


GCA Coursework 2: Reflective Mind Map

- Assignment topic & format
- Identifying appropriate materials
- Sorting and connecting your materials
- Producing a coherent reflection
- Structuring and formatting your mind map
- Examples
- Timeline
- Ways to ask questions and get feedback
- Marking Criteria

 Bournemouth University Faculty of Media and Communication	Coursework Assignment Brief		2020/21
	BA (Hons) Multimedia Journalism BA (Hons) Communication & Media BA (Hons) Politics		Level 5
	Global Current Affairs		
	Title of Brief: Reflective Mind Map (Coursework 2)		This assignment is a formal element of coursework worth 50% of the overall unit <u>mark</u> (Each piece of coursework may vary according to the unit)

THE BRIEF

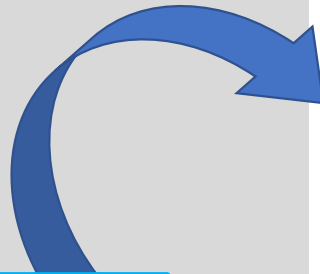
You will create a **reflective mind map** using materials and information from every week of Global Current Affairs teaching (lecture and multimedia content).


Format: one single PowerPoint slide, 140cm x 140cm (poster size). You can set the size of your PowerPoint slide by selecting 'Design' on the main menu, then 'Slide size' and then 'Custom size'.

This assignment combines **knowledge acquisition, reflection, information curation and visualisation:**

GCA Coursework 2: Reflective Mind Map

Start by downloading
and reading the
Assignment Brief
(under Assessment)



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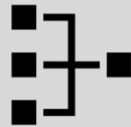
This assignment combines:



knowledge acquisition



reflection



information curation



visualisation



You should cover the following **four questions** *through the components of the mind map and only using a limited amount of text as captions to the visuals:*



- What are the most **important or interesting** things you learned each week and why?



- How are they **linked** to each other and what **story** do they tell us about the **state of the world**?



- What are the top **challenges** facing (a) **global security** and (b) **sustainability**?



- Who are the main actors driving global change (**change-makers**)?



You don't have to answer these four questions in separate sections of the map, but the answers to those questions should be clear, not assumed or implicit.

GLOBAL CURRENT AFFAIRS UNIT CALENDAR

Please note this is indicative. The order and content of topics may change.

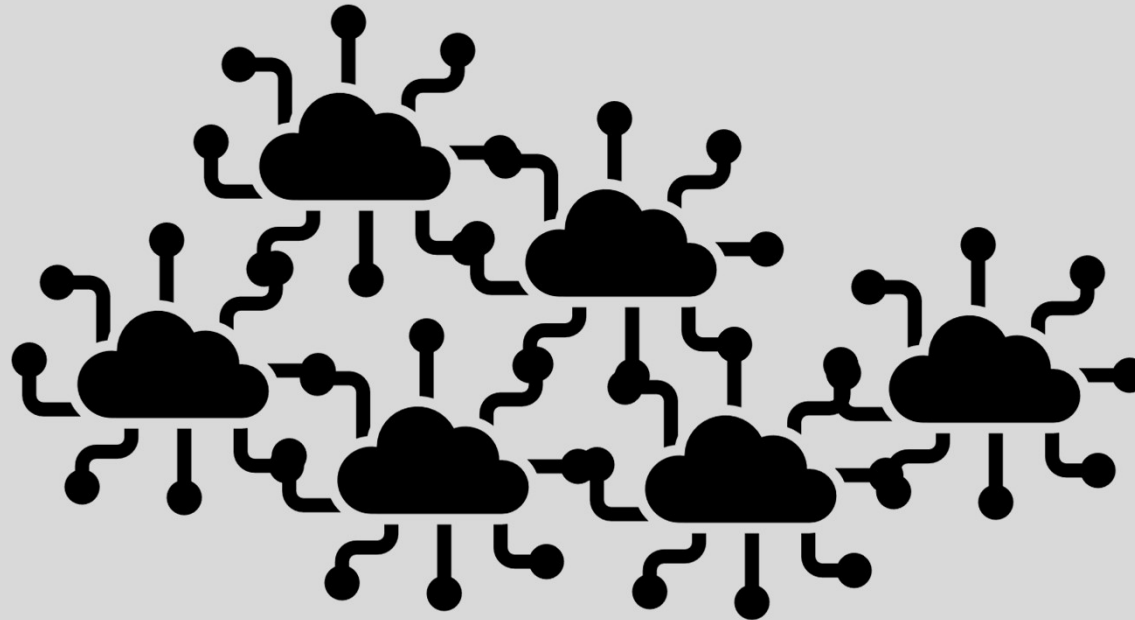
Week	1	2	3	4	5	6	7	8	EASTER BREAK	9	10	11	12	13	14
Facility Week	31	32	33	34	35	36	37	38		42	43	44	45	46	47
Dates	1-5 Feb	8-12 Feb	15-19 Feb	22-26 Feb	1-5 Mar	8-12 Mar	15-19 Mar	22-26 Mar		19-23 Apr	26-30 Apr	4-7 May	10-14 May	17-21 May	24-28 May
Theme	Cold War		Putin's Russia & New Cold War		Nuclear Ambitions	Middle East		Terrorism		Obstacles to Sustainability		China	New World Disorder		
Topics	Intro	Cold War 2	Putin's Russia 1	Putin's Russia 2	Iran	Israel / Palestine	Arab Spring, Wikileaks	Islamist terrorism		IOC, Africa	Environ-ment	China	Questions and future trends	no teaching	no teaching
	Cold War 1	Post-Cold-War World	Post-9/11 World	New Cold War	North Korea	Saudi v Iran	Syrian Civil War	European Cohesion	Cyber / Pollution	Water, UN, SDGs	Covid / governance	Global trends, AI			
Course-work															
															Cwk 2 Reflective Mind Map 27/05

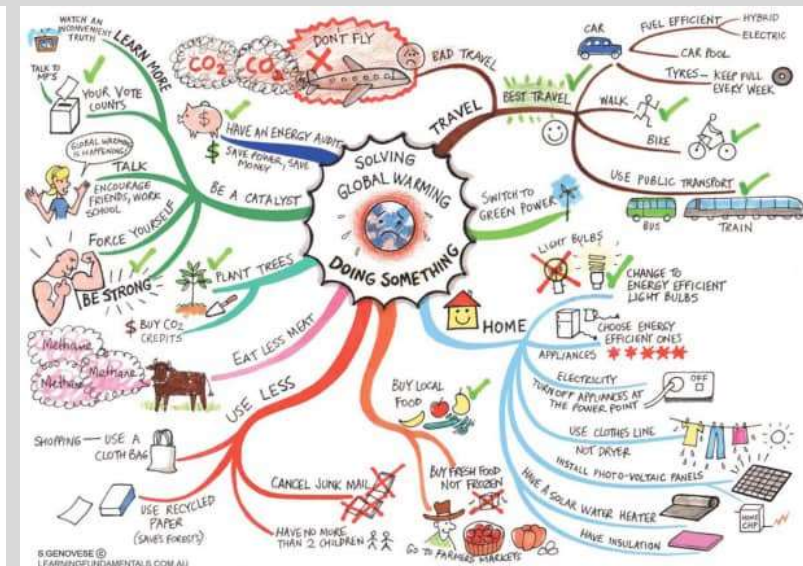
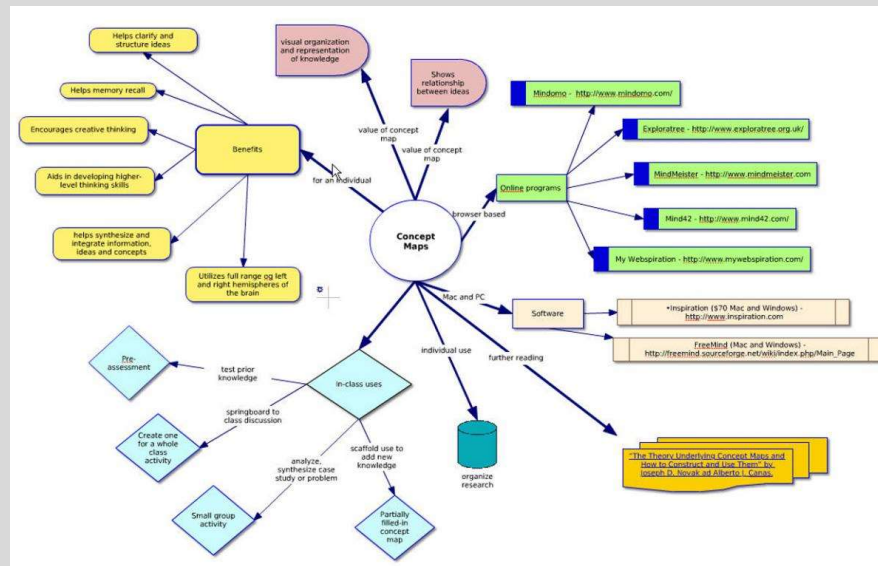
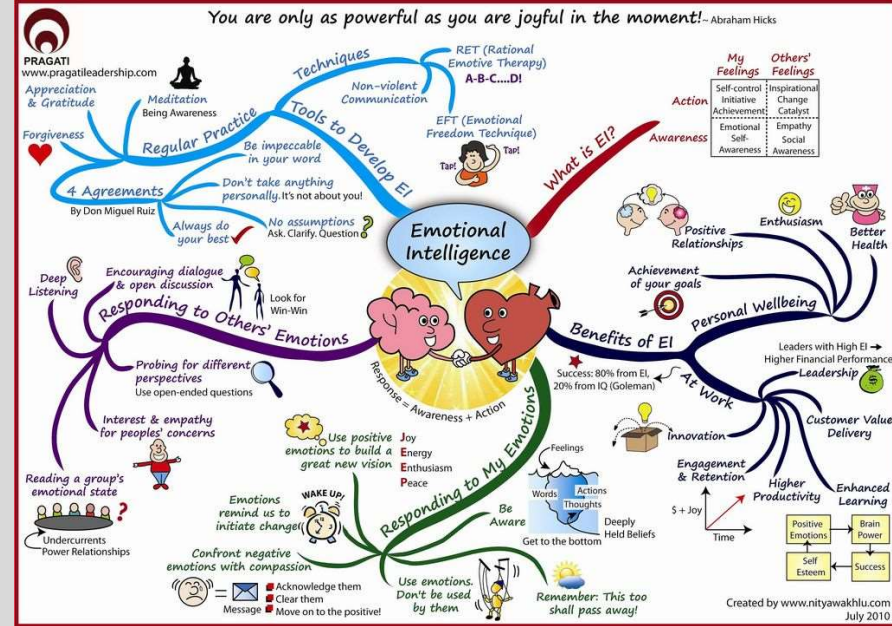
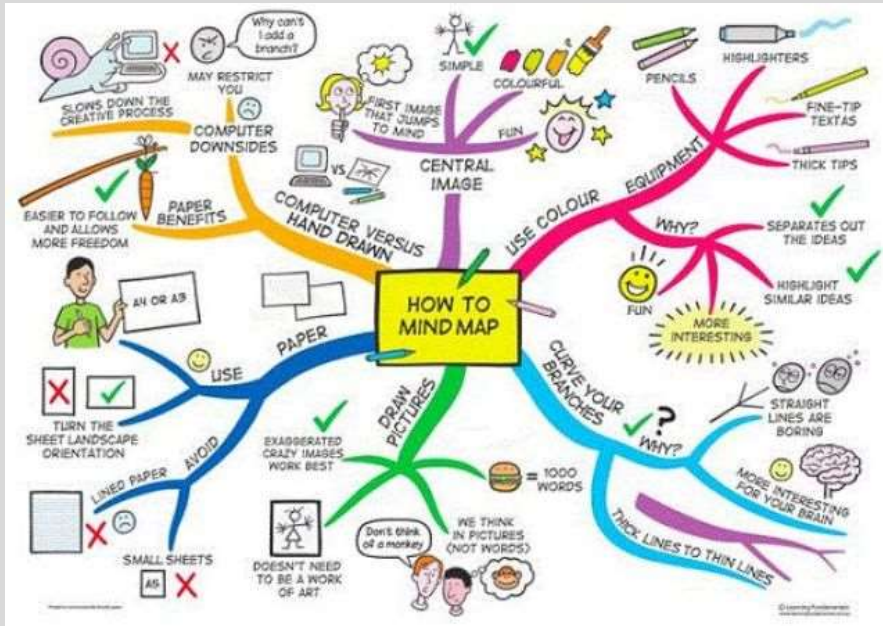
1

Step 1: you will be reflecting on the most important and interesting things you learned each week, and selecting/curating bits of data (**'components'**) from the lecture/multimedia content posted on Brightspace

2

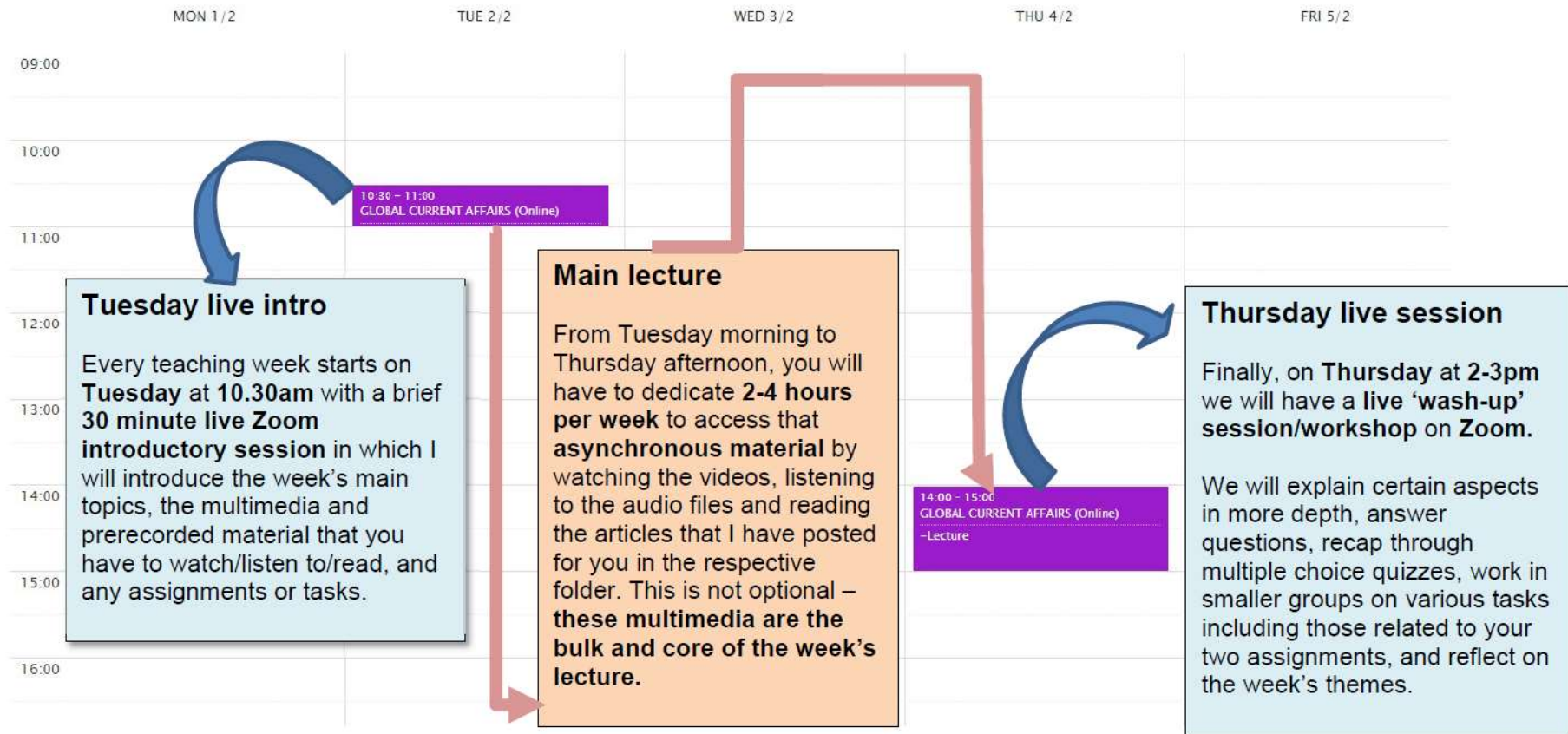
Step 2: you will **map and link** these bits of data/knowledge ('components') on a large mind map so as to identify key global challenges and global change-makers.





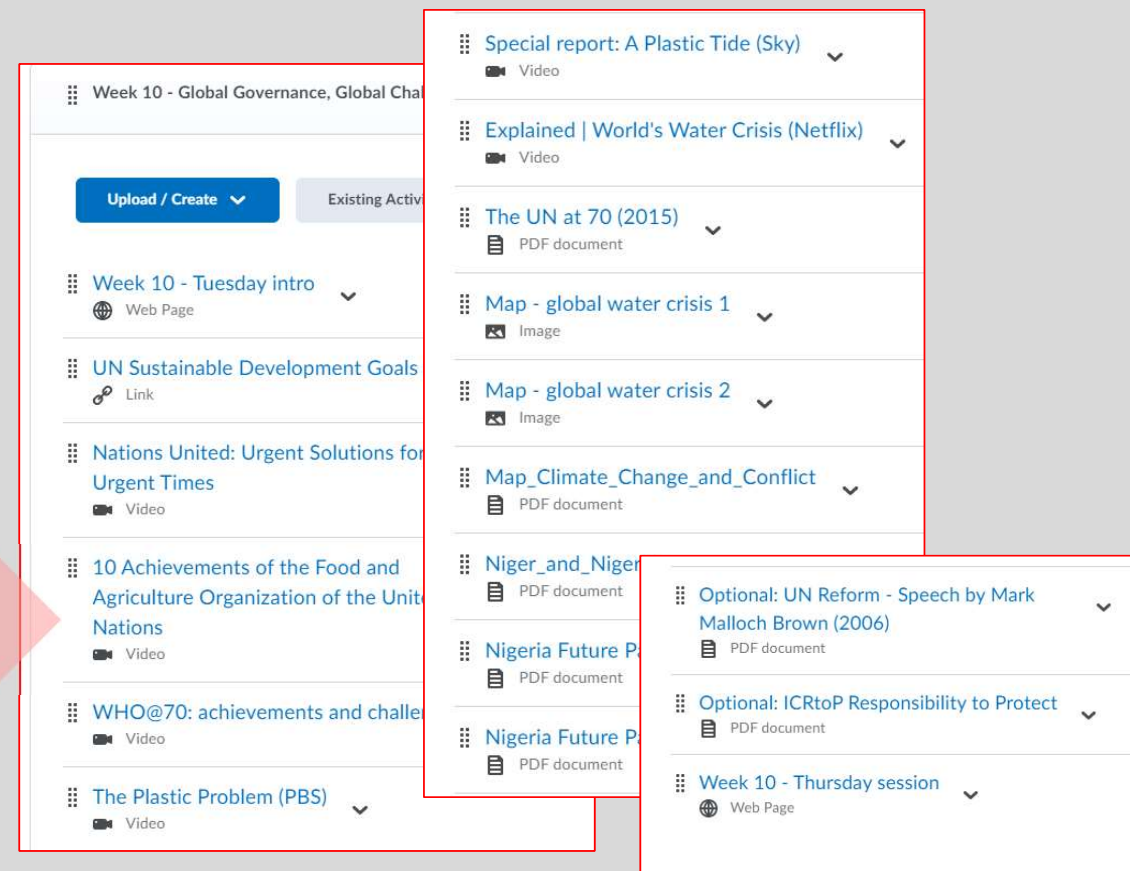
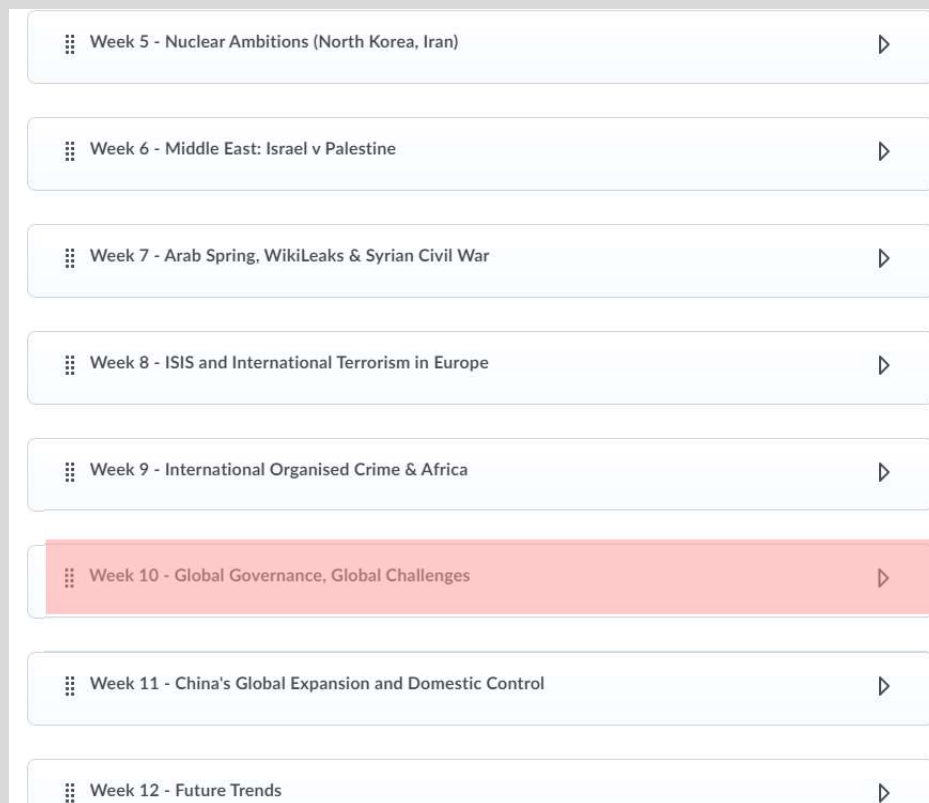
Don't worry about the distinction between mind and concept maps – either is fine

GLOBAL CURRENT AFFAIRS WEEKLY TEACHING SCHEDULE



Components can include stats, facts, historical context, graphs or infographics, maps, images of events, people or places, screenshots from videos, short quotes from the literature or interviewees or documentaries etc.

There has to be **at least one component** from each week of GCA teaching.



Facts & Figures

13,900 nuclear warheads in the world

Shadow economy = **20%** of Global GDP

Russia will provide China with **365 million** metric tons of **oil** over **25 years** for **\$270 billion**

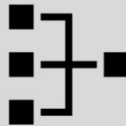
3 January 2020: Trump orders the assassination of **Soleimani** → US drone strike near Baghdad International Airport (Iraq) kills Soleimani + 9 others

70,000 cubic meters of **seaweed** cleared up every summer off beaches in Brittany (France) alone

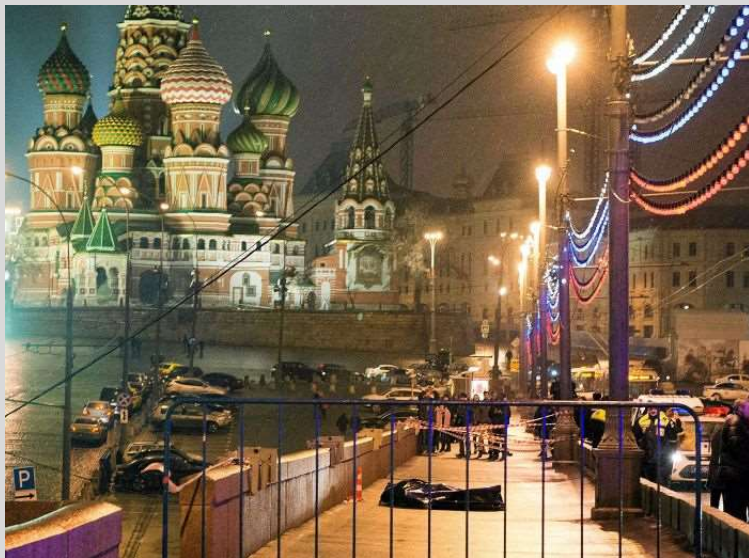
Toxic waste industry = worth **€7 billion**

In **July 2019**, **Iran** exceeded the agreed-upon limits to its stockpile of low-enriched uranium, and then began enriching **uranium** to the higher concentration used in medical isotopes, still far short of the 90 percent purity required for weapons.

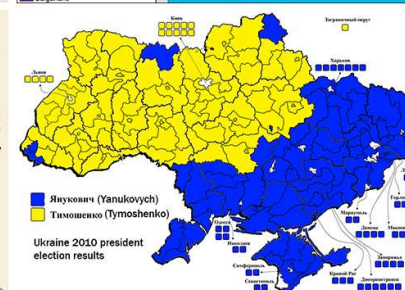
Icons & Symbols



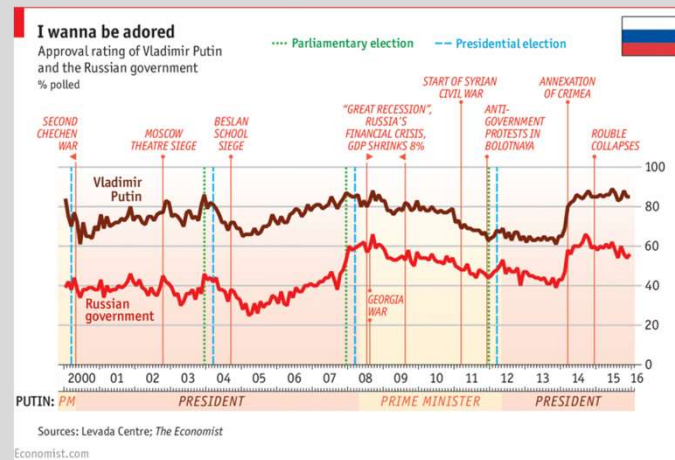
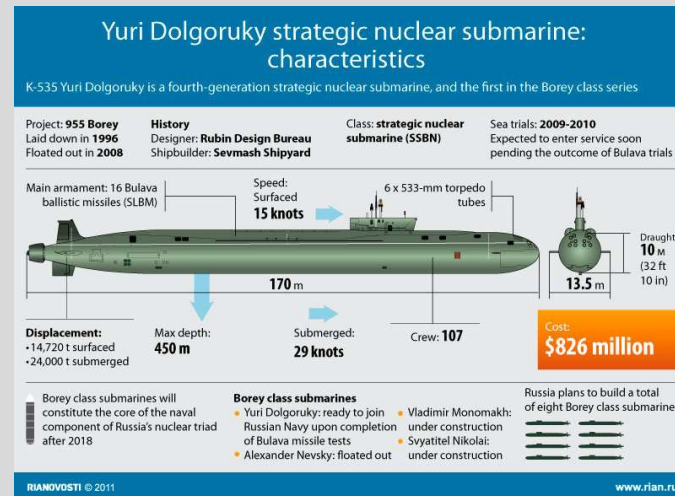
Photographs



Maps



Infographics Graphs Charts



Trident

The UK's sea-based nuclear weapons system has three parts: submarines, missiles and warheads. Only one submarine is on patrol at any one time and it is on several days' notice to fire.

The submarines have a lifespan of around 30 years due to end in 2028. If the system is to be replaced without gaps in patrols, a decision on its future must be taken by 2016.

The UK has four Trident submarines

At any one time there is:

1. armed and at sea
1. undergoing maintenance
2. in port or on training manoeuvres

Each submarine can hold:

135 crew | 8 missiles | up to 40 warheads

Range of UK's Trident missiles



Size of submarine

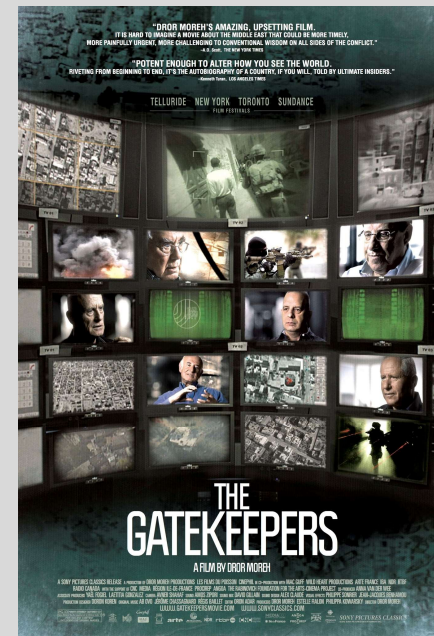


Boeing 747



Sources: Stockholm International Peace Research Institute Yearbook 2013, International Campaign to Abolish Nuclear Weapons and Federation of American Scientists

Screenshots or posters from videos & films



Lecture slides

Key principles and theories in International Relations

Realism / Neorealism

Global politics = struggle for power

Thucydides, N. Machiavelli, T. Hobbes
E. H. Carr, H. Morgenthau, K. Waltz

International system = **anarchy**, competition, conflict
(‘zero-sum game’)

No higher power than states (**‘state-centric system’**)

Aims of states = survival = **security**, sovereignty,
resources = **power** = main currency

States = rational actors; mistakes exploited by others

Balance of power = self-regulated system

Always prepared for war → frightening other states →
security dilemma

Liberalism / Neoliberalism

Arch of history = bends towards **progress**

Voltaire, J. Locke, A. Smith, I. Kant
R. Keohane, J. Nye

States interdependence modifies anarchy →
cooperation needed for survival

International organisations (e.g. UN) and treaties =
international law, norms, human rights = global
structure

Non-interventionist liberalism = spread freedom by
example; interventionist liberalism = e.g. humanitarian
intervention

Globalisation, digital networks, NGOs, global
challenges = states less powerful, less relevant

Controlling domestic politics and the opposition

- Award-winning human rights campaigner
- Emblematic moral figure
- Documented hundreds of cases of abuse in Chechnya
- Worked for key human rights org *Memorial*
- Based in Grozny (Chechnya)
- Awarded the Anna Politkovskaya award in London
- Abducted from home and found shot dead in North Caucasus

July 2009

Natalia Estemirova

<http://news.bbc.co.uk/1/hi/8152351.stm>



Utilising terrorist (?) attacks to consolidate power

October 2002: Moscow theatre siege
Responsibility claimed by Chechen military groups

850 hostages
39 attackers + 129 hostages dead after Russian forces pumped
unknown chemical agent and raided the theatre
Led to tightening of Russia's control over Chechnya

<http://www.bbc.co.uk/science/horizon/2004/moscowtheatre.shtml>



Short quotes

“Our system will link together missile defence assets from different Allies – satellites, ships, radars and interceptors – under **NATO command and control**. It will allow us to defend against threats from outside the Euro-Atlantic area” (*NATO Secretary-General*)

[**R2P** is “...the most important shift in our conception of sovereignty since the Treaty of Westphalia in 1648” (*Anne-Marie Slaughter*)

“Since the end of the Cold War we have seen no decrease in the numbers of **undeclared Russian intelligence officers** in the UK – at the Russian Embassy and associated organisations – conducting covert activity in this country” (*Jonathan Evans, former Head of MI5*)

"The **Responsibility to Protect** is the most important and imaginative doctrine to emerge on the international scene for decades” (*Louise Arbour, ICG*)

Articles & Reports



Alexander Litvinenko
The Guardian's Audio Long Reads

Alexander Litvinenko: the man who solved his own murder

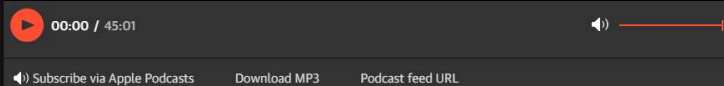
This week, the inquiry into the death of Alexander Litvinenko will deliver its findings. The former Russian spy was poisoned with a cup of tea in a London hotel. Working with Scotland Yard detectives, as he lay dying, he traced the lethal substance to a former comrade in the Russian secret service

Written by **Luke Harding**,
read by **Ruth Barnes** and
produced by **Simon Barnard**

Fri 29 Jan 2016 11:14 GMT



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How I lost a fortune in the great bitcoin robbery

Andy Pag thought he'd made a mint with an early investment in the world's first cryptocurrency. Then one day he checked his stash and it was all gone...

Andy Pag

ILLUSTRATION BY MICHELE MARCONI

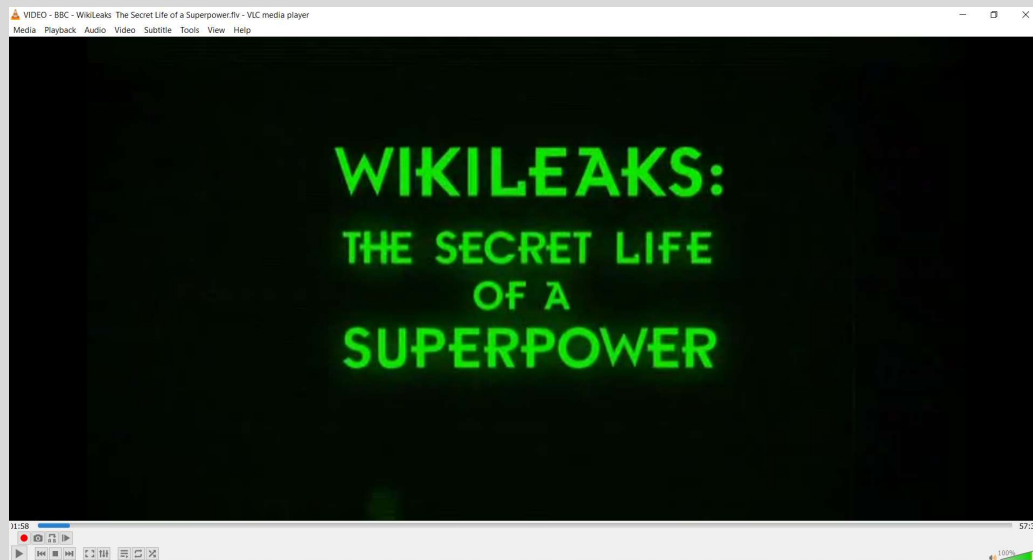
The Sunday Times, January 13 2019, 12:01am

Share Save

Week number:

Each component should be accompanied by the **week number** in which this material was taught (e.g. you include a screenshot from a documentary on WikiLeaks that was part of week 5 multimedia, so you should write 'week 5: WikiLeaks documentary' over/under that component).

This makes it easier to check that you've included materials from all weeks of teaching.



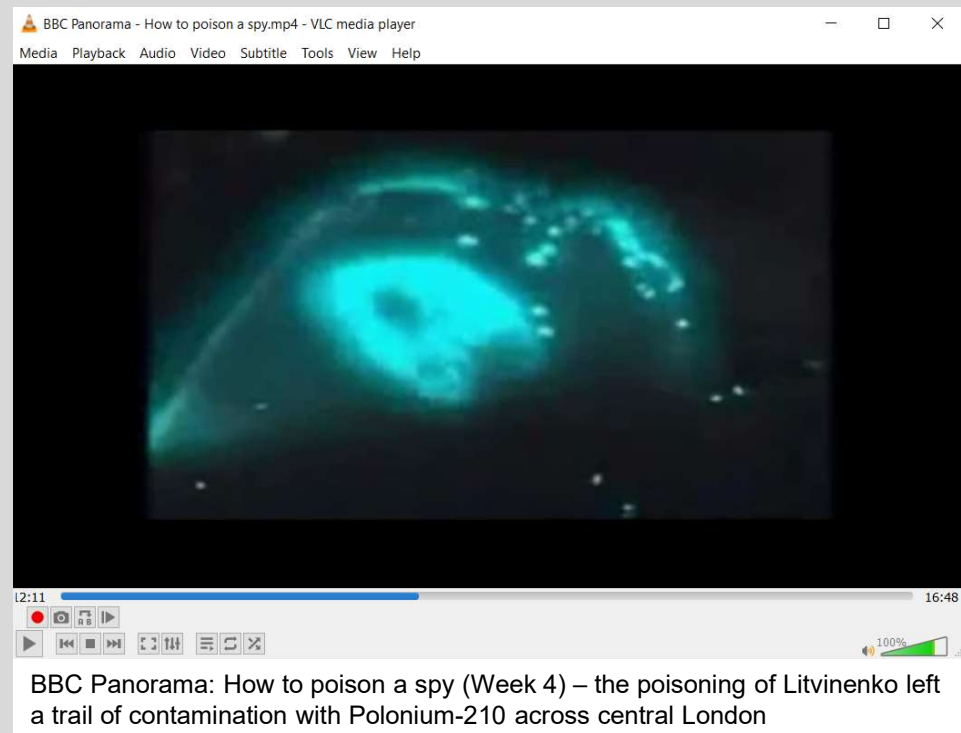
WikiLeaks: 'The Secret Life of a Superpower' (Week 5)

Captions:

Components *may* (but don't all *have* to have) short captions, contextualising them.

Some components will be self-explanatory (e.g. a key stat or interesting fact).

Others (e.g. a screenshot of a video or map or profile of a person) may need a short caption to explain what we're seeing, why you chose that and how it links to your overall themes/answers.



Links/storytelling:

You have to demonstrate the links between the different components or groups of components in your mind map, using arrows or lines or grouping components in clusters.

You can annotate your arrows and lines with short bits of text to explain the links.
DO NOT overload your shapes/visuals/map with text.
This is **not** a textual, but a visual assignment.

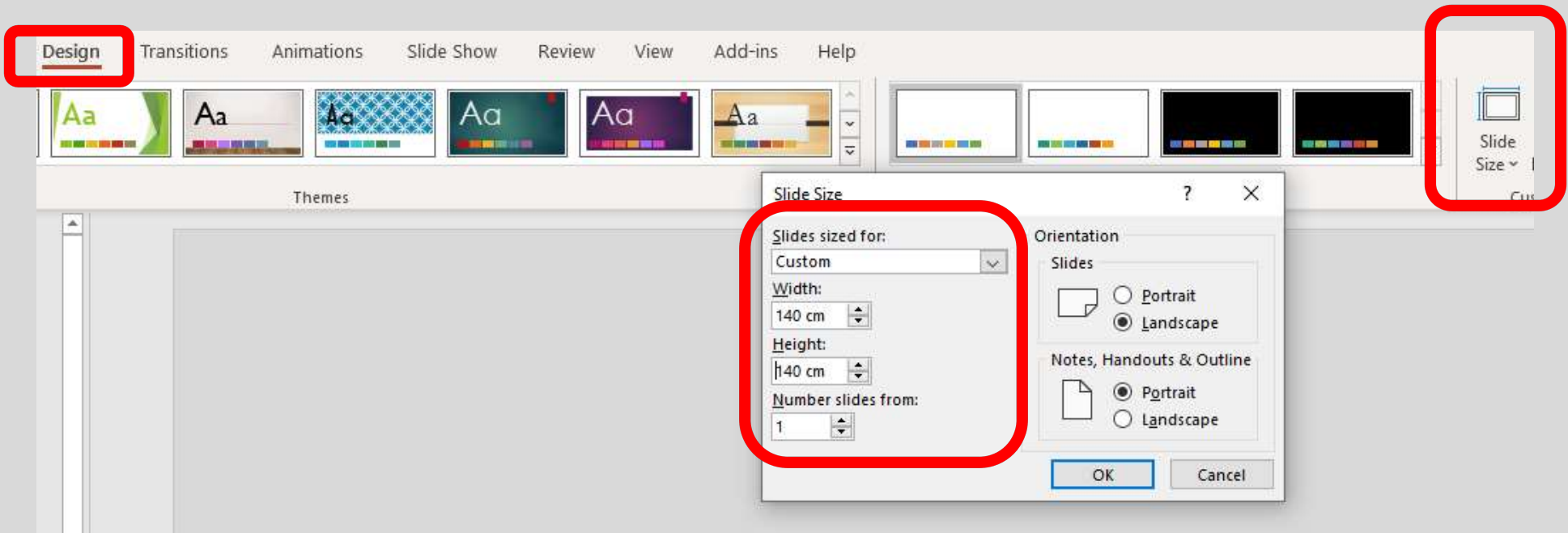
Rationale:

Through your mind map components (facts, figures etc), linkages, bits of text, and captions the following should be evident:

- *Why* are these facts/figures interesting or important?
- *Why* are these global challenges important?
- *Why* are these change-makers important?

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There is no indicative or maximum number of components - but stick to one 140cm x 140cm slide and make sure that, when zoomed in to 100%, everything is **easily accessible/readable**, and that the mind map is **coherent** overall.

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13,900 nuclear
warheads
in the world (Week 5)



In **July 2019, Iran** exceeded the agreed-upon limits to its stockpile of low-enriched uranium, and then began enriching **uranium** to the higher concentration used in medical isotopes, still far short of the 90 percent purity required for weapons. (Week 6)



BBC Panorama: How to poison a spy (Week 4) – the poisoning of Litvinenko left a trail of contamination with Polonium-210 across central London

Nuclear proliferation
+
lack of effective global regulation of CBRNs
=
single most important threat facing
global security and environmental sustainability

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Week 4 – Obama and Medvedev signed treaty that led to reduction of nuclear weapons

Nuclear proliferation
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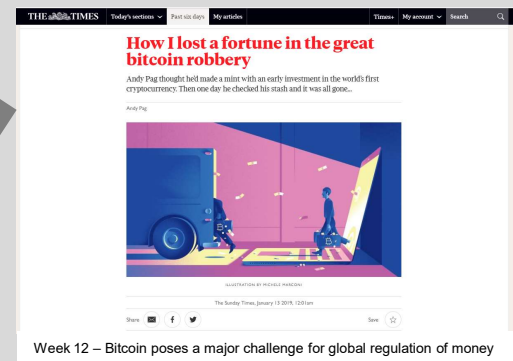
Global governance in need of radical reform



SUSTAINABLE DEVELOPMENT GOALS
17 GOALS TO TRANSFORM OUR WORLD



Week 10



Week 12 – Bitcoin poses a major challenge for global regulation of money

Referencing:

Your map should be accompanied by a list of references / sources used **on a separate slide, page or document**, using Harvard referencing.

Marking criteria – *use as checklist during the preparation of your mind map*

- ✔ Mind map is in the correct **format** (140cm x 140cm PowerPoint slide)
- ✔ There are components from **all weeks** of GCA teaching with clear **labelling**
- ✔ **Design** (including colour palette, font sizes, shapes etc) is slick, professional and user-friendly
- ✔ **Information architecture:** map is easy to read and coherent; information is structured and presented in a logical way, and the points made are clear
- ✔ There is a clear and strong **rationale** for the choice of components (why are they interesting, important and relevant?)
- ✔ The components chosen demonstrate good **familiarity** with unit content (i.e. not just material from lecture slides but delving deeper into each week's multimedia)
- ✔ Content shows **knowledge of contemporary history and global current affairs** (factual accuracy, depth of understanding of issues, engagement with a range of issues)
- ✔ Components are clearly and logically **linked** to others, creating **meaningful visual narratives**
- ✔ The map identifies **key challenges facing global security and sustainability** and these are adequately justified and contextualised
- ✔ The map identifies **key change-makers** and these are adequately justified and contextualized
- ✔ There is a complete and properly formatted **reference list** on a separate page/slide

Format: PowerPoint slide + PDF with references

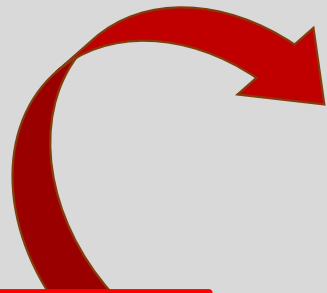
DEADLINE: Thursday, 27 May 2021 at 12pm



GLOBAL CURRENT AFFAIRS UNIT CALENDAR



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Course-work	START IDENTIFYING & COLLATING COMPONENTS FROM WEEK 1 ONWARDS IF YOU ENGAGE WITH EACH WEEK'S CONTENT → WELL-PREPARED TO PUT IT ALL TOGETHER													Cwk 2 Reflective Mind Map 27/05	

Post your questions in
the dedicated
Discussion Forum on
Brightspace





 Global Current Affairs 20/21 

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GCA Coursework 2 - Reflective Mind Map

This is a dedicated space for you to ask any questions regarding your second assignment, the Reflective Mind Map, due on Thursday 27 May.

Please note this is an individual assignment.

GLOBAL CURRENT AFFAIRS WEEKLY TEACHING SCHEDULE

