

POLS5120

Global Politics: The Globalisation of World Politics

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

| Name | Email | Availability | Location | Phone |
|-------------------------------|--|----------------|---|-------|
| Deborah Barros Leal Farias | deborahblf@unsw.edu.au | By appointment | Room 135 Morven Brown Building | |

School Contact Information

School of Social Sciences

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Summary of the Course

Examines different and competing perspectives on international relations; analyses the key structures and processes of global politics and explores selected current issues. The course provides an examination of theoretical traditions in International Relations, and a survey of the historical evolution of the global system. It also examines the role of the nation-state, the nature of conflict in contemporary world politics, global governance, the global economy, the importance of identity in world politics, human rights, and globalization.

Course Learning Outcomes

1. Summarise and explain the main theoretical approaches in International Relations
2. Analyse the roles of major actors in global politics
3. Critically evaluate the key structures and processes of the global system
4. Evaluate the impact of globalisation on world politics

Teaching Strategies

Rationale:

This is a compulsory course in the MA (International Relations) degree program at UNSW. As a graduate level course it is marked by raising certain issues at the outset such as approaches, perspectives, sources and analysis which may arise at the undergraduate level but not explicitly and in such depth. It does so through an introduction to ways of thinking about International Relations, analysis of key structures and processes of global politics and examination of selected current issues.

In accordance with UNSW Learning and Teaching guidelines, as a course designed at the MA level this course is intended both to supplement existing knowledge and experience and also to develop expertise in the analysis of global politics. The course is based on the assumption that you have an active role to play in the learning process and are active participants in the production of knowledge, whether you have prior knowledge or experience of these issues or not. Thus the course actively engages student involvement through independent reading, class participation and the preparation and presentation of written work. The three assessment modes, an Essay Plan, an Annotated Bibliography, and a Research Essay, are designed to enable you to reflect on your understanding of the subject matter and to contextualise the course content in relation to the overall degree program. The seminar discussions will provide a structured environment in which you can explore your opinions, challenge current beliefs and develop new conceptual tools and understandings.

The study of global politics is directly linked to developments in the world of diplomacy and foreign affairs. This course seeks to develop your critical analysis and communication skills and provide structured learning about global politics so that you may apply the knowledge gained directly to present and future careers in business, the public sector and the non-government sector. The course is designed to contribute to an inclusive curriculum in the study of International Relations.

Teaching Strategies:

This course is designed as a seminar in order to meet the learning outcomes identified above. A seminar

can be defined as a class conducted through discussion as opposed to a lecture. For each seminar I will present a briefing to introduce the week's topic and main themes and frame the readings and discussion for that topic. This will be followed by a structured discussion of the topic, in both small groups and as a class.

The seminars will provide you with the opportunity to engage in structured discussion of the various weekly topics. The aim of the seminar discussion is to enable you to develop your understanding of the readings and to exchange ideas with others. An emphasis will be placed on student-led learning and discussion, and it is expected that all students will actively contribute to group and class discussions. You will also be expected to engage in independent study, using the reading lists provided, and have prepared prior to each seminar by completing the required readings and as many of the recommended readings as possible.

Thus the seminar format will provide a detailed introduction to key ideas and issues, facilitate critical thinking and develop analytical skills. The issues we will be discussing are contested, and it is hoped that you will use the opportunity provided in the seminars to debate your ideas.

Assessment

You are welcome to arrange a meeting with me to discuss your ideas, plan and draft. I will not, however, respond to requests for research assistance, i.e. 'I want to use 'X' as a case study, what should I read?', nor will I read full drafts of essays.

PENALTIES THAT WILL BE APPLIED TO YOUR assessments:

- Work submitted after the stipulated deadline is subject to a deduction of **5%** of the total possible marks for the task **for each day or part thereof** that the work is late
- You will **lose marks** if you do not use the Harvard (in-text) system of referencing for all assessments. See <https://student.unsw.edu.au/harvard-referencing>.
- You stand to **lose between 5 and 20 marks** for poor referencing and attribution of sources. There is A LOT of assistance available to you to help you learn about referencing, attribution and avoiding plagiarism. If you are not sure JUST ASK! See <https://student.unsw.edu.au/support-referencing-assignments>.
- **If you do not submit written work through TurnItIn your work will not be marked.**
- If you submit work for this course that you have already submitted for assessment in another course at this University or any other institution, or if you copy material from another source and do not attribute that material to its original author, your work will be referred to the School Student Ethics Officer for an investigation into a possible charge of academic misconduct. See <https://student.unsw.edu.au/plagiarism>.

Please note that detailed feedback on the research essay will only be provided if you request it explicitly. Please make a note at the start of your assignment if you wish to receive detailed feedback- write "I request Feedback". Assignments without a note will only receive a completed rubric.

Essays will be returned electronically.

Assessments should be referenced in accordance with the *School of Social Sciences Referencing Guide*, available at <https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/>.

Rubric Essays are available on Moodle

Submission of assignments

All assessments must be submitted electronically only, through the relevant assessment TurnItIn portal in Moodle. There is no hard copy submission required. Please ensure that your name and student ID number are on every page of your submission. You are not required to attach a cover sheet to electronically submitted assessments. When you submit an assessment at UNSW, you are acknowledging that you have understood and abided by the University requirements in the preparation of that assessment item, in respect of student academic misconduct outlined in the *Student Code Policy* and *Student Misconduct Procedures*, both of which are available at: <https://student.unsw.edu.au/conduct>

You are also declaring that the assessment item is your own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

In addition, you submit the assessment in the knowledge that:

1. the course convenor may provide a copy of the assignment to another staff for the purposes of assessment or evaluation; and
2. a copy of this assessment item will be retained in the TurnItIn database and may be used in evaluations of originality.

To check you have submitted your assignment successfully you should click ‘View digital receipt’ at the bottom left-hand corner of the ‘My Submissions’ screen. You should print or save the digital receipt for your records. Do not navigate away from the submission screen or close your laptop during upload.

It is your responsibility to keep a copy of your work in case of loss of an assignment. You are also responsible for checking that your submission is complete and accurate. For information about **Special Consideration** and **Extensions and Late Submission of Work**, please refer to the School’s Policies and Guidelines available at <https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/>.

Return of assignments

Electronic submissions will be returned via the TurnItIn portal on Moodle with electronic feedback within three weeks of submission.

Feedback

UNSW provides support for students in using TurnItIn to receive feedback

at <https://student.unsw.edu.au/how-use-turnitin-within-moodle>. Please access this page to learn how to retrieve grades and comments on your assignment.

ASSESSMENT TASK

FEEDBACK DATE

Essay Plan: 14 March

Annotated Bibliography: 17 April

Research Paper: 15 May

| Assessment task | Weight | Due Date | Course Learning Outcomes Assessed |
|---------------------------|--------|---------------------|-----------------------------------|
| 1. Essay Plan | 15% | 07/03/2021 11:59 PM | 3 |
| 2. Annotated Bibliography | 35% | 28/03/2020 11:59 PM | 1, 2, 3 |
| 3. Research Essay | 50% | 01/05/2022 11:59 PM | 2, 3, 4 |

Assessment 1: Essay Plan

Assessment length: 500 WORDS

Due date: 07/03/2021 11:59 PM

An outline of the proposed essay's main question, rationale, and structure. 500 words.

Students will receive written feedback and a numerical grade within two weeks of completion.

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Additional details

1. Essay Plan – 15% – 500 words – 07 March

An outline of the proposed essay's main question (what you want to research?), rationale (why it this important/relevant?), and structure (how will you structure your paper?). The question must relate to one of the ten topics covered in this course (this should be clear) and should be 'open' or 'critical' in nature; i.e. it should provide scope for a critical analysis of the topic and associated issues under consideration, and the development of a cohesive and coherent argument. Think of this as an opportunity to research something *you* find interesting. If you are truly lost, talk to me ASAP.

- Format: 500 words (+ 10% tolerance; every 5% above or below will be penalized with a 3% grade

deduction).

- Feedback: Students will receive written feedback and a numerical grade within one week of completion.

Make sure you provide:

- A clear statement of the course topic to which the proposed research question relates;
- The research question itself;
- A short paragraph outlining the main focus of the essay and the rationale for posing the stated essay question;
- A brief outline of the proposed essay's structure. This need not be too detailed and can be quite general – it should only provide a rough guide of the main issues to be considered or points to be made in the essay. I am looking for evidence that you have considered the question, and how best this might be approached in a way that allows you to construct and develop a structured and coherent argument;

Your assignment must be uploaded to TurnItIn on Moodle.

Assessment 2: Annotated Bibliography

Assessment length: 1300 words

Due date: 28/03/2020 11:59 PM

1300 word plan and annotated bibliography to support the production of the research essay.

Students will receive written feedback and a numerical grade within two weeks of submission. The rubric will be available to students at the start of the course so that they can work towards specified standards.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

2. Annotated bibliography – 35% – 1,300 words – 28 March

The aim of this part of the exercise is to encourage you to thinking about the theoretical foundations of your research paper and to begin engaging with the academic literature upon which you will draw in the construction of your core arguments when you write your research paper.

For this part of the assignment, you should research **and identify AT LEAST four academic- peer reviewed journal articles** that will inform your arguments in your research paper and create a bibliography of those sources. These sources **should not be drawn** from the 'Required reading' list in

the course outline. For further information on what constitutes a **peer-reviewed journal** article, see <http://subjectguides.library.unsw.edu.au/c.php?g=100219&p=649273>

You should then annotate the bibliography with a few lines about why you have chosen each source, what you hope to draw from it, how it fits with the rest of the literature with which you engage and so on.

Guidance on writing an annotated bibliography can be found on the UNSW Learning Centre website at http://www.lc.unsw.edu.au/onlib/annotated_bib.html.

Specifically, your annotated bibliography should:

- Provide the full bibliographic citation for each source discussed
- Demonstrate the quality and depth of reading that you have done

And for each text:

- Outline the main argument
- Identify any conclusions made by the author/s
- Critically analyse the strengths and limitations of the text
- Discuss the relevance or usefulness of the text for your research essay

Your assignment must be uploaded to TurnItIn on Moodle.

Assessment 3: Research Essay

Assessment length: between 2,000 (MIN) and 2,500 words (MAX)

Due date: 01/05/2022 11:59 PM

2500 word research paper due at the end of semester. This is the final assessment for the course.

Students will receive written feedback and a numerical grade within two weeks of submission. The rubric will be available to students at the start of the course so that they can work towards specified standards.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

3. Research paper – 50% – 2,000 (min) to 2,500 (max) Words – 01 May

- **world limit tolerance:** 5% below minimum limit (=1,900 words) and 5% above maximum limit (=2,625

words)

Research papers should demonstrate that you have engaged with the themes and issues raised in the course and that you are able to construct a persuasive and well-evidenced argument in relation to one or more of these themes or issues.

You will be assessed on your ability to demonstrate research skills (the ability to provide accurate and detailed information about your chosen case study), on synthesis and persuasive argument (in bringing together ideas and data from several sources), on quality of presentation (including accurate referencing) and on the clarity of your writing. You will have to make reference to further readings. References to the core texts alone will not be sufficient to pass this assessment.

To write a good research paper:

- Explain in the introduction the context of the question, your basic argument and how the paper will proceed step by step (the structure).
- Signpost the structure throughout the paper, indicating the logical progression from paragraph to paragraph and section to section (so linking sentences at the ends of paragraphs and sections are important).
- Provide persuasive analysis of evidence in support of your argument.
- Ground your argument in the theoretical debates of the discipline.

Your paper must be properly referenced and accompanied by a bibliography [this is not included in the word count]. If you are not sure about referencing conventions, please speak to me. The UNSW Learning Centre provides a range of resources to assist with referencing, available at <http://www.lc.unsw.edu.au/onlib/ref.html>.

Your assignment must be uploaded to TurnItIn on Moodle.

You are welcome to arrange a meeting with me to discuss your ideas, plan and draft. I will not, however, respond to requests for research assistance, i.e. 'I want to use 'X' as a case study, what should I read?', nor will I read full drafts of essays.

Attendance Requirements

[Attendance requirements](#)

The School of Social Sciences guidelines on attendance are available at <https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/>.

The School of Social Sciences expects that students will attend and participate actively in 100% of learning and teaching activities (henceforth 'classes', to include lectures, tutorials, seminars, labs, online activities and so on).

If you attend less than 80% of classes, you may be refused final assessment. This means that if you do not attend at least 80% of possible classes your final assignment or exam may receive a mark of zero. You are responsible for keeping track of your attendance and contacting your course convenor immediately if you are concerned about your attendance record and its impact on your ability to complete your course successfully.

For the purpose of attendance monitoring, the final assessment for this course is the research essay worth 50% of your overall grade for this course. This is the assessment item that will be graded at zero if you do not meet the attendance requirement for this course.

For this course, attendance is calculated as shown in the table below:

| Learning activity | Monitoring mechanism | Minimum attendance requirement |
|-------------------|--|--------------------------------|
| Seminar | A role is taken in class/online completion of set task | 7 out of 9 |

If you arrive more than 15 minutes late, or leave class with more than 15 minutes remaining, you may be recorded as absent. If such a penalty is imposed, you will be advised in writing within 24 hours. Attempts to falsify attendance records will be treated as student misconduct under the *Student Misconduct Procedure*.

Course Schedule

[View class timetable](#)

Timetable

| Date | Type | Content |
|-----------------------------------|---------|--|
| Week 1: 14 February - 18 February | Seminar | Week 1 (15/Feb) Global politics: the basics |

| | | |
|--|----------------|--|
| | | <p>In this class, we will engage in a broad overview of what these terms (e.g. origin in academic literature, different interpretations, importance for 'real' life) and discuss who are key actors in studies of global politics. The main goal is to provide the basic foundations for the study of global politics, globalization and global governance – in theory and practice.</p> <p><i>Seminar Questions:</i></p> <ol style="list-style-type: none"> 1. What are the challenges of talking about <i>global</i> politics as opposed to <i>international</i> politics? 2. What separate domestic/international/global politics? In what ways the concepts of <i>global</i> and <i>international</i> 1) overlap and 2) are different from one another. <p>Required Readings:</p> <ul style="list-style-type: none"> • Weiss, Thomas G, Wilkinson, Rorden and Unset (2014) Rethinking global governance? Complexity, authority, power, change. <i>International Studies Quarterly</i>, 58 (1), pp. 207-215. • Dingwerth, K. and Pattberg, P., 2006. Global governance as a perspective on world politics. <i>Global Governance</i>, 12, p.185. <p>Required movie: <i>Contagion</i></p> |
| <p>Week 2: 21 February - 25 February</p> | <p>Seminar</p> | <p>Week 2 (22 Feb): Understanding Global Politics 1: 'Traditional' IR Theory</p> <p>The discipline of International Relations emerged as a university subject after the end of the First World War. In this seminar we will examine different theoretical traditions in International Relations theory and explore different approaches to understanding International Relations. We focus on realist, liberal and constructivist approaches. These contending perspectives on global politics provide different explanations of continuity and change in international relations.</p> |

Seminar Questions:

1. Why do we need theory in order to understand global politics?
2. Why are questions of ontology & epistemology important to IR theory debates?
3. How do realists, liberals, and constructivists differ in their approaches to global politics?

Required Readings:

- Dunne, Tim, Hansen, Lene and Wight, Colin (2013) 'The End of International Relations Theory?', *European Journal of International Relations* 19(3): 405-25
- Williams, M. C. (2013). In the beginning: The international relations enlightenment and the ends of international relations theory. *European Journal of International Relations*, 19(3), 647-665.
- **If you are 'new' to IR:** Devetak, et al Chapters 1, 2 and 3 (pp.24-63)
- **If you are familiar with IR:** Holsti, K. J. (1989). Mirror, Mirror on the wall, Which are the Fairest Theories of All? *International Studies Quarterly*, 33(3), 255-261.

Recommended Readings:

Theories of World Politics:

- Burchill, Scott (2009) "Introduction" in *Theories of International Relations 4th Edition* (Hampshire: Palgrave)
- Holsti, K.J. (1989) "Mirror, Mirror on the Wall, Which Are the Fairest Theories of All?" *International Studies Quarterly* 33(3): 255-61
- Lapid, Yosef (1989) "The Third Debate: On the Prospects of International Theory in a Post-Positivist Era" *International Studies Quarterly* 33(3): 235-54

- Tickner, J. Ann and Andrei P. Tsygankov (2008) "Responsible Scholarship in International Relations: A Symposium" *International Studies Review* 10(4): 661-66

Realism:

- Devetak, Richard, Anthony Burke and Jim George (eds.) (2012) *An Introduction to International Relations*, 2nd Edition (Cambridge: Cambridge University Press): Chapter 2 (pp.35-47)
- Forde, Steven (1995) "International Realism and the Science of Politics: Thucydides, Machiavelli, and Neorealism" *International Studies Quarterly* 39(2): 141-60
- Jervis, Robert (1999) "Realism in the Study of World Politics" *International Organization* 52(4): 971-91
- Lebow, Richard Ned (1994) "The Long Peace, the End of the Cold War, and the Failure of Realism" *International Organization* 48(2): 249-77
- Legro, Jeffrey W. and Andrew Moravcsik (1999) "Is Anybody Still Realist?" *International Security* 24(2): 5-55

Neo-realism (structural realism):

- Glaser, Charles (2003) "Structural Realism in a More Complex World" *Review of International Studies* 29(3): 403-14
- Goddard, Stacie E. and Daniel H. Nexon (2005) "Paradigm Lost? Reassessing Theory of International Politics" *European Journal of International Relations* 11(1): 9-61
- Mearsheimer, John (1990) "Back to the Future: Instability in Europe After the Cold War" *International Security* 15(1): 5-56
- Waltz, Kenneth N. (2000) *Theory of International Politics* (New York: Random House)
- Waltz, Kenneth N. (2000) "Structural Realism after the Cold War" *International Security* 25(1): 5-41

Liberalism:

- Devetak, Richard, Anthony Burke and Jim George (eds) (2012) *An Introduction to International Relations*, 2nd Edition (Cambridge: Cambridge University Press): Chapter 3 (pp.48-61)
- Doyle, Michael (1986) "Liberalism and World Politics" *American Political Science Review* 80(4): 1151-69
- Macmillan, John (2004) "Whose Democracy, Which Peace? Contextualizing the Democratic Peace" *International Politics* 41(4): 472-93
- Moravcsik, Andrew (1997) "Taking Preferences Seriously: A Liberal Theory of International Politics" *International Organization* 51(4): 513-53
- Richardson, James (1997) "Contending Liberalisms: Past and Present", *European Journal of International Relations* 3(1): 5-33

Neo-Liberalism:

- Goldstein, Judith et al. (2000) "Introduction: Legalization and World Politics" *International Organization* 54(3): 385-99
- Jervis, Robert (1999) "Realism, Neoliberalism and Cooperation: Understanding the Debate" *International Security* 24(1): 42-63
- Keohane, Robert O. and Lisa L. Martin (1995) "The Promise of Institutional Theory" *International Security* 20(1): 39-51
- Nye, Joseph S. (1988) "Neorealism and Neoliberalism" *World Politics* 40(2): 235-51

Constructivism:

- Devetak, Richard, Anthony Burke and Jim George (eds.) (2012) *An Introduction to International Relations*, 2nd Edition (Cambridge: Cambridge University Press): Chapter 7 (pp.103-118)
- Adler, Emmanuel (1997) "Seizing the Middle Ground: Constructivism in World Politics" *European Journal of International Relations* 3(3): 319-63
- Finnemore, Martha and Kathryn Sikkink

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| | | <p>(1998) "International Norm Dynamics and Political Change" <i>International Organization</i> 52(4): 887-917</p> <ul style="list-style-type: none"> • Hopf, Ted (1998) "The Promise of Constructivism in International Relations Theory" <i>International Security</i> 23(1): 171-200 • Wendt, Alexander (1992) "Anarchy is What States Make of It: The Social Construction of Power Politics" <i>International Organization</i> 46(2): 391-425 • Wendt, Alexander (1995) "Constructing International Politics" <i>International Security</i> 20(1):71-81 |
| <p>Week 3: 28 February - 4 March</p> | <p>Seminar</p> | <p>Week 3 (01 March): Understanding Global Politics 2: Critical Perspectives on Global Politics</p> <p>Last week we explored traditional theories of International Relations and the challenge presented to them by the so-called 'critical theories' that emerged during the Third Great Debate. In this seminar, we explore these critical theories in more detail. In particular, we will explore Marxism and Critical Theory, Feminism and Post-Structuralism. All three share an inherent post-positivism in their basic epistemological assumptions, but they differ markedly in their focus, their prescriptions and their challenge to the traditional IR theories.</p> <p><i>Seminar Questions:</i></p> <ol style="list-style-type: none"> 1. a). How do critical scholars of IR understand the concepts of 'power' and 'representation' and how do these understandings differ from more traditional interpretations? 2. b). What are the basic challenges that critical approaches to IR pose to traditional approaches? 3. d). Why is the study of gender important in international relations? What does it add to our understanding of IR? <p>Required Readings:</p> |

- Cohn, C. (1987). Sex and death in the rational world of defense intellectuals. *Signs: Journal of women in culture and society*, 12(4), 687-718.
- **If you are 'new' to IR:** Devetak et al, Chapters 4, 5 and 6 (pp.64-105)
- **If you are familiar with IR:** Price, Richard and Christian Reus-Smit (1998) "Dangerous Liaisons? Critical International Theory and Constructivism" *European Journal of International Relations* 4(3): 259-294

Recommended Readings:

Feminism:

- Elshtain, Jean Bethke (2009) "Woman, the State, and War" *International Relations* 23(2): pp.289–303
- Hooper, Charlotte (2001) *Manly States: Masculinities, International Relations and Gender Politics* (New York: Columbia University Press)
- Peterson, V. Spike, (1999) 'Sexing Political Identities/Nationalism as Heterosexism', *International Feminist Journal of Politics* 1(1): pp.34-65
- Shepherd, Laura J. (2006) 'Veiled References: Constructions of Gender in the Bush Administration Discourse on the Attacks on Afghanistan Post-9/11' *International Feminist Journal of Politics* 8(1): pp.19-41
- Shepherd, Laura J. (2010) "Sex or Gender? Bodies in World Politics and Why Gender Matters", in *Gender Matters in Global Politics: A Feminist Introduction to International Relations* (London: Routledge): pp.3-16
- Steans, Jill (2006) *Gender and International Relations: Issues, Debates and Future Directions* 2nd Edition (Cambridge: Polity Press)
- Youngs, Gillian (2004) "Feminist International Relations: a Contradiction in Terms? Or: How Women and Gender are Essential to Understanding the World 'We'

Live In" *International Affairs* 80(1): pp.75-87

- Zalewski, Marysia (1995) 'What is the Feminist Perspective on Bosnia?', *International Affairs* 71(2): pp.339-56

Marxist and Critical Approaches:

- Devetak, Richard, Anthony Burke and Jim George (eds.) (2012) *An Introduction to International Relations*, 2nd Edition (Cambridge: Cambridge University Press): Chapter 4 (pp.62-75)
- Cox, Robert (1981) "Social Forces, States and World Orders: Beyond International Relations Theory" *Millennium* 10(2): 126-55
- Rupert, Mark (2003) "Globalising Common Sense: A Marxian-Gramscian (re-)vision of the politics of governance/resistance" *Review of International Studies* 29 (special issue): 181-98
- Rengger, Nicholas and Ben Thirkell-White (2007) "Still Critical After All These Years? The Past, Present and Future of Critical Theory in International Relations" *Review of International Studies* 33 (special issue): 3-24

Post-Structuralism

- Der Derian, James and Shapiro, Michael (eds) (1989) *International/Intertextual Relations: Postmodern Readings of World Politics* (Lexington: Lexington Books)
- Der Derian, James (1990) 'The (S)pace of International Relations: Simulation, Surveillance and Speed', *International Studies Quarterly* 34(3): 295-310
- Epstein, Charlotte (2013) 'Constructivism or the Eternal Return of Universals in International Relations. Why Returning to Language is Vital to Prolonging the Owl's Flight', *European Journal of International Relations* 19(3): pp.499-519
- Hansen, Lene (2011) 'The Politics of Securitization and the Muhammad Cartoon Crisis: A post-Structuralist Perspective', *Security Dialogue* 42 (4-5): 357-69
- Walker, R.B.J. (1993) *Inside/Outside:*

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| | | <i>International Relations as Political Theory</i> (Cambridge: Cambridge University) |
| Week 4: 7 March - 11 March | Seminar | <p>Week 4 (08 March): The Evolution of the Global System</p> <p>Key features of contemporary global politics are the result of historical forces shaping the modern world. In this seminar we will explore the historical context that has shaped key structures and processes in the contemporary global system. The aim is to provide both an introduction to the evolution of world politics and also an understanding of the relationship between empirical and theoretical development.</p> <p><i>Seminar Questions:</i></p> <ol style="list-style-type: none"> 1. Explain why it is challenging to answer the question “when did globalization begin?”. Based on the seminar and the readings, when did <i>you</i> think it began (and why)? 2. In what ways did 1) colonialism and 2) formation of the nation-state contribute to the origins of ‘global governance’? 3. How did industrialism and early modern capitalism influence the development of the global system? <p>Required Readings:</p> <ul style="list-style-type: none"> • Murphy, C.N., 2015. The last two centuries of global governance. <i>Global Governance</i>, 21(2), pp.189-196. • Wesseling, H.L., 2009. Globalization: A historical perspective. <i>European Review</i>, 17(3-4), pp.455-462. • If you are ‘new’ to IR: Devetak et al, Ch. 9 (pp140-154) & 11 (pp 170-184) • If you are familiar with IR: Osiander, A. (2001). Sovereignty, international relations, and the Westphalian myth. <i>International organization</i>, 55(2), 251-287. |

Recommended Readings:

The Evolution of the Inter-State System:

- Armstrong, David (2008) "The Evolution of International Society" in John Baylis, Steve Smith and Patricia Owens (eds.) *The Globalization of World Politics* 4th edition (Oxford: Oxford University Press): 36-52.
- Buzan, Barry, and Richard Little (2000) *International Systems in World History: Remaking the Study of International Relations* (Oxford: Oxford University Press).
- Jackson, Robert (1999) "Sovereignty in World Politics: A Glance at the Conceptual and Historical Landscape" *Political Studies* 47(3): 431-56.
- Sofer, Sasson (2009) "The Prominence of Historical Demarcations: Westphalia and the New World Order" *Diplomacy & Statecraft* 20(1): 1–19.
- Suzuki, Shogo (2005) "Japan's Socialisation into Janus-Faced European International Society" *European Journal of International Relations* 11(1): 137-16.
- Watson, Adam (1992) *The Evolution of International Society* (London: Routledge): 135-277.

Sovereignty and the State:

- Biersteker, Thomas J. and Cynthia Weber (eds.) (1996) *State Sovereignty as Social Construct* (Cambridge: Cambridge University Press).
- Krasner, Stephen D. (1999) *Sovereignty: Organized Hypocrisy* (Princeton: Princeton University Press).
- Lake, David (2003) "The New Sovereignty in International Relations" *International Studies Review* 5(3): 303-324.
- Stirk, P. (2012) 'The Westphalian Model and Sovereign Equality', *Review of International Studies* 38(3): 641-60.
- Thomson, Janice (1995) "State Sovereignty in International Relations: Bridging the Gap Between Theory and Empirical Research" *International Studies Quarterly* 39(2): 213- 233.

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| | | <ul style="list-style-type: none"> • Zacher, Mark (2001) "The Territorial Integrity Norm" <i>International Organization</i> 55(2): 215-250. |
| <p>Week 5: 14 March - 18 March</p> | <p>Seminar</p> | <p>Week 5 (15 March): WW2 & The Cold War</p> <p>In this seminar we explore the development of international relations since 1945. We will examine the principal developments in world politics through the lens of the Cold War. The Cold War dominated international politics between 1945 and 1990 and its end has also ushered in major structural change. Indeed, several scholars have suggested that the end of the Cold War has ushered in the 'End of History' or a 'New World Order'. These claims will be assessed in the seminar.</p> <p><i>Seminar Questions:</i></p> <ol style="list-style-type: none"> 1. How did the Cold War shape international/global relations in the second half of the 20th century? 2. Almost 30 years after the end of the Cold War, what lessons can be taken from reading Fukuyama's "the End of History"? 3. Do you think it's problematic to view the Cold War as a war between the US and the USSR? What events might be obscured when focusing only on great power politics? <p>Required Readings:</p> <ul style="list-style-type: none"> • Schlesinger, A. (1967). Origins of the Cold War. <i>Foreign Affairs</i>, 46(1), 22-52. • Fukuyama, Francis (1992) <i>The End of History and the Last Man</i> (New York: Penguin) pp.xi-xxiii (available via Moodle and the Library Website) • Allison, Graham. (2018). <i>The Myth of the Liberal Order - From Historical Accident to Conventional Wisdom</i>. <i>Foreign Affairs</i>, 97(4), 124-133 |

Recommended movie:

- *Good-bye Lenin! (2003)*

Recommended movie:

- *Dr Strangelove (1964)*

Recommended Readings:

The Cold War:

- Clark, I. (2001) *The Post-Cold War Order: The Spoils of Peace* (Oxford: Oxford University Press)
- Cox, Michael (2008) "From the Cold War to the War on Terror" in John Baylis, Steve Smith and Patricia Owens (eds.) *The Globalization of World Politics* 4th edition (Oxford: Oxford University Press): 70-87
- Kegley, Charles W. (1993) "The Neoidealist Moment in International Studies? Realist Myths and the New International Realities" *International Studies Quarterly* 37(2): 131-46
- Keylor, William (2006) *The Twentieth Century World and Beyond* 5th edition (New York: Oxford University Press): 233-61
- Woods, Ngaire (ed.) (1996) *Explaining International Relations since 1945* (Oxford: Oxford University Press): 81-196

The End of the Cold War:

- Freedman, L. (1991/92) 'Order and Disorder in the New World' *Foreign Affairs*, 71(1): 21-37
- Fukuyama, Francis (1992) *The End of History and the Last Man* (New York: Penguin)
- Roberts, A. (1991) "A New Age in International Relations?" *International Affairs* 67(3): 509-25
- Sorensen, G. (1998) "IR theory after the

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| | | Cold War” <i>Review of International Studies</i> 24(5): 83-100 |
| Week 6: 21 March - 25 March | Seminar | <p>Week 6 (22 March): Decolonisation and the Emergence of the Global South</p> <p>Decolonisation is a historical event that had a major, albeit somewhat under-recognised, role in shaping contemporary international society. The existence today of an international society that spans the globe is in large part the product of European colonialism and subsequent processes of decolonisation in which the colonies gained their independence and became sovereign states. The granting of independence to the colonies subsequently led to the emergence of the ‘Third World’ or the ‘Global South’. Many of the effects of colonialism and decolonisation are therefore still felt today in the context of issues relating to international development, economic inequalities between states and the phenomena of so-called failed states. In exploring this topic, we will also consider both the English School concept of an ‘international society’ and post-colonial approaches to global politics and their claim that the discipline of IR, like international society itself, retains an inherent Eurocentrism.</p> <p><i>Seminar Questions:</i></p> <ol style="list-style-type: none"> 1. How significant was decolonisation in the evolution of international society? 2. What is the legacy of European colonialism? Is it still significant for international society today? 3. What does postcolonial theory add to our analyses of global politics? Why is it important? <p>Required Readings:</p> <ul style="list-style-type: none"> • Seth, Sanjay (2011) “Postcolonial Theory and the Critique of International Relations”, <i>Millennium</i>, 40(1): 167-83. • Halabi, Yakub (2004) “The Expansion of Global Governance into the Third World: Altruism, Realism or Constructivism?” |

Recommended movie:

- *The Last King of Scotland* (2006)

Recommended Readings:

- Anghie, Antony (2006) "The Evolution of International Law: Colonial and Postcolonial Realities" *Third World Quarterly* 27(5): 739-53
- Bain, William (2003) *Between Anarchy and Society: Trusteeship and the Obligations of Power* (Oxford: Oxford University Press) – ebook available from the UNSW library website.
- Bowden, Brett (2005) "The Colonial Origins of International Law: European Expansion and the Classical Standard of Civilization", *Journal of the History of International Law* 7(1): 1-23
- Brooks, Rosa Ehrenreich (2005) "Failed States, or the State as Failure?" *The University of Chicago Law Review* 72(4): 1159-96
- Bull, Hedley (1977) *The Anarchical Society: A Study of Order in World Politics* (New York: Columbia University Press)
- Bull, Hedley and Adam Watson (eds) (1984) *The Expansion of International Society* (Oxford: Clarendon Press)
- Gong, G.W (1984) *The 'Standard of Civilization' in International Society* (Oxford: Clarendon Press)
- Jackson, Robert (1990) *Quasi-States: Sovereignty, International Relations and the Third World* (Cambridge: Cambridge University Press)
- Keal, Paul (2003) *European Conquest and the Rights of Indigenous Peoples: The Moral Backwardness of International Society* (Cambridge: Cambridge University Press)
- Keene, Edward (2002) *Beyond the Anarchical Society: Grotius, Colonialism and Order in World Politics* (Cambridge:

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| | | <p>Cambridge University Press)</p> <ul style="list-style-type: none"> • Paris, Roland (2003) "Peacekeeping and the Constraints of Global Culture" <i>European Journal of International Relations</i> 9(3): 441-73 • Philpott, Daniel (2001) <i>Revolutions in Sovereignty: How Ideas Shaped the Modern World</i> (Princeton: Princeton University Press): chapter 8 • Philpott, D. (2001) "Liberalism, Power, and Authority in International Relations: On the Origins of Colonial Independence and Internationally Sanctioned Intervention" <i>Security Studies</i> 11(2):117-63 |
| <p>Week 7: 28 March - 1 April</p> | <p>Seminar</p> | <p>Week 7 (29 March): International Law & Global Governance</p> <p>This week we will explore International Law in greater depth, particularly as it relates to global governance. The theme of global environmental politics will be used to illustrate the topic.</p> <p>Seminar Questions:</p> <ol style="list-style-type: none"> 1. What are some of the key strengths and weaknesses of international law in addressing 'problems without passports'? 2. In your own words, 1) how would you define Global Governance, and 2) what are some of the main challenges to working with this concept? 3. Explain in what ways the concepts of <i>global</i> and <i>international</i> 1) overlap and 2) are different from one another. <p>Required Reading:</p> <ul style="list-style-type: none"> • Weiss, Thomas G, Wilkinson, Rorden and Unset (2014) Rethinking global governance? Complexity, authority, power, change. <i>International Studies Quarterly</i>, 58 (1), pp. 207-215. • Patrick, S., 2014. <i>The Unruled World: The</i> |

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| | | <p><i>Case for Good Enough Global Governance. Foreign Affairs, 93(1), p.58-73.</i></p> <ul style="list-style-type: none"> • If you are 'new' to IR: Devetak et al, Chapter 18 (pp. 266-279) • If you are familiar with IR: Slaughter, A. M., Tulumello, A. S., & Wood, S. (1998). <i>International law and international relations theory: A new generation of interdisciplinary scholarship. American Journal of International Law, 92(3), 367-397.</i> |
| <p>Week 8: 4 April - 8 April</p> | <p>Seminar</p> | <p>Week 8 (05 April): Global Environmental Politics</p> <p>Nature does not acknowledge legal or political boundaries. Therefore, environmental issues are one of the most important areas where global coordination is necessary. Climate change, air pollution, freshwater availability, as well as the impact of population growth and consumption patterns are just some of the challenges requiring multilevel policies and solutions.</p> <p>Seminar Questions:</p> <ol style="list-style-type: none"> 1. Regarding the Clapp & Dauvergne reading, which worldview to you find the most compelling/convincing in dealing with global environmental problems? Why? 2. What are the environmental, ecological, and human costs of climate change? (How) can global systems of governance address these issues? <p>Required Readings:</p> <ul style="list-style-type: none"> • Clapp, J. and Dauvergne, P., 2011. <i>Paths to a green world: The political economy of the global environment.</i> MIT press. Chapters 1 (pp. 1-18) and 8 (pp. 227-249) |

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| | | <ul style="list-style-type: none"> • White, G. (2019). "Climate Refugees"—A Useful Concept? <i>Global Environmental Politics</i> 19(4), pp. 133-138 |
| <p>Week 9: 11 April - 15 April</p> | <p>Seminar</p> | <p>Week 9 (12 April) The Global Economy</p> <p>Within contemporary international life economic issues are central. The aim of this seminar is to identify the principal features of the global economy, different theoretical approaches within the discipline of International Political Economy, and the contending approaches to understanding the relationship between international politics and international economics.</p> <p>Seminar Questions:</p> <ol style="list-style-type: none"> 1. To what extent are global economic institutions indispensable pieces of global governance? 2. Which voices have been and/or remain left out of debates on global economy? What kinds of impact can this have on policymaking? 3. What are some of the global implications of contemporary financial crises? How do these crises effect diverse actors (e.g. states, organizations, individuals, communities) in different ways? <p>Required Readings:</p> <ul style="list-style-type: none"> • Ikenberry, G. J. (2018). The end of liberal international order?. <i>International Affairs</i>, 94(1), 7-23. • Cooper, A.F. and Thakur, R., 2018. The BRICS in the evolving architecture of global governance. In <i>International Organization and Global Governance</i> (pp. 283-298). Routledge. • If you are 'new' to IR: Devetak et al, chapters 25 & 26 (pp. 371-398) • If you are familiar with IR: Cohen, Benjamin J. (2007) 'The Transatlantic Divide: Why are American and British IPE so Different?' <i>Review of International Political Economy</i> 14(2): 197-219 |

Recommended Readings:

Approaches to IPE:

- Higgott, Richard and Matthew Watson (2008) 'All at Sea in a Barbed Wire Canoe: Professor Cohen's Transatlantic Voyage in IPE' *Review of International Political Economy* 15(1): 1-17
- Hobson, John M. (2013) 'Part 1 - Revealing the Eurocentric Foundations of IPE: A Critical Historiography of the Discipline from the Classical to the Modern Era', *Review of International Political Economy* 20(5): 1024-54
- Hobson, John M. (2013) 'Part 2 – Reconstructing the Non-Eurocentric Foundations of IPE: From Eurocentric 'Open Economy Politics' to Inter-Civilizational Political Economy', *Review of International Political Economy* 20(5): 1055-81
- Krasner, Stephen D (1994) 'International Political Economy: Abiding Discord' *Review of International Political Economy* 1(1): 13-19.
- Ravenhill, John (2008) "The Study of Global Political Economy" in John Ravenhill (ed.) *Global Political Economy* 2nd edition (Oxford: Oxford University Press): pp.3-26.
- Strange, Susan (1995) 'Political Economy and International Relations', pp.154-174 in K. Booth and S. Smith (eds) *International Relations Theory Today* (Cambridge: Polity)
- Underhill, Geoffrey (2000) "State, Market and Global Political Economy: Genealogy of an (Inter-?) Discipline" *International Affairs* 76(4): 805-824.
- Watson, Matthew (2008) "Theoretical Traditions in Global Political Economy" in John Ravenhill (ed.) *Global Political Economy* 2nd edition (Oxford: Oxford University Press): 27-66.

The Political Foundations of the Global Economy:

- Beeson, Mark and Stephen Bell (2009)

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| | | <p>“The G-20 and International Economic Governance: Hegemony, Collectivism, or Both?” <i>Global Governance</i> 15(1): 67-86</p> <ul style="list-style-type: none"> • Germain, Randall (2010) <i>Global Politics and Financial Governance</i> (New York: Palgrave) • Gilpin, Robert (2001) <i>Global Political Economy: Understanding the International Economic Order</i> (Princeton: Princeton University Press) • Jones, B. G. (2013) ‘Slavery, finance and international political economy: Postcolonial reflections’, pp.49-69 in S. Seth (ed) <i>Postcolonial Theory and International Relations</i> (London: Routledge) • Ruggie, John Gerard (1982) “International Regimes, Transactions, and Change: Embedded Liberalism in the Postwar Economic Order” <i>International Organization</i> 36(2): 379-415 • Segal, Aaron (1990) “Managing the World Economy” <i>International Political Science Review</i> 11(3): 361-369 • Subacchi, Paola (2008) “New Power Centres and New Power Brokers: Are They Shaping A New Economic Order?” <i>International Affairs</i> 84(3): 485–498 <p>• www.imf.org, www.worldbank.org, www.wto.org</p> |
| Week 10: 18 April - 22 April | Presentation | In this final class, each student will do a brief presentation of their research project. Full details of the activity will be given by Week 8. |

Resources

Prescribed Resources

[Reading and resources](#)

The Reading Guide for each topic below is divided into two sections – **Required Reading** and **Recommended Reading**:

All required readings are available through Leganto.

If you have limited (or no) familiarity with the discipline of International Relations, you are strongly recommended to purchase this book: Devetak, Richard, Anthony Burke and Jim George (eds.) *An Introduction to International Relations*, 3rd Edition (Cambridge: Cambridge University Press, 2017).

It is a requirement that you complete at the minimum the ‘Required Reading’ i.e. the relevant chapters in the textbook plus (where indicated) the stipulated journal article each week before the seminar. In addition to the ‘Required Reading’ a number of further sources are listed under ‘Recommended Reading’.

These readings are merely indicative of the wide range of sources available. The idea behind such a reading list is to encourage you to read beyond the compulsory sources. Ideally you will be able to read extensively on the various topics, so as to set what you read in a broader perspective. The included required and recommended readings provide useful material that students can use in preparing for their assignments. However, in preparing for the seminar discussions and in writing essays you are free to use sources from outside the Reading List.

In addition to the “Required Reading” there are a number of texts that provide coverage of most of the topics analysed in the course. Useful introductory texts include:

- Art, Robert J. and Robert Jervis (eds.) (2014) *International Politics: Enduring Concepts and Contemporary Issues* 12th ed.(New York: Pearson Longman).
- Baylis, John, Steve Smith and Patricia Owens (eds.) (2016) *The Globalization of World Politics* 7th edition (Oxford: Oxford University Press).
- Frieden, Jeffrey A., David A. Lake and Kenneth A. Schultz (2018) *World Politics: Interests, Interactions, Institutions*, 4th ed. (New York and London: W.W. Norton & Company).
- Jackson, Robert and Georg Sørensen (2018) *Introduction to International Relations* 7th edition (Oxford: Oxford University Press).

Students may also find the following websites and journals useful:

| Websites | Journals |
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| <ul style="list-style-type: none">• Amnesty International – www.amnesty.org• Department of Foreign Affairs and Trade global issues website – | <ul style="list-style-type: none">• <i>European Journal of International Relations</i>• <i>Review of International Studies</i> |

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| <p>www.dfat.gov.au/globalissues</p> <ul style="list-style-type: none"> • United Nations – www.un.org • The Brookings Institute – www.brookings.edu • Council on Foreign Relations – www.cfr.org • Global Policy Forum – www.globalpolicy.org • Human Rights Watch – www.hrw.org • Lowy Institute for International Policy – www.lowyinstitute.org • Australian Strategic Policy Institute – www.aspi.org | <ul style="list-style-type: none"> • <i>Foreign Affairs</i> • <i>International Studies Quarterly</i> • <i>International Relations</i> • <i>International Politics</i> • <i>Global Governance</i> • <i>Australian Journal of International Affairs</i> • <i>Millennium</i> • <i>International Organization</i> • <i>International Security</i> • <i>New Political Economy</i> |
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The library runs the ELISE tutorial on-line, which familiarizes students with academic writing, research and using information responsibly. It can be located at <http://elise.library.unsw.edu.au/home/welcome.html>.

You will benefit from becoming familiar with GoogleScholar (<http://scholar.google.com>) as a key search engine for academic publications and reports. You can set up the preferences to link to the UNSW Library even when you are not on campus. Go to Google Scholar> settings> library links, and enter 'University of New South Wales' in the box for "Library":

You can sign up for Table of Contents (TOC) Alerts from the homepages of relevant journals, to receive an email whenever new articles are published in that journal. Journal websites will often carry information on the most viewed and most cited articles; these are likely to be interesting and often influential contributions. Google Scholar will also point you to articles that have cited a particular article

and hence will be related to the topic.

Course Evaluation and Development

Student evaluative feedback is gathered periodically. Informal feedback and feedback specific to a particularly seminar topic will be welcomed and encouraged during the semester. Student feedback is taken seriously and continual enhancements are made to learning and teaching activities on the basis of student feedback. For example, and as a direct result of student feedback, the submission times of assessments takes into consideration the needs of students who have full time employment.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@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 their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

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