What is POLS 308 About?

The aim of this course is to analyse some of the forces which shape New Zealand’s foreign and defence policies in the Pacific and to put these into a wider international and theoretical perspective. The first half of the course will provide the general framework, both theoretical and empirical, within which particular case studies will be examined in the second half. It is hope that students will become proficient at evaluating ideas and events from different perspectives.
What are the Major Learning Objectives of POLS 308?

In order to provide you with goals to work towards, we have outlined learning objectives for this course. By successfully completing this course, you should acquire a number of skills that will be important for further post-graduate study in Political Studies, or for professional employment.

Content:

- To develop students’ knowledge of some of the key theoretical approaches to the study of foreign policy-making, particularly in small states;
- To develop student’s knowledge of security issues and security policy-making, particularly as they apply to the causes of conflict in the South Pacific;
- To gain an understanding of foreign policy and security to case studies of New Zealand peacekeeping and peacemaking, and the causes of conflict in the region;
- To put Pacific developments into a wider international setting.

Analytical Skills:

- To understand the arguments, models, and paradigms put forward by researchers, and be able to critically dissect and assess them;
- To be able to assess empirical evidence and compare opposing arguments and develop your own reasoned arguments and opinions.
Research and Presentational Skills:

- To locate and utilise library resources relevant to the course;
- To conduct good original research through the careful construction of a research project;
- To present your research in high quality written form;
- To learn to express your ideas effectively in a group setting, and listen to others and respond intelligently to opposing points of view.

How is POLS 308 Organised?

This course will make use of lectures, class discussions, and written assignments. All are crucial to your understanding, and you will need each component to build up an overall understanding of the course content.

COURSE PROGRAMME

1. Introduction
2. Overview
3. Democracy and conflict: some assumptions
4. Democracy and security: the Oceanic dimension
5. Causes of conflict I: the political economy of the Pacific
6. Cause of conflict II: Polynesian chiefdoms, Micronesian ‘crossroad’ and Melanesian ‘arc of instability’
7. Race and politics
8. Transnational crime and organized criminal activity
9. Immigration
10. Regionalism
11. Small island states and conflict
12. New Zealand and Australian defence and foreign policy: a change of mind?
13. Refugees, the consequences of war and conflict
14. Terrorism and the Pacific: post 9/11 and Bali Bombing
15. The Solomon intervention: success or failure?
16. Bougainville: from conflict to autonomy
17. The Fiji coups: potential for further instability?
18. Vanuatu: will it fail?
19. West Papua: Asia-Pacific frontier
20. East Timor and post-conflict reconstruction
21. Outside actors in the region: Europe, Asia and the US
22. New Zealand and Australian response to Pacific conflict
23. Final remarks

Readings: will be provided

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**COURSE ASSESSMENT**

**Introduction**

The assessment for POLS 308 is intended to gauge as fairly as possible the extent to which you have mastered the key concepts, content, and skills stressed in the course. Your final grade will be based on completion of the following tasks:

1. Research Essay I 33% - 12 August
2. Research Essay II 33% - 30 September
5. Final Exam 34%

**Research Essays**

Each student is required to submit two research projects worth 33% of the final grade. Essays should be typed, and between 2,500 – 3,000 words in length. Topics will be provided during the second week of class.

**Essay Guidelines**

**Research and Preparation**

Essays in POLS must reflect research beyond the core reading required for lectures. For the research project, you will need to read a minimum of 10-15 books and articles to ensure a full understanding of the material. Make sure to look in the references of every book and article you read. Be prepared to inter-loan materials that you need. Inter-
loaning takes a few days, so start your research well in advance. Good essays require solid work and intelligent note-taking. Sort material as you go along; different points go on different pieces of paper; use headings, sub-headings, and highlighting to give shape and meaning to your notes.

**Analysis and Interpretation of the Question or Topic**

Your essay should explicitly answer the question asked, and you should clarify or define key terms and concepts in the question. This is why it is important to clarify early on what your key research question is. Also, I look for evidence of independent, critical thinking about the question or topic and its implications, and evidence of solid theoretical understanding.

**Argument and Structure**

Your essay should develop a clear viewpoint or argument, and your introduction address the question directly and effectively signals the structure of your argument. The body of your essay should show a logical development of points, and should identify sub-themes adequately. Your points should be made in well-organised paragraphs, and your conclusion should offer a concise, consistent, and clear summation. **It is recommended that you use headings to lend structure and clarity to your essay.**

**Style and Expression**

Your essay should be fluently and concisely written in continuous prose, and without abbreviations. Also, your essay should use appropriately formal vocabulary and tone, correct grammar, correct punctuation, and correct spelling throughout. It should also use technical or non-English phrases accurately, and quotations and examples should be well-integrated into the discussions. **Marks will be deducted for poor spelling, grammar, and expression.**

**Presentation**

The essay should be the required length, legible and clearly formatted. Essays should be typed double-spaced or one-and-a-half spaced, and should include wide margins so the marker can write in helpful comments.
Grades/Marks Guidelines

A+ 85-100
A  80-84.99
(80-100: an outstanding performance)

A- 75-79.99
B+ 70-74.99
(70-79.99: a superior performance)

B  65-69.99
B- 60-64.99
(60-69.99: a good performance)

C+ 55-59.99
C  50-54.99
(50-59.99: an acceptable level of performance)

D  40-49.99
(40-49.99: below the minimum level of competence)

E Below 40
(A clearly failed essay)

PLAGIARISM

Many students seem to be unsure of what plagiarism is, or why it is penalised heavily. Here is an explanation (and warning!).

Definition
Plagiarism means presenting the ideas and words of others as if they were your own. Building up an argument of your own using the (acknowledged) ideas and research of others is not plagiarism; it is an essentially creative activity and is, in fact, the normal activity of most working political scientists.

How to Avoid the Charge of Plagiarism
If you take a fact or idea directly from someone else, you must give a footnote reference. Use your common sense about this. You do not need to footnote everything. The basic
rule is to give a footnote for any information which is not easily available, or is contentious, or is particularly important for your argument. In each case, the purpose of the footnote is to allow the reader to assess the validity of the evidence from which your argument is constructed. If you also use the exact words of your source, that is, you quote from your source, then you must enclose the whole quotation in inverted commas.

Why Not Plagiarise?
Plagiarism of facts: if you do not explain where your information comes from, your reader can have no idea of how trustworthy your information is, and will, quite rightly, refuse to take your conclusions seriously. Plagiarism of words: This is dishonest, and equally important, stunts your own intellectual development by encouraging habits of mechanical, imitative thinking. Finding the right language is an essential part of the construction of an intelligent argument. Relying on the language of others prevents you from developing a creative, independent approach to intellectual problems. If you continually rely on the ideas and arguments of others, and even on their way of expressing those ideas, you will never develop the capacity to think things through independently, and to express the results of your own thinking in the only appropriate language, which is your own.

The Penalty
For these reasons, work that contains plagiarism will be regarded as valueless, and may be given no marks at all. Furthermore, there will be no automatic right of resubmission for plagiarised work.

Notes and Bibliography

(1) REFERENCES:
Any recognized form of footnoting or end-noting is acceptable (as long as it is consistent), but our preference is for in-text referencing. This is the style used by most professional journals – and therefore worth learning for students. Within your text, you refer only to the author, date of publication, and the page of the citation. If you quote your source you must give the page number of the quoted passage. If you use someone else’s ideas without actually quoting a passage from their work you still need to cite them. However, you may leave out the page numbers if the ideas you cite are expressed in various places in the cited source. Some examples of in-text referencing include:

1. On this problem, Smith (1993) has written that “diversification is the key” (p.7).
2. On this problem, Smith (1993, p.7) has written that diversification is crucial.
3. On this problem, diversification has been argued to be “the key” (Smith, 1993, p.7).
4. A number of authors (Smith, 1993; Brown 1997) discuss diversification.

(2) RESEARCH BIBLIOGRAPHY:
(i) At the conclusion of each essay there must appear a list of all relevant books and articles cited during the preparation of the essay. You do not need to list books or articles that only served as background reading and were not directly cited.
(ii) Lists should be compiled in alphabetical order of author’s surnames, followed by the author’s first name or initial. Following this, you may adopt any style (assuming you remain consistent) as long as it includes the date of publication, the title of the work, the place where it was published, and the publisher. My preference is for the following style:

Examples:


(3) QUOTATIONS
As a rough guide quotations of more than forty words should be indented and typed/written in single spacing, rather than forming part of the text. No inverted commas for indented quotes are required. Quotations which read as part of the main text should be enclosed in single quotation marks.

(4) DATES, TIME, NUMBERS
Use the following forms: 1 August 1986; 1950s (not 1950’s); numbers below 100 and percentages should be spelled out e.g. seventy-five per cent, unless an exact measurement e.g. 75.6 per cent.

(5) CAPITALISATION
Always capitalise Cabinet, Minister, and Parliament, but only Government when referring to a specific government.

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**Final Examination**
The final exam will be worth 34% of your final grade, and will take place in the normal exam period at the end of the semester. Details regarding the exam format and content will be given later in the course.

**Course Readings**

Please note that these readings are introductory in nature and, by themselves, will not be sufficient for writing your research essays. In addition to these resources, the Macmillan Brown Library holds relevant journals, magazines, newspapers, videos and other material that should help to add to your knowledge of the Pacific region as well as updating you on very recent events.

1. and 2. Introduction: course overview


3. Democracy and Conflict: some assumptions

Some from the following:


4. Democracy and security: the Oceanic dimension


5. Causes of conflict I: the political economy of the Pacific


6. Causes of conflict II: Polynesian chiefdoms, Micronesian ‘crossroad’ and Melanesian ‘arc of instability’


Reilly, B. (2000) "The Africanisation of the South Pacific", *Australian Journal of International Affairs*


**7. Race and politics**

(Note: there is a large body of literature below on Fiji which would also be relevant to this topic)


**8. Transnational crime and organised criminal activity**


9. Immigration


Department of Immigration and Multicultural and Indigenous Affairs (Australia) (http://www.immi.gov.au/)


New Zealand Immigration Service (http://www.immigration.govt.nz/migrant/)

10. Regionalism


11. Small island states and conflict


12. New Zealand and Australian defence and foreign policy: a change of mind?


13. **Refugees, the Consequences of War and Conflict: The “Pacific Solution”**

**Video:**  
BBC Correspondent. “Australia’s ‘Pacific Solution.’”

**Readings:**  


14. **Terrorism and the Pacific: Post September 11 and the “Bali Bombings”**


15. The Solomon Islands intervention


16. The Bougainville conflict and Papua New Guinea


Larmour, P. (1992). Legitimacy, Sovereignty and Regime Change in the South Pacific: Comparisons between the Fiji Coups and the Bougainville Rebellion. Canberra: Department of Political and Social Change, ANU.


17. The Fiji coups


18. Vanuatu: will it fail?
(Notes: for coverage of the recent elections see Pacific Islands Report: (http://pidp.eastwestcenter.org/pireport/) and Radio New Zealand International: (http://www.rnzi.com/index.php) )


19. West Papua: Asia-Pacific frontier


20. East Timor and post-conflict reconstruction


21. Outside actors in the region: Europe, Asia and the US


22. Response from New Zealand and Australia


