

# Course Outline

## Villains, Victims and Outsiders: Marginalisation in World Affairs

POLI 3019 Study Period 5 - 2019

Internal - Magill Campus



University of  
South Australia

## Introduction

### Welcome

Dear Students,

Welcome to the POLI 3019 course on Marginalization in World Affairs!

The course aims to equip students with the analytical tools necessary for a critical investigation of various forms of marginalization in global politics, understanding the factors underlying processes through which marginalization is imposed, and exploring possible policies aimed at reintegration of targeted actors.

The course explores the fate of individuals, minority groups (refugees, LGBTQI, Roma and indigenous populations) as well as states ("rogues" or "failed") and policies of isolation, tolerance or engagement and conversely, containment and even regime change. The course centers on historical and current case studies and, particularly in relation to the states, investigates the manner in which the behavior of particular actors is proscribed as being deviant, and investigates various policies designed to correct that behavior at the global level.

While the course does not have any prerequisites in terms of particular courses, it is a 3rd year course, and as such it is a student-led intensive research course.

For latest announcements check the news forum on this website

My office number is B1-24 (Magill Campus) and my student contact hours are

- Tuesdays 3-4 pm
- Wednesdays 10 - 11 am

Looking forward to work together,

Daniel BIRÓ

## Course Teaching Staff

Course Coordinator: Dr Daniel Biro  
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\* Please refer to your Course homepage for the most up to date list of course teaching staff.

## School Contact Details

### School of Creative Industries

Physical Address: Level 2, Room 21, C Building  
St Bernards Road  
Magill  
Magill 5072  
School Phone: +61 8 8302 4850  
School Website: <http://unisa.edu.au/ci>

## Additional Contact Details

The Course coordinator can be contacted by email at: daniel.biro@unisa.edu.au \_\_

# Course Overview

## Prerequisite(s)

Completion of any courses within the History and Global Politics Major or by approval of the Program Director

## Corequisite(s)

There are no corequisite courses to be completed in conjunction with this course.

## Course Aim

The course aims to equip students with the analytical tools necessary for a critical investigation of various forms of marginalisation in global politics, understanding the factors underlying processes through which marginalisation is imposed, and exploring possible policies aimed at reintegration of targeted actors.

## Course Objectives

On completion of this course, students should be able to:

CO1. Understand the contexts and politics of marginalisation in world affairs

CO2. Develop the capacity to critically analyse the political & ethical consequences of marginalisation

CO3. Analyse the evolution of a country's foreign policy towards a marginalised actor

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

		Graduate Qualities being assessed through the course						
		GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7
CO1		•	•		•			•
CO2			•	•		•	•	
CO3		•		•	•			•

## Graduate Qualities

A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community

GQ7. demonstrates international perspectives as a professional and as a citizen

## Course Content

The course studies the manner in which the behaviour of particular actors is prescribed as being deviant and investigates various policies designed to correct that behaviour at the global level. It explores the fate of individuals, minority groups (religious, ethnic, LGBTQI) and especially states ("failed", "rogues) and policies of regime change, containment, isolation, tolerance or engagement. It centers on historical and current case studies.

## Teaching and Learning Arrangements

Lecture	1 hour x 10 weeks
Tutorial	2 hours x 10 weeks
Lecture (online)	1 hour x 2 weeks

## Unit Value

4.5 units

# Learning Resources

## Textbook(s)

There are no textbooks listed for this course.

## Materials to be accessed online

### learnonline course site

All course related materials can be accessed through your learn**online** course site which you will be able to access from the my Courses section in myUniSA.

### myUniSA

All study related materials can be accessed through: <https://my.unisa.edu.au>

# Assessment

## Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within two to three weeks of submission.

### Cover sheets

A cover sheet is not required for assessment tasks submitted via learnonline, as the system automatically generates one.

**If the Course Coordinator allows submissions in hard copy format**, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help (<https://lo.unisa.edu.au/mod/book/view.php?id=1843&chapterid=567>) and in myUniSA.

## Assessment Summary

#	Form of assessment	Length	Duration	Weighting	Due date (Adelaide Time)	Submit via	Objectives being assessed
1	Continuous assessment	450 words (equivalent)	N/A	15%	each week	learnonline, In person	CO1
2	Critical analysis	1575 words	N/A	35%	depending on the topic selected	learnonline, In person	CO1, CO2
3	Research paper	2250 words	N/A	50%	31 Oct 2019, 9:00 AM	learnonline	CO1, CO2, CO3

## Feedback proformas

The feedback proforma is available on your learnonline course site. It can be accessed via the Feedback Form link in the Course Essentials block.

## Assessments

Continuous assessment (Graded)

### **Assignment 1. Continuous assessment (every week; 10%)**

Each week students must identify a significant article (newspaper article, blog entry, video clip, scholarly article etc) relevant to the week's topic, discussing the issue of marginalization of a group/state corresponding to the week's discussion.

- Students should be prepared to discuss in seminar the media piece they identified, explaining the relevance of that piece to the week's discussion, in light of the mandatory readings and the lecture.
- It is preferable that the topic of these media pieces align with the week's presentation topics - for this, every student must be aware of the presentation topics for that respective week. All topics will be available to students through the "Selection of the topic for critical analysis" link, accessible through the "Assignment tab" on the course website.

The seminar discussions will have three components:

- The seminar will start with a discussion of the conceptual aspects presented in the lecture and mandatory reading.

- Student led discussions of several relevant media pieces in light of the aspects discussed in the lecture & mandatory reading.
- Engaging with the weekly critical analyses presented by students (assignment 2)

Out of the 10 weeks of the course, students will be required to participate in a timely manner in at least 8 weekly discussions, including the identification of a relevant article in each respective week. Each week the student identifies a relevant media piece for that week will be marked with 1 mark: (9 weeks x 1) + 1 point (participation in the first seminar) = 10.

In order to accrue the week's marks, in their weekly contribution each students must:

- identify an article relevant to the week's discussion - and post it on the week's discussion forum.
- explain the relevance of that piece to the mandatory reading material.
- engage with other colleagues' contributions.

Marks will be obtained only if students are bringing the media report in the respective week:

- For example, in Week 5 (Indigenous populations), students will identify an article discussing a particular form of marginalisation of an indigenous population - be it in Australia, US, Canada, South America, etc. Students should be ready to discuss these issues in relation to the lecture and mandatory readings.
- In this example, marks will be awarded only for articles brought to the seminar discussion in Week 5 (and uploaded on the respective thread in the week's discussion forum on the course webpage). This means students cannot expect to receive a mark for week 5 if they upload it in week 8 or at the end of the course. Similarly, students missing a seminar will not be allocated the points for the respective seminar, except in special circumstances (that need to be discussed with the course coordinator and documented with medical certificates, for example).

### Critical analysis (Graded)

#### **Assignment 2. Critical analysis (presentation).** - (35%)

Each student will have to make 1 presentation during the course.

- The topic of the critical analysis is to be selected by the student before the end of the 1st week. This selection will be done online, from the link called "Selection of the presentation topic", available in the "Assignment" tab.
- The value of the critical analysis is 35% of the final mark.
- Starting with week 3, there will be a number of students presenting their critical analysis, depending on the number of students enrolled in the course. The topic will correspond to the week's lecture

Each presentation has to comply with the following requirements:

- No longer than 10-15 minutes (usually that means no more than 10-15 slides in Powerpoint).
- The format of the presentation is left to the imagination of the students, but the presentation must reflect some of the basic issues and questions raised by the weekly readings. This can be a PowerPoint presentation, a word document, a video etc.
- The critical analysis must be organised around a particular argument, formed as a result of the student's research on the topic. This argument, as well as the main parts of the presentations need to be explicitly identified in a clear overview.
- It is important to keep in mind that this is not an essay - for instance if your preference is for a word document, you can use bullet points but not full paragraphs.

- In the presentation, students will have to touch upon some, if not all of the following aspects (not a comprehensive list)
- The analysis has to have a **narrow focus**. For example, the student can investigate the treatment of Roma population in Bulgaria (week 4), or the marginalization of indigenous population in Canada (week 5) or the marginalization of South Africa during the apartheid (week 8) etc.
- Identify the **domestic context** (historical, political, economic etc) in which this marginalization takes place. This can include a summary of the legislative framework in that particular country
- Explore different **policies** and **mechanisms** or even **customs** through which marginalization is implemented
- Identify the **international context** for this marginalization - for instance, are there any international conventions dealing with this issue? are there international networks, is there an international normative framework?, etc)
- Efforts made to **alleviate** this marginalization - governmental policies, legislation as well as less formal mechanisms.
- Construct a bibliography of scholarly sources dedicated to that particular group.
- Students are encourage to engage with the issue of perceptions of the targeted groups: polls, visual representations (films etc)
- Similarly, students are encouraged to reflect upon the ethical consequences of that marginalisation.

Presentations will have to be uploaded on the week's discussion forum prior to the seminar.

The idea of the presentations is to open up informed discussions in the seminars, but also to constitute the background for the presenter's final research essay.

## Research paper (Graded)

**Assignment 3. Research essay** (50%, deadline Oct 31, 2019 at 9 am)

For this final assignment, after consultation with the course coordinator, the student will write an essay linking topics and case studies discussed in the lecture and seminars.

- The idea of the research essay is to build on the knowledge accumulated during the whole study period through student's participation in the lectures, seminars and individual research. As such, it should continue to investigate aspects touched upon in the student's critical analysis (presentation), but it cannot simply reproduce that assignment. It is strongly suggested that the essay will focus on one particular theme of the overall presentation - which would allow for a more in-dept investigation.
- The topics to be researched are to be chosen from the lecture topics and **to be discussed with the course coordinator no later than the last seminar before mid-semester break**, i.e. seminar 8 (but preferably earlier).

The deadline for submission of this essay is Thursday, October 31, at 9 am.

As an essay, it will have to respect the general format and style of an academic essay:

- Proper referencing is required; given the space limitations, the recommended referencing style is Harvard (author, date: page), but any other referencing format will be acceptable as long as it is consistently used throughout the assignment.
- The length of the essay should be 2250 words ( $\pm 10\%$ ) - not respecting these limits attracts a penalty.
- A title suggestive of the argument is necessary, as it is an introduction, clearly stating the essay's



argument as well as its structure.

- Given that this is a research essay, it is expected to be the result of a reasonable research process throughout the study period.
- As such, a *minimum* of fifteen (15) academic sources (chapters, articles, working papers, books, original documents) is required, not including the mandatory readings.
- For this essay sub-headings are accepted as long as they are not abusively used and as long as they efficiently delineate different sections of the essay.
- For other technical details of the essay:

- Font must be 12 point, with at least 1.5 line and paragraph spacing.

- Margins cannot be less than 2.5 cm (preferably justified).

## Submission and return of assessment tasks

See above under Assessment details.

## Exam Arrangements

This course does not have an exam.

## Variations to exam arrangements

Variation to exam arrangements does not apply to this course.

## Supplementary Assessment

Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under the following conditions unless supplementary assessment or examination has not been approved for the course:

1. if the student has achieved a final grade between 45-49 per cent (F1) in a course
2. if a student who has successfully completed all of the courses within their program, with the exception of two courses in which they were enrolled in their final study period, a supplementary assessment or examination may be granted where the final grade in either or both of these courses, is less than 45 percent (F1 or F2) and all assessments in the courses were attempted by the student. Supplementary assessment will not be available for a course under investigation for academic integrity until the investigation is completed, and determined that it did not constitute academic misconduct.

More information about supplementary assessment is available in section 7.5 of the Assessment Policy and Procedures Manual.

<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

## Important information about all assessment

All students must adhere to the University of South Australia's policies about assessment: <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>.

## Additional assessment requirements

There are no additional assessment requirements identified for this course.

## Students with disabilities or medical conditions

Students with disabilities or medical conditions or students who are carers of a person with a disability may be entitled to a variation or modification to standard assessment arrangements. See Section 7 of the Assessment Policy and Procedures Manual (APPM) at: <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

Students who require variations or modifications to standard assessment arrangements should make contact with their Course Coordinator as early as possible in order to ensure that appropriate supports can be implemented or arranged in a timely manner.

Students can register for an Access Plan with UniSA Access & Inclusion Service. It is important to make contact early to ensure that appropriate support can be implemented or arranged in a timely manner. See the Disability Hub for more information: <http://www.unisa.edu.au/Disability/Current-students>

Students are advised there is a deadline to finalise Access Plan arrangements for examinations. Further information is available at: [http://i.unisa.edu.au/campus-central/Exams\\_R/Before-the-Exam/Alternative-exam-arrangements/](http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/)

## Deferred Assessment or Examination

Deferred assessment or examination is available for the course.

## Special Consideration

Special consideration is available for this course. Note: Special consideration cannot be granted for a deferred assessment or examination, or a supplementary assessment or examination. APPM 7.7.6

## Variations to assessment tasks

Variation to assessment methods, tasks and timelines may be provided in:

**Unexpected or exceptional circumstances**, for example bereavement, unexpected illness (details of unexpected or exceptional circumstances for which variation may be considered are discussed in clauses 7.8 - 7.10 of the Assessment Policy and Procedures Manual). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

**Special circumstances**, for example religious observance grounds, or community services (details of special circumstances for which variation can be considered are discussed in clause 7.11 of the Assessment Policy and Procedures Manual). Variations to assessment in expected circumstances must be requested within the first two weeks of the course (or equivalent for accelerated or intensive teaching).

Students with disabilities or medical conditions please refer to **Students with disabilities or medical conditions**.

## Academic Integrity

Academic integrity is the foundation of university life and is fundamental to the reputation of UniSA and its staff and students. Academic integrity means a commitment by all staff and students to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work.

An important part of practising integrity in academic work is showing respect for other people's ideas, and being honest about how they have contributed to your work. This means taking care not to represent the work of others as your own. Using another person's work without proper acknowledgement is considered Academic Misconduct, and the University takes this very seriously.

The University of South Australia expects students to demonstrate the highest standards of academic integrity so that its degrees are earned honestly and are trusted and valued by its students and their employers. To ensure this happens, the University has policies and procedures in place to promote academic integrity and manage academic misconduct. For example, work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin <http://www.turnitin.com>.

More information about academic integrity and what constitutes academic misconduct can be found in Section 9 of the Assessment Policies and Procedures Manual (APPM): <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>. The Academic Integrity Module explains in more detail how students can work with integrity at the University: <https://lo.unisa.edu.au/mod/book/view.php?id=252142>

## Action from previous evaluations

This is a new course, therefore there are not specific previous evaluations, although the course is informed by the coordinator teaching experience

# Course Calendar

## Study Period 5 - 2019

Weeks	Topic	Assessment Details (Adelaide Time)
15 - 21 July	Pre-teaching	
22 - 28 July	Pre-teaching	
1 29 July - 4 August	1. Marginalization in Global Politics: an Introduction	
2 05 - 11 August	2. Marginalization of social groups (1) – refugees	
3 12 - 18 August	3. Marginalization of social groups (2) – LGBTQI	
4 19 - 25 August	4. Marginalization of ethnic Groups (1): Roma population	
5 26 August - 1 September	5. Marginalization of ethnic groups (2): Indigenous populations	
6 02 - 8 September	6. Rogue States (1) – evolution of a controversial concept	
7 09 - 15 September	7. Rogue States (2) – marginalization of nuclear proliferators	
8 16 - 22 September	8. Rogue States (3) – marginalization of human rights abusers	
23 - 29 September	Mid-break	
30 September - 6 October	Mid-break	
9 07 - 13 October	No Lectures, no Seminar: self-directed study - Research Essay	
10 14 - 20 October	9. Failed States – international trusteeship and international administrations	
11 21 - 27 October	10. Foreign Fighters and alteration of citizenship	
12 28 October - 3 November		Research paper due 31 Oct 2019, 9:00 AM
04 - 10 November	Swot-vac	
11 - 17 November	Swot-vac	
18 - 24 November	Swot-vac	
13 25 November - 1 December		