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</table>
### 1. Unit Information

<table>
<thead>
<tr>
<th>Unit Name and Number</th>
<th>101363  Global Structures, Local Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Coordinator</td>
<td>Dr. Mary Hawkins</td>
</tr>
<tr>
<td>Teaching Session</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>Contact person</td>
<td>Unit Co-ordinator: Mary Hawkins</td>
</tr>
<tr>
<td></td>
<td>Telephone: 97726352</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:m.hawkins@uws.edu.au">m.hawkins@uws.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Office Location: Building: 1, Room No: 1.1.73, Campus: Bankstown</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>Lecturer: Mary Hawkins (<a href="mailto:m.hawkins@uws.edu.au">m.hawkins@uws.edu.au</a>)</td>
</tr>
<tr>
<td></td>
<td>Tutors: Deborah Wilmore (<a href="mailto:d.wilmore@uws.edu.au">d.wilmore@uws.edu.au</a>)</td>
</tr>
<tr>
<td></td>
<td>Irena Veljanova (<a href="mailto:i.veljanova@uws.edu.au">i.veljanova@uws.edu.au</a>)</td>
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<tr>
<td></td>
<td>Christine Cole (<a href="mailto:c.cole@uws.edu.au">c.cole@uws.edu.au</a>)</td>
</tr>
<tr>
<td></td>
<td>Helena Onnudottir (<a href="mailto:h.onnudottir@uws.edu.au">h.onnudottir@uws.edu.au</a>)</td>
</tr>
<tr>
<td></td>
<td>Chris Roffey (<a href="mailto:c.roffey@uws.edu.au">c.roffey@uws.edu.au</a>)</td>
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<tr>
<td>Arrangements for</td>
<td>You may email me at any time, preferably via the vUWS site, and I will respond to you within a couple of working days. Alternatively, you may drop by my office during my consultation hours: Bankstown Wednesdays, 13-14pm Penrith Tuesdays, 11am-12noon</td>
</tr>
<tr>
<td>student consultation</td>
<td>Marking criteria for assignments included on vUWS site</td>
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<td></td>
<td>Power point presentations for lectures available prior to lecture</td>
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<td></td>
<td>Detailed guidelines for in-class presentation</td>
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<td></td>
<td>Increased visual material</td>
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<td></td>
<td>Increased supporting empirical material for each week’s topic</td>
</tr>
<tr>
<td></td>
<td>Increased supporting empirical material for each essay question</td>
</tr>
</tbody>
</table>

### 2. Unit Learning Outcomes

On completion of this unit students will have:

1) Developed an understanding of and be practised in the use of the concepts of ‘culture’, ‘society’, ‘structure’ and ‘globalisation’

2) Gained an understanding of the ways in which knowledge is shaped by cultural beliefs

3) Developed a critical understanding of global structures and, through the use of case studies, the ways in which these structures shape local lives.

4) Developed a critical understanding of the place of Australia in the contemporary world.

5) Enhanced their skills in literature research, analysis and critical writing.
### 3. Schedule of Learning and Teaching Activities

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Topic</th>
<th>Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 August</td>
<td>1</td>
<td>Key Concepts in the Social Sciences</td>
</tr>
<tr>
<td>10 August</td>
<td>2</td>
<td>Theoretical Approaches to the Study of Societies and Cultures</td>
</tr>
<tr>
<td>17 August</td>
<td>3</td>
<td>Making the World One: Imperialism, Colonialism and the Emergence of Capitalism</td>
</tr>
<tr>
<td>24 August</td>
<td>4</td>
<td>One World Structure: the Globalisation of Capitalism</td>
</tr>
<tr>
<td>31 August</td>
<td>5</td>
<td>One World Culture? Nation-States, Imagined Communities and the Question of Culture</td>
</tr>
<tr>
<td>7 September</td>
<td>6</td>
<td>Global Ethnicities, Local Racisms</td>
</tr>
<tr>
<td>14 September</td>
<td>7</td>
<td>Gender and Sexuality, Local and Global</td>
</tr>
<tr>
<td>28 September</td>
<td>8</td>
<td>Religion, Secularisation and Fundamentalisms</td>
</tr>
<tr>
<td>5 October</td>
<td>9</td>
<td>Global Migration, National Resettlement and Indigenous Peoples</td>
</tr>
<tr>
<td>12 October</td>
<td>10</td>
<td>Globalisation and Resistance</td>
</tr>
</tbody>
</table>

### 4. Topics – Tutorial discussion topics.

NOTE! There is a tutorial in week 1. In that tutorial, you will go through the Learning Guide, discuss assessments and tutorial presentations. You will also need to choose a topic for your class presentation. Class presentations will commence in Week 2, with Topic 1.

#### 4.1 Topic 1 – Week beginning 3rd August

- **Description of topic**
- **Key Concepts in the Social Sciences**
  How is knowledge of and information about the world shaped by our cultural beliefs? Provide examples of cultural beliefs reflecting both dominant and non-dominant groups in contemporary Australian society? Reflect on how these ideas are constructed, maintained and/or challenged. You might wish to refer to the Trobriand Islanders (from last week's lecture) for comparison purposes. Bring up symbols which affect your every day life (behaviour and thinking).

  Of the three origin stories outlined on pages 1-2 of your text, which do you find the more convincing, and why? Read Laura Bohannan's account of her attempt to relate the story of Hamlet to the Tiv. Did the Tiv understand Hamlet or not?

- **Readings/Resources:**

- **Activities**
  Class presentation and discussion on the questions set above

- **Relationship to Learning Outcomes**
  Direct relationship to learning outcomes 1 and 2.

- **Relationships to Assessments**
  All questions essential for Assignment 1 (class presentation) for those presenting this week.
For all: key concepts needed for class discussion, Essay work (Assignment 2) and Final exam (Assignment 3).

4.2 Topic 2 – Week beginning 10 August

- **Description of topic**
  **Theoretical Approaches to the Study of Societies and Cultures**
  A global approach to societies and cultures necessarily focuses on interaction and connection, both historically and in the present. Does social evolutionism represent a satisfactory analytical approach to global realities? What are its shortcomings? What are the strengths and weaknesses of a functionalist approach to globalisation?

  Bring up examples of global connections (e.g. individual, national, economic, religious, etc. connections). Bring up examples of global connections of the past and the present (you may wish to speculate on the future).

- **Readings/Resources:**

- **Activities**
  Class presentation and discussion on the questions set above

- **Relationship to Learning Outcomes**
  Direct relationship to learning outcomes 1 and 3

- **Relationships to Assessments**
  All questions essential for Assignment 1 (class presentation) for those presenting this week.
  **For all:** Theoretical approaches needed for all the essay topics (Assignment 2) and the final exam (Assignment 3)

4.3 Topic 3 – Week beginning 17th August

- **Description of topic**
  **Making the World One: Imperialism, Colonialism and the Emergence of Capitalism**
  European colonisation and imperialism undoubtedly contributed to the globalisation of the world’s people - by the early 1900s, about 85% of the world’s surface was under Europe’s direct colonial dominion. Colonial regimes are often depicted as arrogant, racist, and supremely confident, underpinned by a discourse of "Orientalism".

  What is the discourse of Orientalism, and how does it seek to justify colonisation and imperialism? Bring up specific examples (e.g. visual images or text).

  Read Kipling’s poem *The White Man’s Burden*. Is this a simple tale of European superiority? Support your answer through the use of examples from the poem.

- **Readings/Resources:**
  3) [White Man’s Burden](http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/kipling.html) (1899)

- **Activities**
  Class presentation and discussion on the questions set above
4.4 Topic 4 – Week beginning 24th August

• Description of topic
One World Structure: the Globalisation of Capitalism
The great majority of Europe’s colonies gained little if any economic benefit from colonisation. Following the Second World War and the achievement of independence by many former colonies, global institutions such as the World Bank were set in place to assist in the ‘modernisation’ of poorer nations. Visit the World Bank’s homepage (web address below) and look at some of the links under ‘about us’. Keep in mind that there are a number of publications available via this Web site, which might be useful for your presentation and/or essay work.

What is ‘modernisation’? How successful has the Bank and other global institutions such as the International Monetary Fund been in raising the income and living standards of the world’s people?

Might the Grameen Bank provide a better model for development than that offered by the World Bank? Here you need to define the concept of ‘micro-credit’ and evaluate its application on cross-cultural basis.

• Readings/Resources:
1) Hawkins, M. (2006), Chapter 4
2) www.grameen-info.org The Grameen Bank
3) http://www.worldbank.org/ The World Bank
4) http://www.imf.org/external/index.htm The International Monetary Fund (IMF)

• Activities
Class presentation and discussion on the questions set above

• Relationship to Learning Outcomes
Direct relationship to learning outcomes 1, 2 & 3

• Relationships to Assessments
All questions essential for Assignment 1 (class presentation) for those presenting this week. For all: Key concepts set for Final exam (Assignment 3) and topic may be relevant for Essay questions 1 and 2 (Assignment 2).

4.5 Topic 5 – Week beginning 31st August

• Description of topic
One World Culture? Nation-States, Imagined Communities and the Question of Culture
What is a ‘nation’, and what is ‘nationalism’?

In The Economist (2007a), John Howard refers to the need to ‘recapture the “values, traditions and accomplishments of the old Australia”’. Bring up at least one example of each of these three factors associated with ‘old Australia’. Have these been ‘lost’ in ‘new Australia’?
In the same article, Kevin Rudd responds by accusing Howard of shying away from any debate on dominant Australian values, through portraying "old certainties: 'tradition versus modernity, absolutism versus moral relativism, monoculture versus multiculture'. Provide examples which illustrate the meaning of each of the six concepts (tradition, modernity, absolutism, relativism, monoculture, multiculture) used by Rudd.

Drawing on Hawkins (2006), discuss some of the ‘nation-building’ strategies employed in Australia, Iceland and Bali. Do nations have cultures? Is there a global culture? Does Multiculturalism (as an official policy) mean that Australia cannot achieve and/or maintain a national culture? For the last question, consider the remarks made by Judy King in the Economist (2007b) reading.

- **Readings/Resources:**

**Activities**
Class presentation and discussion on the questions set above

- **Relationship to Learning Outcomes**
  Direct relationship to learning outcomes 1, 2, 3 & 4

- **Relationships to Assessments**
  All questions essential for Assignment 1 (class presentation) for those presenting this week. **For all:** Key concepts for Final exam (Assignment 3) and topic is relevant for Essay questions 2 and 3.

### 4.6 Topic 6 – Week beginning 7th September

- **Description of topic**
  **Global Ethnicities, Local Racisms**

  In 1998 PM John Howard stated, ‘The fact is that Australia is a deeply tolerant, fair minded and generous society’. Debate this claim, drawing in particular on the insights of Ang and Hage. You might also wish to bring in some reflection on your own experiences within the context of Multicultural policies and claims of an egalitarian society.

  Considering the terms, ‘diaspora’ and ‘transnationalism', reflect on the recent outbursts of violence against Indian students in Melbourne. Start by looking at the website below (reading 3). Make sure you clearly define both the key terms.

  Finally, does ethnic difference always imply inequality? Provide examples for and against this question.

- **Readings/Resources:**
  1) Hawkins, M. (2006), Chapter 6


- **Activities**
  Class presentation and discussion on the questions set above

- **Relationship to Learning Outcomes**
  Direct relationship to learning outcomes 1, 2, 3 & 4

- **Relationships to Assessments**
  All questions essential for Assignment 1 (class presentation) for those presenting this week.  
  **For all:** Key concepts for Final exam (Assignment 3) and topic is relevant for Essay questions 2, 3 and 4.

4.7. **Topic 7 – Week beginning 14th September**

- **Description of topic**
  **Gender and Sexuality, Global and Local**
  Are women everywhere associated with nature and men everywhere associated with culture? Provide some examples of this association (visual images or descriptions).

  Is Patriarchy a universal structure? Here you should provide some examples of Patriarchy (i.e. as ideology and/or structure) within both Australia and the wider world.

  What constitutes masculinity in Australian society? (visual images and descriptive examples)

  Has Feminism failed? Has Feminism resulted in an increased demands on the roles and contribution of women within both private (e.g. home) and public (e.g. paid work) domains?


- **Readings/Resources:**

- **Activities**
  Class presentation and discussion on the questions set above

- **Relationship to Learning Outcomes**
  Direct relationship to learning outcomes 1, 2, 3 & 4

- **Relationships to Assessments**
  All questions essential for Assignment 1 (class presentation) for those presenting this week.  
  **For all:** Key concepts for Final exam (Assignment 3) and topic may be relevant to Essay question 4.

4.8. **Topic 8 – Week beginning 28th September**

- **Description of topic**
  **Religion, Secularisation and Fundamentalisms**

Learning Guide  
101363 Global Structures, Local Cultures  
Spring 2009  
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30/10/2009
Social scientists of the twentieth century tended towards the assumption that the world, and in particular the western world, was becoming increasingly secular. What does ‘secular’ mean in this context? What arguments might you offer in opposition to this view? How can you 'measure' levels of secularism?

Consider the rise of religious fundamentalisms in recent years. Has globalisation contributed to this rise? Provide specific examples to support your answer.

Considering *The Economist* (2008) article, do you think angels (representing communication and unity among religions/humans) might be the answer to religious tension and conflict? Regardless of your answer to this question, how do you explain claims of increasingly secular world with continuing ‘presence’ of angels?

- **Readings/Resources:**

- **Activities**
  Class presentation and discussion on the questions set above

- **Relationship to Learning Outcomes**
  Direct relationship to learning outcomes 1, 2 & 4

- **Relationships to Assessments**
  All questions essential for Assignment 1 (class presentation) for those presenting this week.
  For all: Key concepts for Final exam (Assignment 3) and topic may be relevant to Essay questions 2,3 & 4.

**Topic 9 – Week beginning 5th October**

- **Description of topic**
  Global Migration, National Resettlement and Indigenous Peoples
  Consider Ghassan Hage’s notion of home and home building practices. Do you feel ‘at home’ where you live? What contributes to your sense of being ‘at home’ (or not)? Is it possible to be ‘at home’ in more than one place? Is ‘home’ a problematic concept for indigenous peoples?

  Define the concept of ‘the climate-change migrant’ introduced in *The Economist* 2009. Reflect on the question posed in this article: “Can the United Nations High Commissioner for Refugees (UNHCR) expand to cope with eco-migrants”?

- **Readings/Resources:**

- **Activities**
  Class presentation and discussion on the questions set above
• **Relationship to Learning Outcomes**
The direct relationship to learning outcomes 1, 2, 3 & 4

• **Relationships to Assessments**
All questions essential for Assignment 1 (class presentation) for those presenting this week.
*For all:* Key concepts for Final exam (Assignment 3) and topic may be relevant to all Essay questions.

**Topic 10 – Week beginning 12th October**

• **Description of topic**
**Globalisation and Resistance**
Given that the world as a whole is wealthier, better fed, and healthier at the beginning of the twenty-first century than it was 100 years ago, and that this is at least partly due to globalisation, why has globalisation attracted protest? What is the protest about?

Given all you have read to date, is globalisation civilising, destructive or feeble? Or, do you wish to support the argument put forth by Johan Norberg that ‘Globalisation is Good’? You must support your answer with critical and reflective examples.

• **Readings/Resources:**

• **Activities**
Class presentation and discussion on the questions set above

• **Relationship to Learning Outcomes**
The direct relationship to learning outcomes 1, 2 & 3

• **Relationships to Assessments**
All questions essential for Assignment 1 (class presentation) for those presenting this week.
*For all:* Key concepts for Final exam (Assignment 3) and topic is relevant to Essay questions 1 and 4.

5. **Assessment information**

5.1 **Assignment 1: Tutorial Presentation + 500 word presentation paper (15%)**

  Tutorial discussion topics – See specific topics under Topic listing (pp 4-10)

• **Due date**
  Presentation is due in the week of the topic you chose, the written summary is due in the following week

• **Length**
Particular requirements
Presence in class

Detailed description of the assignment
Each week, from week 2 onwards, students will elect to present a short (ca. 10 minutes) contribution to class debate on ONE topic (see list of Topics pp 4-10.). You need to address ALL the questions outlined under your chose topic. However, you may wish to touch briefly on some of the questions, while delving more in-depth into other. The contribution should attempt to link the week’s discussion/topic to an event or debate that is currently taking place in society and bring to class some empirical material to reflect on the questions. In making your contribution, you are not expected to teach the class, but rather to pose some questions and, hopefully, get people thinking. See further details below.

Following the tutorial to which you have made your contribution, you should write a brief (500 words) outline of it, fully referenced, and hand it to your tutor the following week

Assessment Criteria.

<table>
<thead>
<tr>
<th>Fail 0 - 49</th>
<th>Pass 50 - 64</th>
<th>Credit 65 - 74</th>
<th>Distinction 75 - 84</th>
<th>High Distinction 85 up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows little research has been undertaken.</td>
<td>Researched with a satisfactory outline of the topic and content.</td>
<td>Soundly researched with a good outline of the topic and content</td>
<td>Well researched with a very good outline of the topic and content</td>
<td>Well researched and thought provoking, with an excellent outline of the topic and content</td>
</tr>
<tr>
<td>No clear outline of the topic and content</td>
<td>Shows limited understanding of the major concepts</td>
<td>Good use of voice with appropriate expression</td>
<td>Very good use of voice and excellent expression</td>
<td>Excellent use of voice and excellent expression</td>
</tr>
<tr>
<td>Shows limited or no understanding of the major concepts and attempts to describe them are unclear or incorrect</td>
<td>Adequate use of voice with a lack of appropriate expression and tone.</td>
<td>Mostly clear but may lack variability in tone and expression</td>
<td>Clear and mostly well paced verbal delivery, with correct variability of tone and expression</td>
<td>Clear and well paced verbal delivery with correct variability of tone and expression</td>
</tr>
<tr>
<td>Poor use of voice which lacks clarity.</td>
<td>Unclear and often monotonous</td>
<td>Appears mostly calm and confident</td>
<td>Appears calm and confident</td>
<td>Appears calm and has a high level of confidence</td>
</tr>
<tr>
<td>Monotonous and lacking in expression</td>
<td>Lacks eye contact and has limited reference to written and visual materials</td>
<td>Audience is engaged by a range of devices but presentation may lack appropriate eye contact and reference to written and visual materials is limited</td>
<td>Audience is engaged by use of a wide range of devices which include eye contact and written/visual materials</td>
<td>Audience is engaged by use of a wide range of devices which include eye contact and written/visual materials</td>
</tr>
<tr>
<td>Apparent lack of calmness and confidence</td>
<td>May appear to lack calmness and/or confidence</td>
<td>Presentation has reference to the audience but this is limited</td>
<td>Excellent and imaginative use of a wide range of supporting materials and media e.g. video extract, PowerPoint slides etc.</td>
<td>Superior and imaginative use of a wide range of supporting materials and media e.g. video extract, PowerPoint slides etc.</td>
</tr>
<tr>
<td>Presentation may lack a script entirely and may lack visual materials of any description</td>
<td>Presentation is read entirely from a script</td>
<td>Little or no effort made to engage the audience</td>
<td>Presenter ‘takes charge’ of the session</td>
<td>Presenter ‘takes charge’ of the session</td>
</tr>
<tr>
<td>No attempt or ability to engage the audience</td>
<td>Presentation lacks imagination</td>
<td>Good oral presentation</td>
<td>Questions encouraged and answered well</td>
<td>Questions encouraged and answered well</td>
</tr>
<tr>
<td>Poor oral presentation</td>
<td>Adequate oral presentation</td>
<td></td>
<td>Excellent oral presentation</td>
<td>Exceptional oral presentation</td>
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</table>

Expectations based on the level of the unit and previous units and assignments
In order to ensure a pass mark, you must define key concepts and attempt all the questions. Any additional information - e.g. empirical examples, clearly defined discussion questions for classmates and critical take on the topic – will add to marks.
• **Guidelines**
  1) In week one, you’ll choose one topic from the list of 10 topics (see pp. 4-10). Make sure you read carefully through all the questions and look at the set readings before choosing a topic.
  2) Read through all set **Readings/Resources** set for the topic.
  3) Undertake additional research – Minimal one additional source.
  4) Ensure that you provide full and clear definitions for all key concepts.
  5) Ensure that all the questions are addressed in your presentation. You might wish to touch briefly on some, and delve more deeply into others.
  6) Make sure that you bring in at least one empirical example on the topic. Keep in mind that these examples can be in various formats (i.e. “readouts”, handouts, overhead projection, short video/dvd clips, music, interaction with class, cartoons, poems, photos, etc.).
  7) Make sure that you contextualise your empirical material clearly – i.e. explain why you chose this example(s), how it relates to the topic and explain its source. Make sure that your examples are not offensive to other students (if you have any concerns about your material, you might wish to consult the lecturer/tutor).
  8) Ensure, that you respect the time limit on your presentation. The presentation itself is not meant to exceed 10 mins., but, depending on discussion and questions during the presentation, this may be stretched to 20mins.
  9) Endeavour to engage your classmates in the topic (via direct questions and search for critical opinions and examples on the topic). Note! Your active attempt in engaging fellow students will be evaluated, you will not be penalised for non-responsive class.
  10) You may wish to read from notes, but you should also try to achieve some interactive communication with class/tutor.

**5.2 Assignment 2: Essay -2000 words- (40%). Due 17th September.**

• **Due date**
  17th September

• **Length**
  2000 words

• **Detailed description of the assignment**
  Choose and write on **ONE** of the following topics:
1. Global Capitalism

There are conflicting claims on the “benefits of Global Capitalism”. These range from claims that Global Capitalism is creating increasing disparities (friction) in economic development (e.g. Tsing 2005), to claims that the greater the liberalisation of Global Capitalism, the greater will be our fight against (economic) inequality (e.g. Norberg 2006).

Outline both sides to these debates and produce a critically supportive argument to ONE side of these claims.

Some suggest sources:


http://www.worldbank.org/ Look at “Publications”

2. Ethnic Conflict

In contemporary society, Ethnic Conflict has become a part of everyday media reporting. Through the use of TWO empirical examples (e.g. violence between Muslim Uighurs and Han Chinese in western China or the conflict and controversy surrounding Indian students in Australia), you need to critically discuss the most commonly stated causes of Ethnic Conflict, including at least two aspects of migration (e.g. political, religious, economic, cultural, territorial).

Some suggested sources:


3. Multiculturalism

The Australian Department of Immigration and Citizenship states that: “In a descriptive sense Multicultural is simply a term which describes the cultural and ethnic diversity of contemporary
Australia. We are, and will remain, a multicultural society” ([http://www.immi.gov.au/media/publications/multicultural/agenda/agenda89/whatismu.htm](http://www.immi.gov.au/media/publications/multicultural/agenda/agenda89/whatismu.htm)).

Critically discuss the nature, meaning and use of the term ‘Multicultural/ism” in contemporary Australia. You need to look carefully at the three dimensions outlined on the web site above, and identify at least TWO aspects of these dimensions, which can lead to inherent conflicts (e.g. assuming full social justices, are there no limits to expression of cultural identity(ies)?). You might wish to use some specific ethnic groups as empirical examples.

**Some suggested sources:**


4. **Global Communication**

The Internet is one of the major factor in the increase in Global Communication and connection between communities and individuals. Hence, the Internet has allowed for the organisation of protests around the world, combating 1) injustice (any form of inequality and prejudice), 2) environmental destruction, 3) authoritarianism (misuse of State power) and 4) corporate domination. However, these protests are formulated and designed by those with access to Global Communication (i.e. Computers and the Internet).

Choose ONE of the four matters underlined above, and critically discuss access how Global Communication might define whose interests are being served and which issues (i.e. individuals, groups, communities, eco-systems) find their way into the ‘Global Limelight’. It is essential to use some empirical example(s).

**Some suggested sources:**


- **Assessment Criteria/Standards**
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
<td>Shows little or no evidence of reading recommended or standard texts; relies primarily on non-reviewed internet source; no reference to literature. Content is limited or unclear with irrelevant information. Limited restatement of the sources with little or no evidence of independent thinking or critical evaluation. Unsatisfactory performance.</td>
</tr>
<tr>
<td>Pass</td>
<td>Relies primarily on recommended or standard texts with minimal or no reference to other sources. Content is limited and often unclear. Literature is not well integrated with the general discussion. Simple restatement of the sources with little or no evidence of independent thinking or critical evaluation. Work showing satisfactory achievement.</td>
</tr>
<tr>
<td>Credit</td>
<td>As well as meeting standard for pass, body of essay refers to some relevant literature and uses recommended or standard texts. Relevant up-to-date content that is well considered and logical. Good restatement of the sources with accurate synthesis and critical evaluation of key points from the literature. Work showing satisfactory achievement.</td>
</tr>
<tr>
<td>Distinction</td>
<td>As well as meeting standard for credit, integrates ideas from wide reading of relevant literature and recent research. Excellent content with a logical sequence of ideas. Accurate and independent synthesis and critical evaluation of key points from the literature. Work of superior quality demonstrating a sound grasp of content, together with efficient organisation and selectivity.</td>
</tr>
<tr>
<td>High Distinction</td>
<td>As well as meeting standard for distinction, offers new understanding on ideas from literature. Distinguishes between the quality of sources and uses novel but relevant sources. Excellent content with a logical sequence of ideas. Accurate and independent synthesis and critical evaluation of key points from the literature. Work of outstanding quality, broadly speaking, which may be demonstrated by means of criticism, logical argument, interpretation of materials or use of methodology. This grade may also be given to recognise particular originality or creativity.</td>
</tr>
</tbody>
</table>

- **Guidelines – eg the steps to follow in map and list form as we discussed last week**
  1) Chose one of the four topics.
  2) Start your research.
  3) The list of suggested sources is a starting point only. You are expected to undertake independent research. The following are some of the sources you may wish to use:
     a) Academic: Library books and journals. Library databases (available via Library e-resources. Library weblinks (provided via the Library and the vUWS site).
     b) Institutional: Websites associated with various organisations, e.g. The Australian Bureau of Statistics (ABS), The World Bank (WB), the United Nations (UN). Keep in mind that personal blog sites are not considered objective academic sources, neither is Wikipedia.
     c) New related: Various media, new magazines, newspapers, popular culture (movies/music), can be used as empirical examples. Keep in mind that you need to exercise critical and reflective thinking when you choose and use these sources.
  4) Lay out your approach to the topic. Keep in mind that there is no one way in structuring an essay, but make sure that you identify the key focus point(s) and keep referring back to them during the writing process. You may use sub-chapter headings if you wish. Take a good look at the General Advice in section 5.4.
  5) Keep in mind that a good essay contains both a description of the topic/focus and a critical discussion on that topic (the critical discussion should include empirical examples).
  6) Take a good look at the Marking sheet and key to Assessment Criteria.

- **Link to Unit Learning Outcomes**
  This Assignment evaluates Learning Outcomes 1 and 2. It further evaluates critical understanding on the topic (Learning Outcome 3), with a specific focus on Learning Outcome 5.
• **Link to Unit Topics**
  The link to unit topics depends on the choice of essay topic. Each Unit topic states clearly its relevance to individual essay questions.

• **Link to Topic Learning Activities**
  Key focus on enhanced skills in literature research, analysis and critical writing.

Please note that Turnitin will be used in this unit, and that you will need to submit your essay to the Turnitin website as well as in hard copy to the essay box. Full instructions on Turnitin, including information about how you may use it to refine your essay, are available on this unit’s vUWS site.

### 5.3 Assignment 3: Final Exam

- **Due date**
  Coordinated exam period – Exam timetable is usually available by week 11

- **Length**
  approx. 1200 words

- **Particular requirements**
  Student card and pens/pencils

- **Detailed description of the assignment**
  Students will be expected to write short essay responses to three out of six questions. Questions will be based on material covered in lectures and tutorials. No question is compulsory.

  The exam will be 2 hours and 10 mins (reading time), which gives you 40 mins. for each answer.

- **Assessment Criteria/**

<table>
<thead>
<tr>
<th>Inadequate identification of issues relevant to the question topic</th>
<th>Adequate identification of issues relevant to the question topic</th>
<th>Good identification of issues relevant to the question topic</th>
<th>Excellent identification of issues relevant to the question topic</th>
<th>Outstanding identification of all issues relevant to the question topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing style generally vague, ambiguous or inappropriate</td>
<td>Writing style inconsistently clear</td>
<td>Writing style consistently clear, precise and concise</td>
<td>Writing style demonstrates clarity, precision and conciseness</td>
<td>Writing style demonstrates exceptional clarity, precision and conciseness</td>
</tr>
<tr>
<td>Ideas not clearly expressed and often confusing</td>
<td>Ideas somewhat confusing and not clearly expressed</td>
<td>Structure and sequence of ideas is well considered</td>
<td>Structure and sequence of ideas is logical and effective</td>
<td>Structure and sequence of ideas is innovative, logical and effective</td>
</tr>
<tr>
<td>No identifiable structure or sequence to answer(s)</td>
<td>Structure and sequence of ideas in answer are not well considered</td>
<td>Reflection on topic through use of empirical material is good</td>
<td>Critical and concise reflection on topic and excellent choice and use of empirical examples</td>
<td>Demonstrates a superior understanding of the topic</td>
</tr>
<tr>
<td>Limited or no discussion of key points to the question(s)</td>
<td>Little or no reflection on empirical examples relevant to the question</td>
<td>Demonstrates a good understanding of the topic</td>
<td>Demonstrates an excellent understanding of the topic</td>
<td>Demonstrates an excellent understanding of the topic</td>
</tr>
<tr>
<td>Demonstrates little or no understanding of the topic</td>
<td>Demonstrates little understanding of the topic</td>
<td>Reference to some dominant writers/approaches to the question topic</td>
<td>Referenceing from a wide range of relevant resources and research</td>
<td>Demonstrates excellent insight into the topic</td>
</tr>
</tbody>
</table>
• **Expectations based on the level of the unit and previous units and assignments**

• **Guidelines**
  1) Consistent reading through weeks 1-12 is essential in order to facilitate preparation for the Final exam.
  2) Good note taking in both lectures and tutorials will provide you with essential material for revision before the exam.
  3) Ensure you attend both lecture and tutorial in the final week of teaching as detailed information on the exam will be provided in the lecture and all questions and concerns can be addressed in the tutorial.
  4) The set material for the exam is:
      a) All lecture material – Lecture notes provided on vUWS (keep in mind that these frequently identify key concepts and perspectives on the topic) as well as your own notes. Keep in mind that Visual material (films) can provide empirical examples in your answers.
      b) All tutorial material – This includes tutorial questions and your notes.
      c) All set Readings. This refers to text! Web links to institutions and organisations are not included.
  5) Your answers should be essay based. This means that they need to be in a narrative format. You may use dot points within your answer. There is expectation of some form of introduction (a sentence or two) and a conclusion (a sentence or two), but formal essay structure requirements are not required (i.e. no need to reference, spelling/grammar does not need to meet the strict requirements of academic essay criteria).
  6) A good answer needs to include both a descriptive component, as well as a critical component. You should use empirical examples.

• **Link to Unit Learning Outcomes**
  This Assessment tests all the component of the Learning Outcome, but specific emphasis is placed on 3 and 5.

• **Link to Unit Topics**
  Exam questions will be formulated around specific topic themes and detailed outline of these themes will be provided to students in the last lecture and notes on vUWS, as well as being discussed in the last tutorial.

• **Link to Topic Learning Activities**
  Addresses both lecture and tutorial material

5.4 **General advice about completing assignments**
Before you start working on your assignments run through this checklist and plan your activities so you have time to draft and edit and rework. You should also use this list as a reference and check list as you work on your assignment.

**Getting started**
- Are you clear about the topic and the requirements of the assignment?
- Have you clarified with your lecturer what is required?
- Have you planned your activities?
- Do you have all the resources you need to complete the assignment?

**Planning**
- This is a very important phase of the assignment. Without planning your assignment is more likely to go off course and not meet the requirements of the assignment
- Have you allowed enough time to complete the assignment?
Drafting an outline

- What is the topic?
- What are the important points you need to make?
- What are the arguments you need to develop?
- Supporting information?
- Relevant but not essential information?
- Prioritise the points and organise into sections
- Arrange the sections so that your work will flow and be coherent
- Only when all this has been done do you start to write the assignment

Structuring your writing

- Generally assignments can be broken into:
  - Sections
  - Paragraphs
  - Sentences

Sections

- How will you organise your work into sections?
- What headings would you use to describe the different sections?
- What are the links between the different sections?
- What is the order of the sections?

Paragraphs

- Each section will have 2 - several paragraphs
- Each paragraph will focus on an aspect of your argument/ discussion
- Different aspects of the same argument will be organised into separate paragraphs
- Paragraphs within a section will be linked by the section heading

Paragraphs/Sentences

- Paragraphs consist of 2-several sentences
- The sentences link together to build a picture of the point you want to make in that paragraph
- The sentences in a paragraph are all connected to the one point
- New point - new sentence and new paragraph
- Each sentence needs to grammatically correct

Putting it all together

- Re read what you have written – if you can leave it and come back to it after a day or so you will be able to read it in a more detached manner
- Does it flow?
- Does it make sense?
- Have you covered all the important points you needed to make?
- Have you edited for spelling, grammar, referencing?
6. ASSIGNMENT PROTOCOLS

Successful completion of assignments for each of the units you are enrolled in is an integral part of the learning process. In each unit you undertake you will find that the content and the assessment are interconnected. Class lectures and discussions, readings, online activities and assignments are all designed to ensure that students engage with the unit content and develop the identified skills and knowledge specified for that unit. As part of this, timely completion, submission, marking and returning (with feedback) of assignments is central to the learning process. The following protocols have been designed to support and manage the assignment process.

6.1 Assessment requirements
The requirements and due date for all assignments are clearly stated within the unit outline and the unit Learning Guide. In addition the Learning Guide for each unit sets out guidelines for completing each assessment. Your unit Coordinator/Lecturer will also discuss the requirements for assessment items in class and is available for consultation about assessment items. If you are unsure about the requirements of an assessment item the best persons to clarify this are your lecturer/tutor.

6.2 Assignment Due Date
The due date for each assignment is stated in the unit Learning Guide. It is important to plan in advance so that all your assignments are completed in time to meet the due date. That is, it is important that you work steadily throughout the semester so that you manage your workload to avoid being overwhelmed by assignment peak times.

6.3 Extensions for assignments
Extensions for assignments will be considered based on the timeliness of the request and the reasons for the application. Unless you have applied for and received a formal agreement from your lecturer for a set extension of time to submit an assignment you must submit your assignments on the due date. If there is no agreement in place between you and your lecturer with a set date to submit the assignment, your assignment will be considered late and subject to the UWS late assignment policy set out below. It is not appropriate for students to request an extension on the day an assignment is due, unless there are unforeseen circumstances that arise on the day. The exception to the above relates to emergency circumstances where you are unable to provide notice till after the event (see special consideration).

6.4 Late Assignments
A student who submits a late assessment without approval for an extension will be penalised by 10% per day up to 10 days, i.e. marks equal to 10% of the assignment's weight will be deducted as a 'flat rate' from the mark awarded. For example, for an assignment that has a possible highest mark of 50, the student's awarded mark will have 5 marks deducted for each late day. Saturday and Sunday each count as one day. Assessments will not be accepted after the marked assessment task has been returned to students who submitted the task on time.

6.5 Assignment formatting and presentation
All submitted assignments should conform to the referencing, formatting, spacing and other presentation requirements for assignments as follows:
Assignment unless otherwise required are to be presented on A4 paper, typed and saved in Microsoft word, 1.5 spacing, and wide margins. References should be clear and accurate and reflect an honest acknowledgement of the material you have used in your assignment. Finally, it is required that students keep a (hard) copy of the assignment in case of computer or other mishaps. Also, see marking sheet available on pp. 26-7 of this Learning Guide.

6.6 Return of Assignments
Under normal circumstances tutors will return marked assignments with feedback no later than 2-3 weeks after the due date. Assignments will be returned directly in hard copy to each student, or via specific arrangements made by the lecturer with the students. Students may
also provide a self-addressed envelope with their assignment, to have the assignment returned by mail. Once assignments have been marked and returned, late assignments will not be accepted, except under exceptional circumstances.

6.7 Resubmission of Assignments
Resubmission of an assignment is not automatic and needs to be discussed with the lecturer. There is no right to assignment resubmission and it would only be considered where the student has demonstrated a commitment to the unit through attendance, reading and engagement with unit learning activities. Resubmission is not available to achieve a higher grade than Pass.

Students should read the UWS policies on Assessment, Academic Misconduct (plagiarism, cheating, collusion), REMarking of Assignments, Review of Grades and Special Consideration in relation to these assignment protocols. See http://www.uws.edu.au/policies/a-z to locate specific policies.

7. Learning Resources and Links
7.1 References
7.1.1 Set Texts:

Other Set Readings and Resources will be available via the vUWS site (Readings and Resources)

7.1.2 Additional Readings:

Alcoff, L.M & E. Mendieta (eds) 2003. Identities: Race, Class, Gender and Nationality, UK: Blackwell Publishing..


7.2 Referencing

7.2.1 Referencing Advice

In this course we use the Harvard style of referencing look at the following website for information:


7.2.2 Evaluating resources

EVALUATING RESOURCES – UWS LIBRARY

It is important to evaluate all sources you intend to use for your assignments, particularly those sources found via web search engines. Continuous evaluation throughout the research process can assist when revising your searches strategies to ensure there are no gaps in your research. A thorough evaluation at the end of your research can confirm that your information is authoritative and credible.

The following criteria will assist you:

<table>
<thead>
<tr>
<th>Authority</th>
<th>An accepted source of expert information or advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who is responsible for the information presented?</td>
<td></td>
</tr>
<tr>
<td>• Do they have their credentials listed or are they affiliated with a credible organisation?</td>
<td></td>
</tr>
<tr>
<td>• What else has the author written?</td>
<td></td>
</tr>
<tr>
<td>• Is there a bibliography or reference list?</td>
<td></td>
</tr>
<tr>
<td>• Is the source referred to by others?</td>
<td></td>
</tr>
<tr>
<td>• Who has published this source?</td>
<td></td>
</tr>
<tr>
<td>• Is the article from a popular, scholarly or peer reviewed journal?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Being correct or precise</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How does it compare with other published sources?</td>
<td></td>
</tr>
<tr>
<td>• Do other articles support the same findings?</td>
<td></td>
</tr>
<tr>
<td>• Is the information presented logically with appropriate language, grammar and is it proofread and well presented?</td>
<td></td>
</tr>
<tr>
<td>• Is the information researched with methodology explained?</td>
<td></td>
</tr>
<tr>
<td>• Is the information complete or abridged?</td>
<td></td>
</tr>
<tr>
<td>• Are statements supported, especially with references or footnotes?</td>
<td></td>
</tr>
<tr>
<td>• Are the sources of all statistics given?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Currency</th>
<th>Being up-to date and timely</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When was the information published?</td>
<td></td>
</tr>
<tr>
<td>• How recently was the information updated?</td>
<td></td>
</tr>
<tr>
<td>• Has the passage of time affected the value or appropriateness of the information- in general or for the particular information need.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
<th>The reason for which something is done or exists</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who is the intended audience?</td>
<td></td>
</tr>
<tr>
<td>• What is the level of information-basic or scholarly?</td>
<td></td>
</tr>
<tr>
<td>• Is there any indication of bias? What political, social or cultural agendas are present?</td>
<td></td>
</tr>
<tr>
<td>• Is the level of detail brief or extensive?</td>
<td></td>
</tr>
<tr>
<td>• What is the level of language used?</td>
<td></td>
</tr>
<tr>
<td>• Is the item a primary or secondary source?</td>
<td></td>
</tr>
</tbody>
</table>
Internet Evaluation
Look for the 3 letter domain within the site address or URL

- Government sites: look for .gov
- Educational sites: look for .edu
- Nonprofit organizations: look for .org
- Commercial sites: look for .com


7.3 Referencing Resources

7.3.1 Get it right: see E-Learning front page -
http://elearning.uws.edu.au/webct/entryPageIns.dowebct


7.4 Academic Literacy Resources:

7.4.1 Student Learning Unit:
http://www.uws.edu.au/campuses_structure/cas/services_facilities/slu

7.4.2 Academic Study Skills online learning materials:
http://www.uws.edu.au/currentstudents/current_students/getting_help/online_study_resources

7.4.3 Student Learning Unit workshops:
http://www.uws.edu.au/currentstudents/current_students/getting_help/study_skills_workshops

7.5 Library home:  http://library.uws.edu.au/

7.5.1 Library catalogue:  http://voyager.uws.edu.au/

7.6 UWS Online Learning Log in page:  http://elearning.uws.edu.au/webct/entryPageIns.dowebct

7.7 Support Services for Students
http://www.uws.edu.au/currentstudents/current_students/getting_help/support_services_for_students

7.7.1. Counselling Services:
http://www.uws.edu.au/currentstudents/current_students/getting_help/counselling_services

7.7.2. Disability Support Services:

7.7.3 Student Services a-z guide
http://www.uws.edu.au/currentstudents/current_students/your_first_year/a-z_guide

8. UWS Policies and Documents

This information is to be read and applied in conjunction with each unit outline of your course.

The “Current Students” page of the UWS web site http://www.uws.edu.au/students contains many important links, including:

Student Administration http://www.uws.edu.au/students/stuadmin: This site contains much of the information
necessary for the administration of your course throughout your study at UWS;

Student Support Services http://www.uws.edu.au/students/ods: This site is a useful resource for students and a hub for coordinating developments to improve your university experience.

e-learning http://www.uws.edu.au/students/onlinesupport: This is your entry to all aspect of e-learning at UWS

Students with a disability should visit: http://www.uws.edu.au/students/counselling_disability

Course and unit rules http://www.uws.edu.au/students/stuadmin/enrolments/enrolmentrequirements: This site provides information on pre-requisites, co-requisites and other matters concerning how your course is structured.

Policies http://www.uws.edu.au/policies/a-z: This site includes the full details of policies that apply to you as a UWS student.

Important Policies Affecting Students
- Assessment and Examinations Policy
- Assessment Practice – Fundamental Code
- Misconduct – Student Academic Misconduct Policy (see extract of the policy below under the heading "What is Academic Misconduct?")
- Misconduct – Student Non-academic Misconduct Policy
- Enrolment Policy (includes a section on the UWS Student Email Account)

What is Academic Misconduct?
Academic Misconduct may involve one or more of the following:

Plagiarism

Plagiarism involves submitting or presenting work in a unit as if it were the student's own work done expressly for that particular unit when, in fact, it was not. Most commonly, plagiarism exists when:

a. the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work;
b. parts of the work are taken from another source without reference to the original author; or
c. the whole work, such as an essay, is copied from another source such as a website or another student's essay.

Acts of plagiarism may occur deliberately or inadvertently

a. Inadvertent plagiarism occurs through inappropriate application or use of material without reference to the original source or author. In these instances, it should be clear that the student did not have the intention to deceive. The University views inadvertent plagiarism as an opportunity to educate students about the appropriate academic conventions in their field of study.
b. Deliberate plagiarism occurs when a student, using material from another source and presenting it as his or her own, has the intention to deceive. The University views a deliberate act of plagiarism as a serious breach of academic standards of behaviour for which severe penalties will be imposed.

Collusion

Collusion includes inciting, assisting, facilitating, concealing or being involved in plagiarism, cheating or other academic misconduct with others.

Cheating

Cheating includes, but is not limited to:

a. dishonest or attempted dishonest conduct during an examination, such as speaking to other candidates or otherwise communicating with them;
b. bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device (including mobile phones), or any other item, not authorised by the examiner;
c. writing an examination or part of it, or consulting any person or materials outside the confines of the examination room, without permission to do so;
d. leaving answer papers exposed to view, or persistent attempts to read other students' examination
papers; or
e. cheating in take-home examinations, which includes, but is not limited to:

(i) making available notes, papers or answers in connection with the examination (in whatever form) to others without the permission of the relevant lecturer;
(ii) receiving answers, notes or papers in connection with the examination (in whatever form) from another student, or another source, without the permission of the relevant lecturer; and
(iii) unauthorised collaboration with another person or student in the formulation of an assessable component of work.

For the full definition of academic misconduct and the consequences of such behaviour, students are advised to read the Misconduct – Student Academic Misconduct Policy in its entirety, refer to:

9. Forms

9.1 Assignment Cover Sheet – see below

9.2 Special Consideration
You can view the University policy on Special Consideration at: http://policies.uws.edu.au/
(under S). The Special Consideration form can be found at:
http://pubsites.uws.edu.au/student/forms/OAR00206_0908_In_Session_Special_Consideration_Application_WEB.pdf

9.3 Forms Miscellaneous
For other forms you may need to see:
http://pubsites.uws.edu.au/student/forms/OAR00206_0908_In_Session_Special_Consideration_Application_WEB.pdf
<table>
<thead>
<tr>
<th><strong>Student Name</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Number</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Unit Name and Number</strong></td>
<td><strong>101363 Global Structures, Local Cultures</strong></td>
</tr>
<tr>
<td><strong>Turnitin Number</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Tutorial Day and Time</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Lecturer/Tutor</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Title of Assignment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Length (word count!)</strong></td>
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</tr>
<tr>
<td><strong>Due Date</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date Submitted</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Campus Enrolment</strong></td>
<td></td>
</tr>
</tbody>
</table>

**DECLARATION**

I hold a copy of this assignment that I can produce if the original is lost or damaged.

I hereby certify that no part of this assignment/product has been copied from any other student’s work or from any other source except where due acknowledgement is made in the assignment. No part of this assignment/product has been written/produced for me by another person except where such collaboration has been authorised by the subject lecturer/tutor concerned.

**Signature**: ……………………………………………………………………….

**Note**: An examiner or lecturer/tutor has the right not to mark this assignment if the above declaration has not been signed)
**College of Arts**  
School of Social Sciences  

**101363 Global Structures, Local Cultures**  

**Essay Assessment Sheet**  

Student's Name ………………………………………………………..  

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Passable</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptual understanding</td>
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</tr>
<tr>
<td>Content</td>
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<tr>
<td>Structure</td>
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NB Key to Assessment Criteria over the page.  

Comments:  

Mark:
Key to Assessment Criteria

The assessment criteria are intended as indicators only, and they are not added up to make your final mark. Further, the categories are not equally important.

**Answers the Question:** The essay should demonstrate your capacity to develop a social scientific argument in response to the question. Your material must be relevant to the question and draw on the themes and issues of the unit. Make sure that you identify exactly what the question is asking.

**Conceptual Understanding:** Make sure you demonstrate that you understand the central concepts used. You can do this either by giving definitions (do this only with difficult or very important technical words) or by using the concepts in such a way that demonstrates that you know what they mean.

**Content:** Read and refer to relevant material in the unit outline. Lectures, tutorials and general texts should also guide you to relevant issues and readings. You should search the library or the Internet for extra references. Make sure that the points you make are relevant and illustrate the argument of your presentation or essay.

**Structure:** The presentation or essay should be clearly organized so that it develops an argument. In the case of an essay you must have an introductory paragraph that states the aim of the essay and outlines the structure of the argument. The points made in one paragraph should follow on from the previous paragraph and lead into the next one. You should have a conclusion that summarizes your main points.

**Expression:** Clear expression is an important part of a clear argument. Attention to grammar, syntax and style will assist in clarifying what you are endeavoring to say to the reader. Try reading it aloud or ask someone to read it for you. Spelling and punctuation are also important.

**Referencing:** Use the Harvard system of referencing. You must reference both direct quotes and when you use other people's ideas. You also must have a bibliography (or Reference List)

**Research:** Search the Library or the Internet for extra references.

**Originality:** Go further than the lecture.

**Presentation:** You must have a 4cm left margin and use a 12-point font with double spacing or at least one and a half spacing. Number the pages and provide an approximate word count. Typed essays are preferred, but neat hand written essays are acceptable.
APPLICATION FOR EXTENSION OF TIME FOR AN ASSESSMENT ITEM

This form is to be submitted PRIOR to the assessment due date and MUST only be used in the case of minor disruptions which prevent you meeting the assessment deadline.

Student Name: ___________________________ Student ID: ___________________________

Student Scholar Email: ___________________________ Student Phone: ___________________________

Unit Name: ______________________________________

Unit Number: __________________ Lecturer/Tutor: ___________________________

Assignment Title: ______________________________________

Reason for Application: ______________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Formal Evidence Submitted (eg. Medical Certificate): ☐ ☐ Yes ☐ ☐ No
(Please attach any certificates related to this application)

Student’s signature: ___________________________ Date: ___________________________

This application has been considered and extension of time:

☐ ☐ Has been approved until ___________________________ which has been negotiated as the new due date.

☐ ☐ Has NOT been approved.

Lecturer’s Name: ___________________________ Signature: ___________________________

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RECEIPT

ACKNOWLEDGEMENT
(Please attach to your assignment)

Student Name: ______________________________________

Unit Name: ______________________________________

Assignment Title: ______________________________________

Extension has been APPROVED and the new due date is: ___________________________

Lecturer’s Name: ___________________________ Signature: ___________________________

Learning Guide
101363 Global Structures, Local Cultures
Spring 2009