SOCA3420 – Global Change and Human Welfare

Course Outline

Semester: Semester 1 - 2010
Unit Weighting: 10
Teaching Methods: Lecture, Tutorial

Course Co-ordinator: Dr S. A. Hamed Hosseini
Room: W345
Ph: 02 4921 5878
Fax: 02 4921 6933
Email: hamed.hosseini@newcastle.edu.au
Consultation hours: Tuesdays 9 -10 am (Ourimbah, Visitors Room), Wednesdays 10 am – 1 pm (Callaghan W345)

NB. The subject line of any email sent to me should start with the course code, followed by your and the subject of enquiry [SOCA3420_ YOUR FAMILY NAME_SUBJECT] in so it will not be discarded by my spam filter, and it will make it easier for me to distinguish you from my studen other courses. Please always use same email address preferably your university email.

Brief Course Description

This course concentrates on the ways in which social change happens at the global level and explores how different welfare systems are influenced and challenged by such changes. It helps students to analyse the consequences of major globalisation processes (such as the transnationalisation of political-economic systems, policies, ideas, ideologies, and population movements) for human welfare and the role of powerful agents like international organizations and corporations underlying these processes. Students also explore the root causes of new global risks and crises (such as global inequality, global poverty, global financial crises and environmental degradations) which threaten human welfare in both advanced and developing societies.

Contact Hours
Lecture for 2 Hours per Week for the Full Term

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2010
CTS Download Date: 12 Jan. 2010
Learning Materials/Texts

There is a book of readings (Reader) designed by the course coordinator which must be used as a minimum base for weekly online and/or seminar discussions. The book of readings must be purchased and brought along to the tutorial every week. The book of readings can be purchased from UPrint, which is located in the Shortland Building, next to the back stairs and under the Godfrey Tanner Bar. Students are expected to read the relevant sections/parts of the text as well as any necessary or suggested source and prepare to take part in either online or class weekly discussions. (See the course Important Additional Information for the list of readings).

Course Objectives

Upon successful completion of this course, students should be able to:

1. Explain major globalization processes and global transformations
2. Develop analytical framework in order to research major social and welfare problems at the global/international level.
3. Critically analyse the effects of globalization on economic growth, income distribution, poverty, education, health, social care, and the environment.
4. Critically evaluate welfare policies and policy reforms regarding the changing conditions at the supranational level.
5. Explain and analyse the consequences that major global crises and problems may have for social welfare at the local and national levels.
6. Compare developed and developing (Third World) societies in terms of consequences that global changes and globalisation processes may have for their social welfare.
7. Analyse global welfare inequalities (in education, health, housing, employment, democracy, etc.), in terms of their causes and consequences.

Course Content

This course will critically review the mainstream theories of globalisation in terms of their ability to explain global social changes and their unprecedented challenges to human welfare. The course discusses case studies from both the global North and global South in order to improve the ability of students in analysing the consequences of globalisation for human welfare especially in less developed and developing societies. Among the key issues examined in this course are global crises, environmental concerns, postcolonial contestations, global welfare inequality, transnational population movements, health inequalities, and ideological conflicts.

The course takes an interdisciplinary approach, combining perspectives from sociology, political science, welfare studies, international relations, and cultural studies. Finally, by drawing upon critical interpretations of globalisation and the situated viewpoints of oppression and resistance among marginalized people, the course opens up an alternative angle towards understanding current global changes and the future of human welfare.

Topics are likely to include:

1. Contested Meanings of Globalisation: a buzzword or reality? Identifying the key issues, historical background and ideological dimensions
2. Globalization Theories and Ideological Discourses of Welfare
3. Global Capitalism, Free Trade and Human Welfare
4. Welfare-State and Welfare Democracy in the Global Age
5. Global Cultural Change and Human Welfare: global hegemony, McDonaldization, modern values, cultural diversity, consumerism, and clash of ideologies?
6. Global Inequality and Human Welfare: global North/global South, global inequalities, global poverty, development, etc.
7. Global Social Change, Gender, and Welfare
9. Global Policy and Human Welfare
10. Global Ecological Changes and Human Welfare
11. Global Civil Society and Human Welfare

Assumed Knowledge
40 units of study at 1000 level for the 3000 level

Callaghan Campus Timetable
SOCA3420
Global Change & Human Welfare
Enquiries: School of Humanities and Social Science
Semester 1 - 2010
Lecture Monday 13:00 - 15:00 [V01]
and Tutorial Monday 15:00 - 16:00 [W238]
or Monday 16:00 - 17:00 [W238]

Ourimbah Timetable
SOCA3420
Global Change & Human Welfare
Enquiries: School of Humanities and Social Science
Semester 1 - 2010
Lecture Tuesday 10:00 - 12:00 [O_CN2111]
and Tutorial Tuesday 12:00 - 13:00 [O_CN2111]

Assessment Items

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Details</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>Group Presentation, 20 minutes each group, 20% of total mark</td>
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<tr>
<td>Assignment 2</td>
<td>Group presentation report (Group Discussion Paper) both hardcopy and online publication on the course weblog; 1500 words per individual member, 30% of total mark</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>Major essay, 2500 words due at the end of semester, 50% of total mark</td>
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(See the Essential Assessment Criteria Section in this document and the Important Additional Information for more details)

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Student Academic Integrity Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html

Turnitin is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or

- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Re-marks and moderations:

Students can access the University's policy at: http://www.newcastle.edu.au/policylibrary/000769.html

Marks and Grades Released During Term

All marks and grades released during the term are indicative only until formally approved by the Head of School.
Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html) for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- Requests for Special Consideration must be lodged no later than 3 working days after the due date of submission or examination.
- Requests for Extensions of Time on Assessment Items must be lodged no later than the due date of the item.
- Requests for Rescheduling Exams must be received no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. In the first instance, students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer or their Program Executive if studying in Singapore.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in Late Penalty (under student) at the link above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

Note: different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:
• Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
• Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement, it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

**Essential Criteria in Assessment**

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. It is part of the essential requirement of the course that students attend tutorials. Students need to prepare for their tutorials by doing the relevant reading from the book of readings and should contribute to tutorial discussions. Students are expected to attend all workshops/tutorials. A satisfactory attendance record of at least 80% of scheduled classes must be met to pass the course. Tutors will keep attendance records for their classes. Students are expected to be punctual; lateness of more than 15 minutes will be considered absence, and students must attend the whole duration of the tutorial to be considered present.

**Studentmail and Blackboard:** Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to
queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Important Additional Information**

Details about the following topics are available in a separate document (Important Additional Information) as well as on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
- Texts and Sources
- Course Schedule
- Assessment Tasks and Marking Criteria
- Detailed Weekly Program
- Grading Guide

**STUDENT INFORMATION & CONTACTS**

The Student Support Unit offers various services: [www.newcastle.edu.au/service/studentsupport/](http://www.newcastle.edu.au/service/studentsupport/)

The **Student Hubs** are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td>Phone 4921 5000</td>
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<tr>
<th>City Precinct</th>
<th>Singapore students</th>
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<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>contact your PSB Program Executive</td>
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<tr>
<th>Central Coast Campus (Ourimbah)</th>
<th>Dean of Students Office</th>
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<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
<td>The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature. <a href="http://www.newcastle.edu.au/service/dean-of-students/">http://www.newcastle.edu.au/service/dean-of-students/</a></td>
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**OTHER CONTACT INFORMATION**

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<th>Dean of Students Office</th>
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</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>Phone: 02 4921 5806</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/health/">www.newcastle.edu.au/faculty/health/</a></td>
<td>Email: <a href="mailto:Dean-of-Students@newcastle.edu.au">Dean-of-Students@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Rules Governing Undergraduate Academic Awards</td>
<td>University Complaints Managers Office</td>
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<td>-----------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000306.html">www.newcastle.edu.au/policylibrary/000306.html</a></td>
<td>Phone: 02 4921 5806</td>
</tr>
<tr>
<td>Rules Governing Professional Doctorate Awards</td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000580.html">www.newcastle.edu.au/policylibrary/000580.html</a></td>
<td>Email: <a href="mailto:Complaints@newcastle.edu.au">Complaints@newcastle.edu.au</a></td>
</tr>
</tbody>
</table>

General enquiries
Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

Campus Care
The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour.
Phone: 02 4921 8600
Fax: 02 4921 7151
Email: campuscare@newcastle.edu.au

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.
Important Additional Information

SOCA3420 – Global Change and Human Welfare

Course Co-ordinator: Dr S. A. Hamed Hosseini
Room: W345
Ph: 02 4921 5878
Fax: 02 4921 6933
Email: hamed.hosseini@newcastle.edu.au
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NB. The subject line of any email sent to me should start with the course code, followed by your name and the subject of enquiry [SOCA3420_YOUR FAMILY NAME_SUBJECT] in so it will not be discarded by my spam filter, and it will make it easier for me to distinguish you from my students in other courses. Please always use a same email address, preferably your university email.

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments**: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise, penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet**: All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/).
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at**:
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah

- **Date-stamping assignments**: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

NB: Not all of these services may apply to the Port Macquarie Campus.
Do not fax or email assignments: There are only two acceptable formats for the submission of assignments depending on the instructions in the course outline: hard copy and Turnitin.

Keep a copy of all assignments: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

Assignment 3 – Major/Final Essay (2500 words worth 50 %)

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Academic Integrity

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one's own. Plagiarism includes

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.
SOCA3420

Refer - 'Guide to the Assessment Policies and Procedures of the University of Newcastle - Guideline 000779' available @ http://www.newcastle.edu.au/policylibrary/000779.html (section 6.8.2.ix)

Refer - 'Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - 'Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

Assignment Re-submission

In this course, students are NOT able to resubmit an assignment that has been graded. In consultation with the course coordinator the SACO may direct a student to repeat an assignment.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under 'Procedures for Appeal Against a Final Result' (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html
Return of Assignments

Students can collect their hardcopy assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style

In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convener. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html

Text and Resources:

Principle Text:

- SOCA3420 Book of Readings (Reader/Study Kit)

Recommended sources:

Books and Monographs:


**Electronic Sources:**

- Global Society [journal]
- World Development [journal]
- International Journal of Social Welfares [journal]
- Social Problems [journal]
- Social Choice and Welfare [journal]
- Social Philosophy and Policy [journal]
- Studies in Comparative International Development [journal]
- Globalizations [journal], The Global Studies Journal [journal], Journal of World-Systems Research [journal], Global Governance [journal]
- Portal: journal of Multidisciplinary International Studies [journal]
- Asia Journal of Global Studies [journal], Journal of Global History [journal]
- Global-e [journal], Globalization and health [electronic source]
- Global health action [electronic source], Global health indicators / World Health Organization: View or Print: Global health indicators
- World Health Organization (online library publications), Bulletin of the World Health Organization (Online)
- Global public health [electronic source] : an international journal for research, policy and practice;
- Global change & human health [electronic source]
- New Global Studies [journal]
- Identities: Global studies in culture and power [journal]
- Global Justice: Theory, Practice, Rhetoric [journal]
- New Left Review [journal], Monthly Review [journal]
- New Internationalist [magazine], Human Development Reports [online source of data]
- Alternatives, local, global; International Sociology; Review of International studies; International politics; International Organisation; International Affairs; Capital and Class; Millennium; Mobilization; Socialist register; Development and Change; Third World Quarterly; World Politics; Global Networks; Review of international Political Economy; Political Geography; Public Culture; Society and Space; Foreign Affairs.

Useful Databases:
- Current Contents – JSTOR - The Scholarly Journal Archive
- Oxford Reference Online
- Proquest 5000
- Social Science Journals (ProQuest)
- Sociological Abstracts

Non-academic Sources of Reliable Information (look for their reports and publications):
- UNDP: http://www.undp.org/
- OECD: http://www.oecd.org/
- UNICEF: http://www.unicef.org/
- UNIFEM: http://www.unifem.org/
- United Nations Research Institute for Social Development: http://www.unrisd.org/
- World Trade Organization: http://www.wto.org/
- IMF: http://www.imf.org/
- UNCTAD: wwwunctad.org/
- The Transnational Institute: http://www.tni.org/index.phtml?&lang=
- The Institute for Policy Studies: http://www.ips-dc.org/
- Foreign Policy in Focus: http://www.fpf.org/
- Focus on the Global South: http://focusweb.org/index.php
- World Health Organization: http://www.who.int/en/
- International Health Organization: http://www.ihousa.org/
- UNICEF: http://www.unicef.org/
- See Global Alternatives Weblog for a more inclusive list of institutions.
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<th>Tutorial Activities</th>
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| 1    | March 1st | 1. COURSE INTRODUCTION Global Changes and Challenges Concepts, historical background, dimensions | • Discuss your expectations of doing this course;  
• Check the Blackboard; closely read the Course outline and the Additional Information; familiarize yourself with the course requirements especially the assignment tasks; prepare for a general discussion of the course, objectives, structure, key concepts  
• Discuss the course outline with your tutor especially if any clarification is needed. |
|      |         | 2. CONTESTED MEANINGS of globalisation, global transformations, global issues, global problems/crises, dimensions of human welfare.; identifying key issues;  
• Introduction of subject and course administration  
• What are the biggest problems of today’s world? | |
| 2    | March 8th | Effects of Global Change/Globalization: Is Human Welfare in decline? perspectives, ideas, theories, studies, literature | **Class Discussion:** What are the major impacts of globalization on human welfare? What is the best approach to studying the effects of globalization processes; discuss the strengths and weaknesses of alternative perspectives.  
**Enrolment for Tutorial Group Presentation is due this week** |
<p>| 3    | March 15th | The Globalization Project and its Disharmonies: shifting ideologies, global policies and development agendas, global capitalism, post-welfare state | <strong>Class Discussion:</strong> Do the economic liberalization and free trade help societies overcome their social problems? To what extent has the neoliberal agenda become globalized? |
| 4    | March 22nd | Global Nexus of Inequality-Poverty: global North/global South, global inequalities, global poverty, development, etc. | <strong>Group Presentation and Class Discussion:</strong> Has the gap between the global north and global south widened in the last few decades? Has the global poverty decreased? How have different processes of globalisation affected different types of social inequality? |
| 5    | March 29th | Global Challenges to Economic/Financial Security: income, employment, division of labour, financial stability, labour standards | <strong>Group Presentation and Class Discussion:</strong> Can we detect a trend towards a more stable world economy and higher employment rates among the globalized economies in the last three/four decades? |
|      |         | Semester Recess – Friday 2 Apr. – Friday 9th Apr. | |
| 6    | Apr. 12th | Global Challenges to Democracy: democratic and civil rights, empowerment, participation, self-determination, | <strong>Group Presentation and Class Discussion:</strong> Has the world become a more democratic place? Has the globalization of capitalism facilitated political freedom at the national level? |</p>
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| 7      | Apr. 19<sup>th</sup>         | **Global Challenges to Health and Wellbeing:** global health, pandemics, pathologies of globalization, water and food security, sanitation  
Group Presentation and Class Discussion: How do different aspects of globalization influence public health? Does globalization have similar consequences for different societies? Discuss your answer regarding different social scientific views on globalization and public health. |
| 8      | Apr. 26<sup>st</sup> Monday   | Public Holiday, No Lecture, consult online lecture notes  
**Global Crime and Corruption:** what aspects of global changes have been associated with increase/decrease in the rates of crime and levels of corruption?  
No Tutorials |
| 9      | May 3<sup>rd</sup>            | **Global Environmental Challenges:** climate change, pollution, population movements, resources, A shrinking planet? Ecological Imperialism?  
Group Presentation and Class Discussion: To what extent the ecological impacts of economic globalisation can limit globalisation processes (as backlashes)?  
Is the current International Climate Change regime effective in dealing with the Global Warming problem? Discuss the roots of recent global food crisis; |
| 10     | May 10<sup>th</sup>           | **Global Challenges to Security, Peace, and Human Rights:** terrorism, ethnic conflicts, cultural/religious clashes, violence, peace, human rights abuses,  
Group Presentation and Class Discussion: Does the globalization of economic openness/liberalization enhance peace or reduced the frequency and severity of international/local conflicts? In what ways can global insecurity be explained in terms of global inequality? |
| 11     | May 17<sup>th</sup>           | **Global Change and Education:** access to education, internationalization of education, managerialism,  
Group Presentation and Class Discussion: How global have become the Western systems of education and knowledge? What are the consequences of this for local knowledge and educational systems? Discuss the impacts of corporate globalization on (higher) education (in terms of accessibility or quality)? |
| 12     | May 24<sup>th</sup>           | **Towards a Global Welfare Regime?** How to influence global change and how to deal with global problems  
Group Presentation and Class Discussion: What changes do we need to pursue to tackle the global challenges to human welfare? Where do we stand as individuals in dealing with global issues? What role can/must we play? |
| 13     | May 31<sup>st</sup>           | Reading Break, Consultation  
No Tutorial  
**Major Essay due on Tuesday 8<sup>th</sup> June, 5 pm.** |
Assignment tasks and Marking Criteria

Assignment 1: Group presentation and class discussion – case study worth 20 % (Weeks 4—7, and Weeks 9-11)

In Week 1/2, your tutor will divide the class into SEVEN small groups. Each group will choose and register for ONE week out of Weeks 4-7 and Weeks 9-11. The members of the group will equally and collaboratively prepare for a 20-min group seminar at the beginning of each tutorial session followed by a broader class discussion or Q&A.

Your presentation needs to be structured around the discussion of your answers to the relevant ‘Critical Questions’ by focusing on a Case Study. The case study that you choose must be relevant to the topic of the week in which you give presentations. Students are encouraged to choose their case studies from the outside the reading set. The list of “Further Readings” for each week and “Recommended Sources” will provide you with a number of useful sources to choose or expand on your case study.

Why Group Presentation? One of the aims of these group seminars is to develop your spoken as well as team work skills through group presentations, arguments, and discussions on an important global social problem/issue. Many of the jobs that you may apply for in future require you to show evidence about your ability to effectively participate in team works and deal with the dynamics/challenges of such tasks.

How to structure your presentation: You will start with a description of the case/issue then carry on with a discussion of how the ideas explained in the relevant readings/literature and the lectures can help you understand and analyse the case. In order to stimulate a productive class debate, it is strongly recommended that you draw on at least two contesting or contrasting views/perspectives/ideas.

Hints: Depending on the topic of the week, the case/evidence that you will focus on can be: (1) a catastrophic event like 9/11 terrorist attack, the rise or fall of a dictator, or a disastrous environmental incident like a plant chemical/nuclear leakage; (2) a social, economic, political or environmental problem/issue like global food crisis, global warming, sex trafficking, AIDS/HIV or global financial crisis; or (3) a social phenomenon like the rise of poverty, gender inequality, fundamentalism, ageism, or racism in a particular society. The evidence must either have a global dimension or be explained in terms of global factors/changes (such as international policies, ideologies, corporations, global capitalism, global inequality, international organizations etc.).

Assessment Criteria: Each individual member will be marked in terms of his or her performance and in accordance with the following criteria:

- Evidence of having read the set readings thoroughly and thoughtfully
- At least, one RELEVANT Case Study, example or evidence (preferably from outside the Book of Reading) included;
- The relevance of the case to the topic is shortly but clearly delineated;
- Ability of participants in drawing on the ideas presented in the relevant readings/literature and lectures in analysing the case study;
- A reasonable number of salient points and stimulating questions are raised;
- The group presentation is well structured and well timed.

Assignment 2: Group Presentation Report (1500 words per individual member) worth 30 %, due one week after group presentation – Submit a hard copy to your tutor

Each group will write and submit a report together on their seminar. In order to do this, they may arrange meetings and exchange their ideas through liaising with each other. In order to save time, this process can also be implemented as a part of the group’s preparation for their seminar presentation. Reports should reflect include:

1. A short but coherent summary of the discussion of the Case Study;
2. A short self-assessment of their own group seminar: i.e. what they could learn through the preparation, presentation, and class discussion as well as the strengths and limitations of their
presentation.

3. A reflection on the core themes and arguments emerged from the in-group and class discussions;

4. A reflection on the links and connections the group could explore between the literature/readings and their Case Study;

Addressing the above items can be divided between the group members. In order to facilitate the assessment of each individual’s contribution, the members of the team are supposed to participate in writing the group report by providing at least a 1500 word draft. The individual drafts must be attached (as Appendixes) to the group report as the evidence of contribution although they will not be marked.

Reports will be assessed in terms of the following criteria:

- A clear report on the main issues as explored and examined through the group debate
- At least, one RELEVANT case study, example or real evidence (as discussed in the group) is included in the report
- Ability to clearly articulate a summary of the views developed through the group debate (including the agreements and disagreements within the group)
- Ability to CRITICALLY reflect on the literature
- Ability to assess the outcomes of presentation and debates.
- Consistency and clarity of written expression
- Ability to develop an insightful conclusion (at the end)
- Lucid writing style, correct spelling, grammar and expression
- Proper referencing (sources are properly acknowledged inside the text and in the bibliography)

Assignment 3: Major Essay (2500 words) worth 50 %, ELECTRONIC COPY due on Tuesday 08 June 2010 through Turnitin as well as a hard copy through hubs

Develop a Research Essay Questions (preferably relevant to the topic on which you have given your presentation). You are encouraged to write an Essay Plan or an initial draft of your essay and discuss it with your course coordinator by the end of Week 10. Your tutor will assist you in developing your essay question and structuring your argument. In your essay, you will develop an analytical argument by choosing only one of the following modules:

Module 1. The global causes of a local/national social problem (like AIDS in South Africa, hunger in Haiti, the 2001 economic crisis in Argentina, etc.) as well as your assessment of the policies/measures taken at the local/national level to deal with the problem regarding its global/international components (see Figure 1).

Module 2. The impacts of a single global problem/issue (like global warming, global financial crisis, rise of China, Nuclear race, global diseases, or global war on terrorism, etc.) on any particular aspect of the human welfare in at least two different locality (preferably one
from the Global South and the other from the Global North), as well as your assessment of global policies or responses in dealing with the problem and its consequences (see Figure 2).

**Figure 2.**

A Global Problem/Issue

- Local/National Welfare 1
- Local/National Welfare 2
- Local/National Welfare 3

| Global/International Policies, Measures, Responses |

**The rationale:** This assignment will help you develop three professional skills that are essential in many careers in the area of social sciences: (1) designing inquiries around social problems; (2) investigating the root causes of a social problem; and (3) evaluating the appropriateness of policy responses.

Your major essay will be assessed according to the following criteria:

- Ability to develop an appropriate research question
- Clearly answers the research question
- Addresses the topic and explores its implications
- Depth and breadth of literature review and research; identifies relevant issues in the literature
- Adequate data or information and appropriate empirical evidence/case provided to support the argument
- Not just descriptive, but also explanatory
- Originality of analysis (able to develop an independent and critical argument beyond the set reading, not just repeating the available analyses)
- Appropriate title
- Insightful introduction (clearly shows the aims of essay and outlines its structure)
- Logically structured argument (easy to follow the logic)
- Insightful conclusion (a short clear answer to the research question as well as a short discussion of implications and findings)
- Proper, correct and consistent style of referencing inside the text
- Adequate number of sources with academic quality
- Consistent Bibliography
- Well-written, correct spelling and grammar
- Stylistically consistent

**NB.** It is the responsibility of the students to make sure that they have fully understood the requirements of the assignment items and assessment processes. Should any clarification needed, you are welcome to contact me and I will be more than happy to answer your queries as part of my responsibilities. To make this more efficient, I have already set up a FAQs section on the Blackboard.
DETAILED WEEKLY PROGRAM

Week 1 / March 1th
Global Changes and Challenges: Contested Meanings and Interpretations

Topic:
Contested meanings of ‘globalisation’, ‘global change’, global problems/crisis/issues, and human welfare; identifying the major global issues? How global are the global problems and challenges to human welfare;

Critical Questions:
▪ How global is globalization? Is globalization a myth, a buzzword or reality? Can it be useful as a sociological concept? Discuss the differences between the concepts of ‘globalisation’, ‘global change’, ‘regionalization’, ‘internationalization’; discuss the dimensions of globalisation; historical waves of globalisation.
▪ What are the major global transformations and what are the greatest global problems? How these two are related? How global are global problems and how are they related to global transformations?

Readings for discussion:

Further readings:


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**Week 2 / March 8th**

**Effects of Globalization (global change): Impacts and Consequences for human welfare**

**Topic:**
Is the global human welfare in decline? Perspectives, ideas, theories, studies, literature

**Critical Questions:**
- What are the major impacts of globalization on human welfare? What is the best approach to studying the social, economic, ecological and political impacts of globalization processes; discuss the strengths and weaknesses of alternative perspectives.

**Readings for discussion:**

**Further readings:**

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**Week 3 / March 15th**

**The Globalization Project and its Disharmonies**

**Topic:**

Shifting ideologies, global policies and development agendas since the 1980s

**Critical Questions:**

- To what extent has the neoliberal agenda become globalized? What shifts in public and economic policies have been implemented since the end of Cold War and what are the consequences of such changes for human development, welfare and social justice?
- Have the economic liberalization and free trade helped societies overcome their social problems? To what extent can we attribute the current major global issues to such policy shifts? Compare a developed society and a developing one.

**Readings for discussion:**


**Further readings:**

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**Week 4 / March 22nd**

**Global Nexus of Inequality-Poverty**

**Topic:**
Global North/global South, global inequalities, global poverty

**Critical Questions:**
- Has the gap between the global north and global south widened in the last few decades? Has the global poverty decreased?
How do different processes of globalisation affect different types of social inequality (within and between societies)?

Examine this proposition at the global level: “economic growth alleviates poverty”

Readings for discussion:

Further Readings:


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**Week 5 / March 29th**

**Global Challenges to Economic Security and Labour**

**Topic:**
Implications of globalisation for financial stability, employment or job security, division of labour, financial stability, labour standards

**Critical Questions:**
Discuss the impacts of global/regional financial/economic crises on people’s life in different societies. How immune are the poor to these fluctuations and instabilities.

Assess the current world status in terms of employment and economic security. Can we detect a trend towards a more stable world economy and higher employment rates among the globalized economies in the last three/four decades?

How has the economic globalization affected the division of labour across the world and what are the consequences of these changes for the patterns of labour migration and labour standards in the developing and developed countries?

**Readings for discussion:**


**Further Readings:**


Week 6 / Apr. 12th
Global Challenges to Democracy

Topic:
Democratic transitions in the age of globalization: sustainable or unsustainable?

Critical Questions:
• Has the world become a more democratic place since the end of Cold War and the proliferation of new Information and Communication Technologies (ICTs)? Has economic liberalization facilitated political freedom at the national level in developing societies? Has democracy found a better chance to become globalized since the collapse of Communism? What are the obstacles? Are the institutional bases of democracy at the national level are no longer strong enough to deal with global problems? Would this require the democratization of global governance?
• Discuss this motion: “Economic liberalization may not be a sufficient condition for democratization but it is certainly a necessary condition”.

Readings for discussion:

Further Readings:


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**Week 7 / April 19th**

**Global Challenges to Health and Wellbeing**

**Topic:**
Global health, pandemics, pathologies of globalization, water and food security, sanitation

**Critical Questions:**

- How do different aspects of globalization influence public health? Does globalization have similar consequences for different societies? Discuss your answer regarding different social scientific views on globalization and public health.

- How can global socio-economic inequalities explain public health problems and the spread of diseases?
How can one explain the health inequalities within countries and between countries in terms of main socio-economic factors?

Readings for discussion:

Further Readings:

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### Week 8 / Apr. 26th

**Global Crime and Corruption**

**Topic:**
War crime, torture, corruption, corporate crime, trafficking human beings (sex and organs)

**Critical Questions:**
- What aspects of global change have been associated with increase/decrease in the rates of crime and levels of corruption? Discuss the role of transnational corporations and transnational capitalist class in the globalization of crime.
- Is it easier today to control trafficking human beings and drugs as the potential for cooperation among the nations has allegedly become stronger? Or, in general, have the necessary mechanisms for controlling crime and corruption become as global as the crime and corruption themselves?
- What are the consequences of transforming state authority and sovereignty for dealing with the growing networks of crime and corruption in the neoliberal political context?

**Readings for discussion:**

**Further Readings:**
Week 9 / May 3rd
Global Environmental Challenges: a shrinking planet? Ecological imperialism?

**Topic:**
The globality of environmental problems; major ecological challenges and green responses; climate change, pollution, population movements, resources

**Critical Questions:**
- To what extent the ecological impacts of economic globalisation can limit globalisation processes (as backlashes)? How have the different historical waves of globalisation affected the environment? Has the economic globalisation been environmentally sustainable? Or, in contrast, has it fostered a new colonization of nature? Support your argument with some examples from recent public debates such as global climate change debates.
- Is the current International Climate Change regime effective in dealing with the Global Warming problem? What are the major global obstacles to the necessary critical actions for saving the planet? Explain how global inequalities and global ecological problems are intertwined.
- Discuss the roots of recent global food crisis;

**Readings for discussion:**

**Further Readings**

**Week 10 / May 10th**

**Global Challenges to Security, Peace, and Human Rights**

**Topic:**
The globalization of terrorism, ethnic conflicts, cultural/religious clashes, violence, peace, human rights abuses,

**Critical Questions:**
- Motion: “No two countries that both had McDonald’s had fought a war against each other since each got its McDonald’s” (Friedman 2000: 248); what does this motion imply? Do you agree? Back up your argument with evidence.
- Does the globalization of economic openness/liberalization (or free trade) enhance peace or reduce the frequency and severity of international/local conflicts?
- Is ‘clash of civilizations’ the best notion to describe the post-Cold War era? How likely is the emergence of a new nuclear arm race in the post-Cold War era?
In what ways can global insecurity be explained in terms of global inequality? Does the concept of Global Security need to embrace environmental and social concerns?

Readings for discussion:

Further Readings:
Week 11 / May 15th
Global Changes, Power and Education

Topic:
Access to education, internationalization of education, managerialism, marginalization, commercialization of education

Critical Questions:
- How global have become the Western systems of education and knowledge? What are the consequences of this for local knowledge and educational systems? Can we talk of a global educational hegemony?
- Discuss the impacts of corporate globalization on (higher) education (in terms of accessibility or quality)? Or discuss the consequences of the intensification of world market competition for the education sector?
- Is a globalized educational system more likely to reproduce socio-economic inequalities compared to a locally governed one?
- Has the world become more equal/unequal in terms of peoples’ access to education in the last few decades? What factors can explain this?

Readings for discussion:

Further Readings:

- World Bank’s publications and databases on [global education](#);
- UNESCO’s publications and reports on [global education and literacy](#);

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**Week 12 / May 24th**

**Global Justice, Welfare and Democracy**

**Topic:**
How to influence global change and how to deal with the major global problems

**Critical Questions:**
- What changes do we need to have to tackle the global challenges to human welfare? What roles can different actors/agents play? (from Individuals to Global Institutions)
- Where do we stand as individuals in dealing with global issues? What role can/must we play? How can we influence change towards a just, sustainable world economic system and a genuinely democratic governance?

**Readings for discussion**


Further Readings:


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<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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