

**THE UNIVERSITY OF ADELAIDE**  
**SCHOOL OF HISTORY AND POLITICS**  
**POLITICS DISCIPLINE**

**HONOURS INTERNATIONAL STUDIES**  
**HANDBOOK**  
**2009**

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\* Availability of honours seminars are subject to enrolments and staff availability.

\*\* Please note that Dr. Elias will be on leave from early January until the end of September 2009. The acting honours convenor during this period will be Dr. Clement Macintyre.

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# THE UNIVERSITY OF ADELAIDE

## POLITICS DISCIPLINE

Honours 2009

### WHY TAKE HONOURS? - THE ACADEMIC PROGRAMME

Honours is the final year of an International Studies degree. It is a year in which you can specialise in International Studies, or combine International Studies with another discipline in a joint Honours programme. An Honours degree is a necessary qualification for anyone wishing to undertake postgraduate studies by research. The normal expectation of the Politics Discipline is that candidates wishing to enter a postgraduate programme should possess a good Honours degree (upper second class standard or better). Scholarships are decided on by a University committee and, in recent years, a first class Honours degree has been necessary to qualify for a scholarship.

The Politics Discipline has a large and active postgraduate school. If you would like further information please contact the Politics Discipline's Postgraduate Coordinator (for 2009, Prof. Carol Johnson). Also note that current postgraduates have indicated their willingness to be consulted. A good result in your Honours year can also make you eligible for the award of a scholarship for study abroad, either a Commonwealth Overseas Scholarship or an award offered by an overseas university. Information on all scholarships, both those tenurable in Australia and those for study overseas, can be obtained through the University Graduate Centre.

Qualifying yourself for postgraduate studies is not the only reason for taking Honours. These days it is not even the main reason. Honours is a specialist qualification that rounds off your course of studies, opening up new career and employment opportunities. In fact, it is a qualification that is increasingly in demand by current employers in both the public and private sectors. In the future the possession of an advanced qualification of this kind is likely to become ever more necessary.

### WHAT IS AN HONOURS DEGREE? – SPECIFICATIONS FOR THESES AND SEMINARS

An Honours degree in International Studies is made up of two separate components, the thesis and the coursework.

1. **The Thesis:** The Thesis is expected to be a piece of work of 15,000 words including references but excluding bibliography with an upward discretion of 3,000 words. A thesis of more than 18,000 words, including footnotes but excluding bibliography, will have marks deducted because it did not meet the specified length. Appendices are not included in the word count but must be relevant and necessary to the thesis. The thesis will be, like all research theses, involved with the development of a sustained argument around a specific topic. You will be individually supervised in this task by a member of the Politics staff. How you arrive

at who your supervisor will be, and what your topic will address, will be discussed at a preliminary meeting. You should take note that this project will be the most challenging and exciting you will have met in your academic career to date. At the end of the process a copy of your thesis will be lodged in the Barr Smith Library and one will be retained in the Discipline thesis library.

2. **Details of Seminar Presentations: All Honours students are required to take two of the elective subjects which are offered in semester one.** Each seminar paper is expected to be 6,000 words in length including references but excluding bibliography, with an upward limit of 7000. Papers that exceed this limit will have marks deducted.

Seminar courses in the first semester **commence in the week beginning 2 March 2009 (the first teaching week of the semester).** Seminars generally run for ten weeks (not counting the two week semester break). Part time students may be permitted to enrol in second semester electives (please see the Honours Convenor to discuss this).

Seminar courses in second semester **commence in the week beginning 27 July 2009.** Seminars generally run for ten weeks (not counting the semester break between).

**PREPARATION FOR AND ATTENDANCE AT ALL CLASSES IN EACH OF THE SEMINARS IS COMPULSORY. If you fail to attend classes without adequate explanation, you may be excluded from the course and your work not accepted for assessment.**

The seminars to be offered in 2009 are listed in this handbook. You are asked to note on your application forms your preferences for the electives and, as far as possible, student preferences will be met. However, the goal is to produce seminar groups that are neither too large nor too small. A seminar that attracts fewer than six students may be deemed non-viable and cancelled.

3. **Changing seminars:** It is possible to change seminars up to the end of the second week of the first semester. However, students must first consult with the Honours Convenor. Students will not be permitted to change seminars if this would have the effect of making a seminar group too large or too small to be viable.

4. **Marks:** Students will be advised during the year of the marks they receive for their seminar papers (see p. 9).

**IN ADDITION TO THEIR SEMINARS, ALL STUDENTS MUST ALSO ATTEND TWO SPECIAL INTRODUCTORY CLASSES THAT WILL RUN IN WEEKS TWO AND THREE OF THE FIRST SEMESTER (TIME AND PLACE TO BE ANNOUNCED). TOPICS COVERED WILL INCLUDE: NOTE-TAKING, REFERENCING, PLAGIARISM AND PARAPHRASING, AND STUDENT-SUPERVISOR RELATIONSHIPS. ATTENDANCE IS COMPULSORY.**

## DEADLINES 1<sup>ST</sup> AND 2<sup>ND</sup> SEMESTER 2009

### Seminar Papers

All first semester seminar papers must be handed up by Friday 12 June 2009 by 12.00 p.m.

All second semester seminar papers must be handed up by Friday 6 November 2009 by 12.00 p.m.

### Thesis

Your thesis must be submitted by Tuesday 27 October 2009 by 12.00 p.m.  
(unless you are part-time, in which case your thesis may be due the following year).

We require two word processed copies of each seminar paper and an electronic version of the paper, and two hard bound word processed copies of your thesis and an electronic version. Electronic copies of seminar papers and theses are to be sent to Greta Larsen ([greta.larsen@adelaide.edu.au](mailto:greta.larsen@adelaide.edu.au)). Please note that Honours deadlines are very strictly enforced. Extensions are granted only in exceptional circumstances and require the permission of the Honours Committee. Papers and theses late without extensions, will be penalized at the rate of 5% (out of 100%) for each day late, including weekends and public holidays. Papers and theses late without extension will no longer be accepted after 5 days. **Students must ensure that they make backups of all material on computer; extensions for 'lost' material will not be granted.**

## WHAT DO I NEED TO DO HONOURS INTERNATIONAL STUDIES?

Students wishing to apply for entry to Honours in International Studies must have qualified for the award of B.A. (International Studies) Bachelor of International Studies or another undergraduate degree deemed by the Honours Committee to be appropriate preparation by the end of the 2008 academic year. You must have also achieved a minimum credit average of 70% (under normal circumstances) in the required sequence for a International Studies major in the Faculty of Humanities and Social Sciences i.e. 8 points at Level II, 12 points at Level III. Students applying for joint honours must have achieved a minimum credit average of 70% in one second year semester length Politics subject and one third year semester length Politics subject. **The Honours Committee reserves the right to examine and assess the academic record of each candidate before admitting them to the Honours programme.** In exceptional circumstances a student who has successfully applied to undertake an M.A. (Qual.) for the purposes of qualifying for candidature for an M.A. by research, may be permitted to undertake an Honours degree instead.

## HOW DO I ENROL?

There are a number of stages in the enrolment procedure which are outlined below:

1. Application forms will be made available at the preliminary Honours meeting or can be obtained from the Politics Office. They should be submitted by **Friday 21 November 2008 by 12.00 p.m.** **Do not worry if you do not have all your final results from the University of Adelaide as the Discipline will check the University student system. You will be notified of the outcome before Christmas (late December).**
2. The form will ask you to name your area of interest in terms of your thesis, and who you wish to act as your thesis supervisor. These questions normally induce a mild form of panic. So, don't worry, you're normal!

The first step is to work out your broad area, or areas, of interest and then consult with a member, or members, of the Politics staff about what sort of thesis could be written in the area/areas in question. It is through a process of consultation and discussion that the research topic for the thesis is normally decided upon.

There is a list of staff and their research interests (see p. 10). This will serve as a guide as to whom to consult. However, if there is any problem you should discuss the issue with the Honours Convenor who will be able to point you in the right direction. Note that not all choices with respect to supervision can be met and, in perhaps the majority of cases, students will be allocated a supervisor by the Honours Convenor.

It is possible that you have still not made a final decision about your research topic and your supervisor at the time you submit your application form. However, you should, after discussions, be in a position to indicate your preferred topic areas and the names of potential supervisors who have been contacted. There is an additional procedure for confirming your final choice of research topic and supervisor, which is discussed under 4 below.

3. The Honours Admission Committee of the Politics Discipline will meet in December and you will be informed of your acceptance into the Honours course as soon as possible after this meeting. If results are still outstanding this acceptance will, of course, be provisional.
4. It is our intention that students have a firm topic and a supervisor before the Christmas break. They are thus able to use their long vacation for thesis research. The danger is that, with nothing decided, students can allow time to slip by without a firm work schedule being established. Given the fact that the first semester is taken up with seminar work it is **essential** that thesis research, data collection etc. be undertaken in January and February.

Thus it is a requirement for entry to the Honours that a research proposal be submitted to their supervisor by **Friday, 23 January 2009**. All students must have met their supervisor by this date and should contact the Honours Convenor if this has not been possible.

## **PART-TIME HONOURS**

1. Honours over two years normally is understood to mean two **consecutive** years.
2. In general, the grounds for granting permission to do Honours over two years will be limited to the following:
  - i) students with care-giver responsibilities
  - ii) students in greater than or equal to half-time employment
  - iii) students with significant sickness or disability
  - iv) students enrolled for part of the Honours program in an overseas institution
  - v) compassionate reasons.

In all circumstances, it should be clear that the student is unable to (rather than chooses not to) pursue the coursework on a full-time basis.

Students may either do the two seminars in their first year of study and the thesis in the second year, **or** they may do one seminar each year and work on their thesis over two years.

Students wishing to study Honours part-time need to apply to the Registrar of the Faculty of Humanities and Social Sciences for permission to do so.

## **WHAT ABOUT JOINT HONOURS?**

Given that each Faculty of Humanities and Social Sciences Discipline has its own Honours regulations, joint Honours is a matter for negotiation between the student and the Disciplines concerned. An agreed course of study is designed for each particular case. This means a flexible situation. You can do a thesis in one Discipline and the coursework in another or, more commonly, a joint thesis and coursework in both Disciplines. Anyone interested in a joint Honours programme should contact the Honours Convenor at the earliest opportunity. For the required prerequisites for joint Honours see page 3.

## **WITHDRAWAL FROM HONOURS AND OTHER CHANGES IN ENROLMENTS**

Students may choose to withdraw from Honours any time before the end of the first semester break. The Honours Convenor and supervisor must, of course, be consulted. After this date any student wishing to withdraw, or change their status to part-time Honours must make a special case to the Honours Committee through the Honours Convenor. Except in the case of applications based upon sickness or compassionate grounds, unforeseen changes in employment circumstances or a changed domestic situation, students must apply for permission to do Honours over two years **before 31 March 2009. Students must approach the Registrar, Robert Ewers, to change status.**

## ROLE OF SUPERVISORS

### A. Direction of Research

Each Honours student will be assigned a supervisor who will assist and direct the student in the choice of topic, the formulation of the thesis question, the research effort and the preparation of the final manuscript for submission.

### B. Contact with Supervisor

It is expected that students should make arrangements to meet supervisors on a monthly basis at least. If students have problems with establishing contact it is their responsibility to draw the matter to the attention of the Honours Convenor.

### C. Thesis Preparation

It is the normal expectation that students in the last stages of thesis preparation will, as a minimum, have provided their supervisor with the following items by **Monday 3 August 2009**.

- 1) A statement of the nature of their thesis, preferably a draft chapter outlining its theoretical content.
- 2) A chapter outline, with a brief summary of the content of each chapter.
- 3) A timetable for the submission of the thesis chapters.

## THESIS FORMAT

- 1) A thesis should incorporate the following in this order:
  - (a) a title page giving the title of the thesis in full, the name of the student, the name of the discipline and the date when submitted for the degree.
  - (b) a table of contents.
  - (c) an abstract of the thesis of not more than 350 words.
  - (d) a signed Declaration to the effect that:

‘This work contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text. I give consent to this copy of my thesis, when deposited in the University Library, being available for loan and photocopying.’

- (e) acknowledgements.
- 2) The thesis should be hard bound. A recommended binder is William Harley, 28 Dew Street, Thebarton. **Please contact the binder directly on 8443 7515. Students are required to hand in a separate signed cover sheet acknowledging awareness of the University’s plagiarism rules and giving permission for parts of the thesis to be scanned.**

## THESIS WORKSHOPS

During the second semester thesis workshops will be held at a time to be announced. **ATTENDANCE AT THESE SESSIONS IS COMPULSORY.** The object will be for students to present chapter outlines and synopses of their main arguments to their fellow students, to produce an exchange of ideas that will help in the formulation of the thesis.

## EXPECTATIONS

Students should note that the full-time Honours programme requires a commitment of a full five-day working week for study. Students who are uncertain as to their ability to fulfill this commitment should discuss the matter with their supervisor at the earliest opportunity.

## ASSESSMENT

The following descriptors provide guidelines for the assessment of Honours essays and theses.

<u>Percentage</u>	<u>Honours Category*</u>	<u>Criteria</u>
90+	I	Exceptional. Analytically sophisticated. Substantial intellectual originality.
80-89	I	Outstanding. Originality in discovery, use of material. Successful reinterpretation of a body of material. Successful interpretation of new material. Well-crafted argument.
70-79	IIA	Very competent. Critical, well-researched, well-informed argument, clearly presented. Will not show the same originality and/or ability as is required to achieve a First.
60-69	IIB	There are a range of IIB characteristics. These could include: inadequate research; a well researched but poorly argued piece; a good thesis project with a major research or analytical flaw; ineffective connection between argument and evidence; failure to locate argument in broader intellectual context; failure to address a range of alternative views and interpretations.
50-59	Third	Limited achievement. Basic flaw in the argument or very poor development of an argument. Poor research. Basic problems with connecting research to the argument.
0-49	Fail	Substantial weaknesses in content and/or understanding apparent; major irrelevancies.

\* These categories assume in general adequate and proper referencing and/or quoting. Should a paper or thesis display significant scholarly deficiencies or contain significant plagiarised material, the Discipline has developed separate policies which should be applied. See below (Plagiarism Policy and Scholarly Deficiencies Policy).

### **Plagiarism Policy**

Should a marker discover one and/or more of the following, they will take the matter to the Honours convenor:

- i) more than 200 words of plagiarized material
- ii) 3 separate instances of plagiarized material
- iii) a substantial unacknowledged intellectual debate.

The marking procedure would cease and University regulations will be applied.

### **Scholarly Deficiencies Policy**

Scholarly deficiencies are described as: anything less than the parameters set for plagiarism in the lifting of material; careless and/or inadequate referencing or quoting; misrepresentation of sources of material (e.g. implying primary sources were used when the references were taken from secondary sources); important errors of fact. If the marker believes that the above are serious enough to undermine the integrity of the seminar paper or thesis, they will submit a separate 'Scholarly Deficiencies Report' (separate from the usual comments on argument, etc).

### **ISSUES ASSOCIATED WITH PLAGIARISM, COLLUSION AND CHEATING**

For students, plagiarism, collusion and other forms of cheating are expressly forbidden under the University's Rules for Assessment [<http://www.adelaide.edu.au/policies?241>], which state that:

1. No student will submit for assessment any piece of work that is not entirely the student's own, except where either:
  - (a) the use of the words, designs, computer code, creative works or ideas of others is appropriate and duly acknowledged, or
  - (b) the assessor has given prior permission for joint or collaborative work to be submitted.
2. No student will submit as if they were genuine any data or results of laboratory, field or other work that are fabricated or falsified.
3. No student will assist any candidate in any piece of assessed individual work, and no student shall accept assistance in such a piece of assessed individual work, except in accordance with approved study and assessment schemes.
4. No student will submit the same piece of work for assessment in two different courses, except in accordance with approved study and assessment schemes.

Any form of cheating in examinations is expressly forbidden in Section 4.5 of the University's Examinations Policy : (<https://www.adelaide.edu.au/policies/?456>).

## **MECHANISMS FOR RESOLUTION OF COMPLAINTS, INCLUDING INFORMATION AND ADVOCACY SERVICES**

### **A. Role of Honours Convenor**

Any problems experienced between a student and their supervisor will be referred to the Honours Convenor in the first instance for resolution, as will any complaints or problems relating to the Honours programme.

### **B. Role of Honours Committee**

Any student complaint or problem may also be referred to the Honours Committee of the Discipline. Applications for extensions are normally addressed to the Honours Convenor. Requests to transfer to part-time status should be raised in the first instance with the Honours Convenor but permission has to be sought from the Faculty Registrar. Difficult or marginal cases may be referred to the Honours Committee.

### **C. Marking Procedures**

1. There will be two markers for each piece of work submitted. The primary marker will assign a mark and prepare a report. The second marker will act as a cross check on the first. A convenor of a seminar may act as an examiner of papers produced in her or his seminar, but a thesis supervisor will not mark the thesis which he or she supervised. Any discrepancies in marks will be resolved by the Honours convenor in consultation with the markers involved. If necessary a third marker will be appointed.
2. If either of the markers submits a Scholarly Deficiencies Report, the following procedures will apply. If there is a significant discrepancy, the other marker would be given the opportunity to alter their mark in the light of the Scholarly Deficiencies Report. Should a significant discrepancy remain, the Honours Convenor will mediate in consultation with the markers concerned.
3. The marks will be aggregated with a weighting of 50% being given to thesis work and 50% to coursework (25% for each seminar paper).
4. There will be a single meeting of the Honours Committee to consider the marks and determine the class of Honours to be awarded.

### **D. Marks and Comments**

In most circumstances students will receive feedback on their seminar papers when the full marking process is completed. This may take some time as the process takes place over the mid-year break when some staff may be away. The feedback will consist of the two relevant marks (i.e. the final, averaged marks for each seminar) and a report (comments) on each paper. The feedback, both on seminar papers and theses, will be delivered via the student's thesis supervisor.

Students will receive feedback on their thesis at the end of the year. Each student will receive a thesis report plus the thesis mark and their final overall mark and grading.

**E. University Regulations and Mechanisms for Dealing with Student Difficulties**

Relevant university regulations and mechanisms for dealing with any student difficulties, such as resolving disputes, remarking work, etc. can be found under Grievance Procedures in the Student Guide and Timetable (Vol. IV of the University of Adelaide Calendar).

## ACADEMIC STAFF AND THEIR FIELDS OF INTEREST

### **Associate Professor Chris Beasley**

Social/political theory – with a particular interest in contemporary political thought and feminist, masculinity & sexuality theory; theory & politics of the body and the subject; citizenship & community; ethics (including global and bio ethics); cultural studies – especially of film; Aboriginal studies; international studies – with a particular interest in IR theory, gender/sexuality and ethical issues.

### **Dr. Juanita Elias (on leave until October 2009)**

International Political Economy (IPE) – with a particular interest in critical perspectives on globalisation and the state, global governance, the global politics of resistance, international migration and international development. Gender and International Politics – especially feminist perspectives on globalisation and security. Politics and international relations in the Southeast Asian region. Multinational corporations and corporate regulation.

### **Associate Professor Lisa Hill**

Political Theory; Intellectual history; Voting and suffrage, including electoral law; Parliamentary discourse; Gender; Speech freedoms; Liberal democratic theory; Classical political economy; the development and prehistory of liberalism; Corruption; Stoicism.

### **Professor Carol Johnson**

Australian politics; politics of sexuality; Federal Liberal government; John Howard; federal Labor Party; theories of ideology and discourse; politics of identity; politics of emotion; socialist theory; feminist theory; Comparative British/Australian politics (particularly Labor/Labour parties and politics of ethnicity).

### **Dr. Clement Macintyre**

Conservatism; Australian Politics; West European Politics; the EU, British Political History, Tony Blair and Social Democracy; Parliamentary and Constitutional Reform, South Australian Politics, electoral systems.

### **Associate Professor Peter Mayer (on leave first semester 2009)**

The political economy of the Third World; rural development; India's political economy.

*Special Interests:* failed states; political economy of suicide and homicide; social capital; political obstacles to development; the political management of economic reform; human rights in the Third World.

### **Dr. David Mosler**

American hegemony in world politics; the Asia-Pacific; US foreign-policy; Australian national Identity and the 'history wars' in Australia and East and Southeast Asia.

**Associate Professor Greg McCarthy**

Australian Politics, public policy theory, with a specific interest in post-modernism, cultural analysis and public policy. Current research concerns are popular cultural theory and practice, media, ideology and the politics of film.

**Associate Professor Felix Patrikeeff**

International Relations and Political Economy of the Asia-Pacific Region; Geopolitics of Northeast Asia; Post-Socialist Politics in Russia and Eastern Europe; Political Leadership; Country Studies (Hong Kong- China, Russia, Malaysia).

**Dr. Czes Tubilewicz**

Foreign policy of the PRC and ROC; Europe's Relations with Asia; Cross-Strait Relations; Europe's Post-communist Politics; Economic Diplomacy.

**Dr. Chi-Ni William Wang**

Crisis Management, East Asian Regional Security, China's Politics and History, China's Military and Grand Strategic Research, Sino-US Relations, Taiwan's Economic and Political Development, China's Democratization.

## DETAILS OF SEMINARS AVAILABLE IN 2009

### FIRST SEMESTER

**Title:**                   **Sex and Equality in the Liberal Democratic State: Hard Cases and Controversies**

**Course Convenor:**   **Associate Professor Lisa Hill**

**Course Description:**

In this course we will examine the nature, implicit assumptions and limits of the liberal democratic state in relation to controversial issues about sex and equality. After exploring the nature, characteristics and moral assumptions implicit in how the liberal-democratic state operates, we will test the limits and capacities of liberal institutions to deal with such issues as: Surrogacy; Marriage and the Family; Pornography and Free Speech; Abortion; and Prostitution.

**Title:**                   **Politics and History of Contemporary Europe**

**Course Convenor:**   **Dr. Clement Macintyre**

**Course Description:**

This course focuses on the origins and current circumstances of modern Europe. We will spend some time looking at the recent history of key European nations. It will examine the recent social, economic and political forces that have shaped them. There will be some consideration of the effects of the industrial revolution and the two major European wars of the twentieth century, but the main focus will be on the post-World War II years. Students will consider the consequences of the division of Europe, the economic recovery of the west and the end of the cold war. Particular attention will be given to the institutions and to the nations that make up the European Union.

Students who complete this course will gain an understanding of the historical issues that have shaped Europe, of the contemporary events that are shaping the European Union and the various nations that make up the whole of Europe. They will develop skills in research and analysis that will help locate the political history of modern Europe in a broader global context.

**Title:**                   **The State of the Situation**

**Course Convenor:**   **Associate Professor Greg McCarthy**

**Course Description:**

This course will explore the relationship between the State and the situation it exists in nationally and globally, via a range of political perspectives. The analysis will take the current situation as its contextual base, starting with the end of the Cold War and 9/11, to conceptualise Australia and the U.S. as different examples of particular State regimes. Both are liberal democratic capitalist societies, yet they differ in their history

and place in the world, the former is a settler-colonial society and a minor power. Whereas the U.S. is seen as an Empire, with paradoxically an ingrained civil rights discourse and a powerful military history and presence. The course will dip into the theoretical tool box of liberal democratic theory, debates around consensus and hegemony (Ernest Laclau and Chantal Mouffe) Michel Foucault's governmentality and biopower, Giorgio Agamben's "state of exception", Alain Badiou's metapolitics and Susan Buck-Morss's "thinking past terror".

The course is meant to be an introduction to these ideas at an Honours level, and only assumes a basic knowledge of democratic theory and an understanding of society. There will be a reader and a series of explanatory notes to the course and students will then be able to choose a theory or an example to develop their own essays. Students may wish to use the theory to consider states of exception, such as that of Guantanamo Bay or to think of refugee policies or the "Stolen Generation" in Australia as examples of the State operating within or outside a particular consensus, relevant to that situation. The ideas of State and situation are therefore meant to stimulate thinking so as to develop your political ideas and concepts for the Honour's year.

**Title: Approaches to Strategic Cultures and Unconventional Conflict**

**Course Convenors: Mr. Charles Vandeppeer and Mr. David Olney**

**Course Description:**

The world system has been redefining itself in novel ways since the end of the Cold War. Terrorist attacks on New York, Washington D.C., Pennsylvania, Barcelona and London, as well as the conflicts in Afghanistan, Iraq, and Lebanon, have demonstrated the impact of these deadlier forms of power and fear that can have an impact on developed and developing countries alike. No longer is national security seen as a strictly military issue, as many other non-military factors are emerging in discussions on *how* to protect individual states' political sovereignty. Governments find it increasingly difficult to counter the work of people-smugglers, narcotics traffickers and terrorist groups. These organisations are armed with large amounts of untraceable cash, easily accessible commercial technologies, and a new degree of ruthlessness (as demonstrated by the work of the modern terrorist). Ideology has, moreover, provided a further complication in this complex matrix: the willingness to die for a cause, a feature of modern political violence that can negate the ability of national governments to secure their international boundaries and the safety of their citizens within those borders. The diffuse and globalised nature of many of these transnational threats makes their operations difficult to decisively eliminate. Even relatively weak states and smaller international actors, using conventional military means in unconventional ways, coupled with misinformation strategies that permeate modern communications, can significantly constrain the actions of larger, better-equipped military opponents. This subject sets out to examine how Strategic Cultures & Unconventional Conflict are beginning to undermine the traditional discourse on global security and the instrumentalities of international power.

**Title:** International Politics of the Post Cold War  
**Course Convenor:** Dr. David Mosler with Professor Alexander Downer

**Course Description:**

The Asia-Pacific region provides a rich area of investigation for a number of key reasons: the remarkable patterns of economic growth that we have witnessed there in the past few decades (and, more recently, the spectacular reversals which occurred in many of its economies); the ancient cultures and societies that interweave in intriguing and often perplexing, ways. In addition, however, we have a variety of cross-cutting patterns in regional relations, which range from the uneasy co-habitation between political forms of East and West (Australia in its relations with its northern neighbours) to the problems of how to form an economic partnership in the context of relations based on a long history of animosity and conflict (Japan and China). The politico-military ascendancy of the United States since the events in New York and Washington in September 2001 has (at least potentially) dramatically altered the conduct of politics in the Asian region, and yet have the fundamental directions and nature of relations changed markedly?

This subject begins with an examination of how we are to understand the notion of power, political order, 'innate' rights and freedoms, and the place of Asian states in the post-Cold-War international system.

**SEMESTER 1 SEMINARS TAUGHT OUTSIDE OF THE POLITICS DISCIPLINE**

**Title:** Regionalism and Multilateralism (Asian Studies)  
**Course Convenor:** Professor Purnendra Jain

**Course Description:**

This course considers some of the theoretical debates with regard to Australia's relations with the Asia Pacific region. It examines concepts such as bilateralism, regionalism and multilateralism and connects them to some of the key regional institutions like APEC, ASEAN, ARF and ASEM. The subject also takes into account Australia's bilateral relationships with some of its principal partners in the Asia Pacific. Focus is placed on Japan, China and the nations of Southeast Asia, although some countries from South Asia and the South Pacific are also considered. It is designed to provide students with some of the essential conceptual and analytical tools for understanding Australia's regional context. It also provides detailed knowledge of regional economic, political and diplomatic affairs and the role Australia plays in regional affairs.

**Title:** America and Empire (History)  
**Course Convenor:** Dr. Tom Buchanan

**Course Description:**

This course will examine America's relationship with the world from the mid-nineteenth century to the present. The course will be transnational and will seek to understand how American institution and values have shaped various parts of the world, focusing particularly on military interventions in Latin America, Asia, and the

Middle East. We will also analyze non military elements of empire building including the global spread of American popular culture, diplomacy, and economic imperialism. We will also seek to understand the ways in which colonial peoples have both accommodated and resisted American power and sought to maintain indigenous beliefs and institutions.

This is an intensive reading seminar. Students will be required to read approximately ten recently published books over the summer to prepare for what will be an interactive, dynamic seminar experience. In addition to learning about the issue of American empire, students will emerge with a better grounding in historical methodology, with a better understanding of theoretical approaches to the discipline, and with a better sense of their own interests as a historian.

**Title:**                   **Making Aid Effective (Development Studies)**  
**Course Convenor:**   **Dr. Andrew Rosser**

**Course Description:**

This course examines issues related to aid effectiveness. It begins by examining the scholarly debate over whether aid has been effective in promoting economic growth and poverty reduction in developing countries in recent decades. It then moves on to a discussion of the factors that shape aid effectiveness, focussing on both contextual political economy factors and factors related to the ways in which donors deliver and administer aid. In respect of the latter, the course will examine how the structure of the international aid architecture and different aid modalities shape aid effectiveness. The course will draw extensively on case study material from donor practice.

Students will have two options with respect to the seminar paper. The first is to evaluate the effectiveness of a particular aid intervention against some specified performance criteria and then examine the factors that shaped the success/failure of the intervention. The second is to explore debates surrounding a particular factor or variable – e.g. ownership, alignment, harmonisation – that is widely believed in aid circles to be a determinant of aid effectiveness.

This is an intensive 6 week course running in the first half of the semester. Attendance at all seminars is compulsory. Students enrolled on this course have the option of auditing the development studies sister course ‘Contested concepts in development’ (listed below). However, we do not permit honours International Studies students to enrol in both courses.

**Title:**                   **Contested Concepts in Development (Development Studies)**  
**Course Convenor:**   **Dr. Andrew Rosser with contributions from other HUMSS staff**

**Course Description:**

This course examines debates surrounding some of the key concepts and buzzwords that are used in contemporary development policy and practice. While the needs for things such as ‘good governance’, ‘poverty reduction’, ‘corporate social responsibility’, the ‘eradication of corruption’, ‘capacity building’ and ‘sustainability’ may seem straightforward on the surface, the way in which these concepts are used in

development policy and practice reflects particular political and social interests and values as well as particular understandings of what development – itself a contested concept – is and how it occurs. The purpose of this course will be to explore the interests, values and understandings that underpin concepts such as these and assess their implications for development policy and practice.

The objective of the paper is to give Honours students the opportunity to undertake a review of a critical contemporary policy and practical issue in development studies. This process is designed to strengthen students' skills in dealing with the links between theory, policy and practice in the study of international development.

This is an intensive 6 week course running in the second half of the semester. Attendance at all seminars is compulsory. Students enrolled on this course have the option of auditing the development studies sister course 'Making Aid Effective' (listed above). However, **we do not permit honours International Studies students to enrol in both courses.**

### **SEMESTER 1 COURSES TAUGHT AT FLINDERS UNIVERSITY**

University of Adelaide Students are eligible to take honours courses at Flinders University providing they have the approval of the honours international studies convenors at both universities. A list of courses available will be provided to interested students at a later date.

### **SEMESTER 2 ONLY HONOURS SEMINARS**

**(N.B. Only part-time Honours International Studies students may take the following seminars.)**

**Title: Intelligence Analysis : Theory and Practice**  
**Course Convenor: Mr. Jason Sargent**

#### **Course Description:**

This course is aimed at introducing students to the practical application of intelligence analysis techniques as well as providing grounding in the theory of intelligence analysis. Intelligence is moving beyond the traditional boundaries of government, as numerous private sector groups look to analysts to identify opportunities and threats in a global environment. Analysis is not a new concept, but the detailed examination of the field, particularly in the late 20<sup>th</sup> and early 21<sup>st</sup> centuries, has led to increased understanding of decision-making processes, often in confused information environments. The course combines social sciences, psychology and decision-making theories to understanding approaches to analysis. This course will provide participants opportunity to apply basic intelligence analysis theory in practical ways.

**Title:**                   **How Much is Society Worth? Exploring the Dimensions of Social Capital.**  
**Course Convenor:**   **Associate Professor Peter Mayer**

**Course Description:**

In 1993 Robert Putnam published *Making Democracy Work: Civic Traditions in Modern Italy*, a work which summarised several decades of research in Italy. What has given more than local interest to Putnam's study is his argument that the institutions of civil society are crucial to sustaining the functions of democracy and, ultimately, to the economic well-being of society. Societies with effective democracies, like those in northern Italy, in which there are dense networks of non-governmental associations (football clubs, choirs, cooperatives, etc. etc.) are ones which are characterised by high levels of trust.

What has emerged from Putnam's findings and arguments is a broader argument that there is a form of 'social capital' —'bridging social capital'—which is created by trust and association which can, to some extent be measured, and which can actually substitute for physical capital. Putnam has extended his original findings in *Bowling Alone*, a detailed study of the decline of social capital in the United States in the second half of the Twentieth Century. Putnam found that states high in social capital are those where children flourish, violent crime is lower, where people are more likely to be gainfully employed, and to have better health ("As a rough rule of thumb, if you belong to no groups but decide to join one, you cut your risk of dying over the next year *in half*" (p. 331). The focus on social capital generates, unavoidably, a critique of neo-classical economics, its methodological individualism and policy prescriptions of competitive self-interest; it is part of the re-assertion of the place and importance of community, citizenship, and shared culture.

In this seminar we will examine Putnam's work in detail, as well as those who have extended his findings in new directions, and those who are critical of the claims made for social capital. Those taking the seminar will be encouraged to undertake an empirical investigation of their own.

**Title:**                   **Greater China**  
**Course Convenor:**   **Dr. Czes Tubilewicz**

**Course Description:**

The course will adopt the comparative and thematic approach to the study of territories believed to constitute Greater China: the People's Republic of China, Taiwan and Hong Kong. It will examine the concept of Greater China, the political and economic rise of Greater China, inter-relationships among its constituting parts, competing models of political and socio-economic development in the Chinese world and the wider implications of emergence of the Greater China power in Asian and global politics and economy.

The course is divided into three parts: Part 1 examines the formation of Greater China from a historical perspective, paying particular attention to the issues of fragmentation and unification forces within China. Part 2 considers political and military institutions of Greater China in a comparative perspective. Part 3 analyses key linkages among areas believed to form Greater China, with an emphasis placed on economic inter-

relationships. The course ends up with a discussion of the international repercussions of the rising economic and political clout of Greater China.

**Title:** Nuclear Policy and Regional Security in Northeast Asia  
**Course Convenor:** Dr. Chi-Ni William Wang

**Course Description:**

The course will focus on nuclear policies (both historical and current) in Northeast Asia, particularly China, North Korea, South Korea, Japan, and Taiwan. Of particular interest will be their governments' Research & Development in the nuclear energy and the military sectors, and the impact of this on the regional security. Furthermore, the effect of global warming has impacted upon most of these countries' energy policy. With nuclear technology being broadly adopted in energy sector, Northeast Asia has become a highly developed nuclear power area in the 21st Century. Due to their emphasis on economic growth as the foundation for their broader sense of security, these states have become increasingly reliant on nuclear energy, and especially so China and Japan. To these states, nuclear materials (and technologies associated with these) have therefore become an essential economic and military resource.

Key questions here include: How do these countries obtain the resources and develop their nuclear energy technologies? Will one of them transfer 'peaceful' technology to 'military' usage in order to strengthen their influence in the regional affairs, and perhaps promote their aspirations to a global status? Could the consequence of their nuclear policies alter regional political stability or the global environment? To explore these questions, this course is divided into three parts: first, to examine nuclear policies (civilian and military) of the Northeast Asian countries, and beyond that to introduce and analyse the international relations of Northeast Asia. (With four great powers, three states possessing nuclear weapons technology, and two of the world's largest economies, Northeast Asia is one of the most dynamic and influential regions in world politics.) Secondly, to analyse the consequences of nuclear energy development, and especially its impact on regional stability. Third, to discuss the probability of nuclear conflict among these countries (for example, over their increasing demand for natural resources).

Readings will be drawn from international relations theory, political science, historical and current documents.