” or “world city” is relevant to those outside of elite centres of finance and producer services. This is especially the case given that 60 per cent of the world’s population will be urban by 2030 and that the majority of urbanization will occur not in developed countries but in less developed areas of Africa and Asia. This week we will look at how globalization is affecting urban living and how, in addition to the global economy, such changes can be driven by climate change and conflict.

Readings:


Robinson, J. (2002). “Global and World Cities: A View from off the Map” International Journal of urban and Regional Research. 26:3. 531-54


TUTORIAL

Discuss “When States Fail”, “Clandestine Economies”, “Ambiguities of Domination” and “Global Shadows”

Explain what Reno means when he talks about shadow states? How do they work?

What forms did political power and legitimacy take in Syria? How do you think this has contributed to the current crisis and the rise of ISIS?

What sorts of solutions does Rotberg advocate for prevention and repair of state-failure? Given what you have read this week, do his suggestions make sense?
WEEK SIX – 13/04/2016

First Hour - In class exam on material to Week Six

Capital Flows and Financial Crises

The rise of neoliberal orthodoxy and the ascendency of the free market from the 1970s appeared to be an unshakeable foundation on which the capitalist system has been built. In this class we will analyse the classical liberal philosophy behind neoliberalism and the major events and technologies that contributed to the growth of capital markets. We will also look at the anatomy of the recent world financial crisis and the role that securitization, collateralized debt obligations (CDOs) and lack of oversight played in the collapse of banks and investment houses across the globe.

Readings:


TUTORIAL

Discuss “the Global City”, “Global and World Cities”, “Planet of Slums” and City Growth under Conflict Conditions”

What is the Global City? How does it differ from other cities and who or what sectors of the society are involved in creating these changes?

What is an Ordinary City for Robinson? How does her vision differ from that of Sassen?

What are challenges to sustainable human settlements for those who are now living in slum conditions?

How do conflict cities differ from other cities? What kinds of dynamics shape their growth?
WEEK SEVEN – 20/04/2016

The Political Economy of the Global North and South

This week we will analyse the ramifications of the neoliberal project for relations between developed and developing countries. In particular we will look at the way that conditionalities embedded in structural adjustment programs have shaped inequalities across the world. We will also look at the ways that such policies have created relations of dependence based around commodity production and the race for the cheapest products worldwide. As we will see, these policies have had social political and environmental consequences that are very difficult to overcome.

Readings:


TUTORIAL

Discuss Lecture and “Freefall”

What kinds of philosophical principles underline the neoliberal orthodoxy?

Which major events shaped the growth of the world capitalist system?

What factors contributed to the market crash of 2008? What role did globalization play in creating a particular kind of regulatory environment?
Land, Commodities and Resource Competition

The race to acquire resources links an unlikely grouping of financial traders and speculators to multinational corporations and warlords who see land and natural resources as the next source of quickly realizable wealth. However, as we have seen throughout this course, whereas capital flows are digital, land acquisition and resource extraction are fixed in space and can only occur in particular places where people live. This week, we look at the geography of resource competition and who is involved in this speculation. We also analyse the impacts that this race is having on indigenous communities worldwide and the ways in which they are starting to fight back.

Readings:


TUTORIAL

Discuss “What Washington Means by Policy Reform”, Technocrats and Politics in Chile” and “Paper Tigers and Minotaurs”

Outline the major principles governing structural adjustment? How have they changed over time?

What is the relationship between the economics and politics of structural adjustment?

Using the case studies provided, discuss what kinds of social, political and economic outcomes these policies had in the countries concerned. Have these policies contributed to any long term regional changes?
SECTION 4 – PERSONHOOD & MIGRATION

WEEK NINE – 04/05/2016

Citizenship and Forms of Belonging

What does it mean to be a citizen in the global era? If people, commodities, ideas and information are moving across borders, then what kinds of belonging exist and what are they centred on? Who is included and excluded? What role do forms of documentary paperwork play in creating and maintaining attachment to citizenship? What role do alternative spaces such as new social media play in creating belonging to the idea of a larger collective? How do those excluded create their own forms of belonging?

Readings:


TUTORIAL

Discuss “Resource Wars”, “The Looting Machine” and “Windfall”.

How are capital flows, resources and globalization connected?

What role do resources play in current security challenges?

Using specific examples, explain the role of resource acquisition/extraction in creating potential or actual conflicts.

What might we do to change the situation?
 Movements of People: IDPs, Refugees and Asylum Seekers

According to the UNHCR, 60 million people were forcibly displaced by the end of 2014 – the highest number since World War II. As The UNHCR points out, forced displacement is not just a humanitarian issue: it has important economic, social, political and environmental impacts, both in the places of origin and destination. This week we will look at the current migration crisis and ask what it means to be a “refugee” an “internally displaced person” (IDP) and an asylum seeker. What protections exist in law and from a moral standpoint? We will discuss the geography of displacement and whether alternative solutions, might be considered by states and other parties.

Readings:


 TUTORIAL

Discuss “Imagined Communities”, “Flexible Citizenship” and “Paper Citizens”.

What is an imagined community for Andersen? What kinds of media allow for this kind of imaginary of the nation?

How is citizenship changing according to Ong? What is flexible citizenship? Give some examples.

What does Sadiq mean when he talks about documentary citizenship?

What, according to Atwan, is the medium that creates allegiance to ISIS? How does it work? Are virtual forms of belonging any less real as a guide to action? Does allegiance to ISIS constitute a form of citizenship? If not, why?
WEEK ELEVEN – 18/05/2016

Inequality Revisited

As James Ferguson points out, it is one thing to be against neo-liberalism, but if so, what is one for? This week we will look at some of the solutions being proposed to the Grand challenges we’ve talked about in the course. How might we think outside the box or from a different perspective?

Readings:


Collier, P. (2007) The Bottom Billion: Why the Poorest Countries are Failing and what can be Done About it. Part 4 (The Instruments); Part 5 (An Agenda for Action)

TUTORIAL

Discuss “Survival Migration”, “Illegality Inc” and “The Syrian Refugee Crisis”

What is a “refugee” an “IDP” and an “asylum seeker”. What are the differences in their de facto and de jure status?

Reuben Andersen has argued “The emergency is not inevitable: we could treat asylum and labour mobility as questions of justice or opportunity, as some European states did in the postwar era. The choice is political. We can keep militarising the borders or bank on mobility. We can opt for ferries, visas and aeroplane tickets instead of sinking rubber boats, squalid detention centres and makeshift camps” Evaluate this statement.

How might we rethink the current migration policy in Australia?

WEEK TWELVE – 25/05/2016

TUTORIAL

Group Presentations on Project Proposal

Time limits (10mins per presentation) will be strictly enforced.
11. Course Resources

Below are journal resources and websites that you might find useful:


The Organization for Economic Cooperation and Development (OECD) - http://www.oecd.org/
World Trade Organization (WTO) - http://www.wto.org/
United Nations Development Programme (UNDP) - www.undp.org
UNHCR – www.unhcr.org
Department for International Development (DFID) - www.dfid.gov.uk
Norwegian Development Aid (NORAD) - http://www.norad.no/en/front-page
Amnesty International – www.amnesty.org
Human Rights Watch – www.hrw.org

12. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.
If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://my.unsw.edu.au/student/atoz/Complaints.html

### 15. Other Information

**myUNSW**

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au

https://my.unsw.edu.au/student/atoz/ABC.html

**OHS**

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

https://www.ohs.unsw.edu.au/

**Special Consideration**

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

https://student.unsw.edu.au/special-consideration

**Student Equity and Disabilities Unit**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au/

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.