Course Outline

Code: INT100
Title: International Politics: An Australian Perspective

School: Social Sciences
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Dr Tristan Dunning - tdunning@usc.edu.au
Course Moderator: Dr Marcus Bussey

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description
This course examines international politics since World War II from an Australian and a global perspective, with a focus on the contemporary arena. It examines the development of Australian foreign policy in the context of international politics. The course examines the role of diplomacy and defence in international relations, and considers Australia’s relations with traditional allies and neighbouring regions. It concludes by scrutinising some of the major issues in contemporary international relations to which Australia is required to respond.

1.2 Field trips, WIL placements or activities required by professional accreditation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

2. What level is this course?

100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course, you should be able to:</td>
<td>You will be assessed on the learning outcomes in task/s:</td>
<td>Completing these tasks successfully will contribute to:</td>
</tr>
<tr>
<td>Contribute and collaborate with lecturers, tutors, and peers during tutorials and lectures.</td>
<td>1</td>
<td>Engaged.</td>
</tr>
<tr>
<td>Research and discuss the major events in international politics since 1945 and</td>
<td>1,2</td>
<td>Knowledgeable.</td>
</tr>
</tbody>
</table>
### Course Outline: INT100 International Politics: An Australian Perspective

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<td>On successful completion of this course, you should be able to:</td>
<td>You will be assessed on the learning outcomes in task/s:</td>
<td>Completing these tasks successfully will contribute to:</td>
</tr>
<tr>
<td>those currently dominating the international arena.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe and explain Australia’s relationships with other countries, international organisations and the impact of globalisation on Australian domestic and foreign policy.</td>
<td>2,3</td>
<td>Knowledgeable.</td>
</tr>
<tr>
<td>Demonstrate critical reasoning and research skills through written and oral communication.</td>
<td>1,2,3</td>
<td>Creative and critical thinkers. Empowered.</td>
</tr>
</tbody>
</table>

5. **Am I eligible to enrol in this course?**

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 **Enrolment restrictions**

Nil

5.2 **Pre-requisites**

Nil

5.3 **Co-requisites**

Nil

5.4 **Anti-requisites**

HIS145

5.5 **Specific assumed prior knowledge and skills (where applicable)**

Nil

6. **How am I going to be assessed?**

6.1 **Grading scale**

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 **Details of early feedback on progress**

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements and scope.
### 6.3 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Product</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>What is the duration/length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Written Piece</td>
<td>Individual</td>
<td>15%</td>
<td>1000 words</td>
<td>Week 1, 6 and 9</td>
<td>In Class</td>
</tr>
<tr>
<td>2</td>
<td>Oral, and Written Piece</td>
<td>Individual</td>
<td>50% total: Essay 30% Presentation 20%</td>
<td>2000 Words</td>
<td>Week 9-13</td>
<td>Online Assignment Submission In Class</td>
</tr>
<tr>
<td>3</td>
<td>Examination</td>
<td>Individual</td>
<td>35%</td>
<td>Multiple Choice and Short Answer</td>
<td>Week 12</td>
<td>In Class</td>
</tr>
</tbody>
</table>

| 100%     |                          |                     |             |                             |                       |                           |

**Assessment Task 1**: Written reflections of assigned readings.

**Goal**: To enhance understanding of the key concepts and Australia’s role in international policy making

**Product**: Written Piece

**Format**: 1000 words over three separate written reflections - The reflections are based on your understanding, viewpoints and opinions in the assigned readings relating to various international policy topics of important to Australia foreign policy making. Submit the reflections by handing in a hard copy to the teacher during the tutorial period in weeks 3, 6 and 9.

The reflections will be discussed during the tutorial period in which they are handed in, providing you an opportunity to discuss your opinions with fellow classmates. Important guidelines and discussion regarding the readings and how to approach the reflections will be presented in class.

**Criteria**: Attendance at the class discussions is a course requirement.

The reflections on the readings will:
- Present your understanding and viewpoints on the assigned readings.
- Be +/- 10% of the stated word count.
- Serve as the basis for an in-class discussion during the allocated tutorial week.

**Assessment Task 2**: Tutorial essay and presentation.

**Goal**: Research your allocated tutorial topic, write an essay addressing the topic, and present the tutorial essay’s research outcomes during tutorials. Pre-prepare three questions based on your topic to facilitate small group tutorial discussions. The three facilitation questions are inserted at the end of the essay after the List of References.

**Product**: Oral and Written Piece

**Format**: Topics for the tutorial essay will be allocated during the first tutorial. The tutorial essay and the 10-minute presentation are both due on the day and the week as listed. The tutorial essay paper will be written as a formal academic essay and will apply the in-text Harvard style of referencing with a List of References (LOR) at the end. At the completion of the oral presentation of the tutorial essay paper the presenter will facilitate class discussions. The three facilitation questions will be inserted after the LOR at the end of the tutorial essay.

Submit tutorial essay paper to SafeAssign on the allocated presentation date and bring a copy of your tutorial essay to the presentation for your tutor.

**IMPORTANT NOTE**: Participation at all the oral presentations is important so that everyone has the opportunity to engage in meaningful discussion regarding the presenter’s analysis and synthesis of the allocated question/topic.
Some suggestions regarding your own presentation: Do not just read out your Tutorial Paper to the class/group during your presentation. What you need to do is to provide a synopsis of your research in your presentation. This means selecting the core issue/s of your essay paper to present to the class/group. The aim here is for conciseness but with enough information to engage your colleagues directly regarding your central points and not to turn the presentation into a bland reading of what you have written. The point of your presentation is to encourage your colleagues to think about then to discuss the salient areas of your research. They can do this by you presenting the arguments and counterarguments in a constructive manner so that all can understand. Remember that you have done the research and worked hard on your paper but your colleagues have not done this with your topic so don’t expect them to immediately understand the complexities that you have discovered by your research.

Criteria:

Both the tutorial essay and the presentation are assessed together according to the criteria below and the final mark is a combination mark from the tutorial paper and the presentation.

Tutorial essay:
- A clear, consistent case is argued to answer the set question.
- Scholarly and authoritative reference sources are used to directly support claims and arguments.
- Critical thinking, analysis and synthesis of argument is evident.
- The paper correctly uses the Harvard Style of referencing with LORs at the end.
- The paper is +/- 10% of the stated word count. LORs is excluded from the word count.
- The paper is presented to the class/group.
- Three facilitation questions are inserted at the end of the essay.
- The paper is submitted to SafeAssign prior to the presentation.
- The essay submission must have a fully completed ‘Assignment Cover Sheet’. The Assignment Cover Sheet is located on the course Blackboard.

10 Minute presentation of the essay and facilitation exercise:
- Presented at an appropriate speed with audible and varied delivery.
- Presented as a series of important points, not as a paper read directly to the class/group.
- Suitable language and non-verbal communication used to maintain interaction with class/group.
- Facilitate class discussion by applying your three pre-prepared facilitation questions.
- Provide a hard copy of the tutorial essay to the tutor before you present.

Assessment Task 3: In class test

Goal: To demonstrate your ability to apply, analyse, synthesise and communicate the knowledge and concepts you have acquired in this course.

Product: Examination

Format: You will be required to sit an in class test during week 12. The test will combine multi-choice questions, related to the material covered in the lecture program with short essays based on material covered in lectures and tutorials.

Criteria: Test papers will be assessed on the extent to which they:
- Exhibit knowledge and understanding of material covered throughout the course.
- Demonstrate the ability to approach material in a critical and analytical manner in relation to set questions.
- Demonstrate an understanding of contemporary events in the international arena and Australia’s relationship to them.
- Demonstrate the ability to communicate this knowledge in a coherent form in clear written English.
7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

<table>
<thead>
<tr>
<th>Location: Specific Campus(es) or online:</th>
<th>Directed study hours for location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sippy Downs</td>
<td>Lecture: 2 hours per week</td>
</tr>
<tr>
<td></td>
<td>Tutorial: 1 hour per week</td>
</tr>
</tbody>
</table>

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader

Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

8.2 Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University’s general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.
10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment
Your eligibility for supplementary assessment in a course is dependent on the following conditions applying:

a) The final mark is in the percentage range 47% to 49.4%
b) The course is graded using the Standard Grading scale
c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task’s identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task’s identified value) for the third day
- 20% (of the assessment task’s identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.
To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6 General Enquiries

In person:

- USC Sunshine Coast - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- USC SouthBank - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- USC Gympie - Student Central, 71 Cartwright Road, Gympie
- USC Fraser Coast - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- USC Caboolture - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890
Email: studentcentral@usc.edu.au