

School of Government

STRA 505
STRATEGIC CULTURE
(15 Points)

Trimester 2 / 2009

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Dr Lance Beath**
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Administrator: **Darren Morgan**
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Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Trimester Dates: Monday 13 July to Saturday 14 November 2009

Teaching Period: Monday 6 July to Saturday 24 October 2009

Class Times and Room Numbers

Module One:	Wednesday 8 July 2009	8.30am – 6.00pm
Module Two:	Wednesday 2 September 2009	8.30am – 6.00pm
Module Three:	Wednesday 21 October 2009	8.30am – 6.00pm

Locations: Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email.

Withdrawal Dates

Students giving notice of withdrawal from this course after **Monday 20 July 2009** will NOT receive a refund of fees.

Students giving notice of withdrawal from this course after **Monday 12 October 2009** are regarded as having failed the course, unless the Associate Dean subsequently gives approval to withdraw.

Notice of withdrawal must be in writing / emailed to the Masters Administrator. Ceasing to attend or verbally advising a member of staff will NOT be accepted as a notice of withdrawal.

Course Content and Reading List

Following are the principal issues and topic areas examined in the course along with the key readings:

A. ASPECTS OF STRATEGIC CULTURE

Topic One. What is strategic culture? A critique; and questions of methodology.

Ken Booth and Russell Trood Ed., (1999). *Strategic Cultures in the Asia-Pacific Region. Ch 1; Strategic Culture*. London: Macmillan Press. Pp. 3-28.

Alastair Ian Johnston (1995). *Cultural Realism: Strategic Culture and Grand Strategy in Chinese History. Ch 1: Strategic Culture: A Critique*. Princeton: Princeton University Press, pp. 1-31. Also pp. 32-60 and 248-266.

Jack L Snyder (1977). *The Soviet Strategic Culture: Implications for Limited Nuclear Options*. Project AIR FORCE. Rand Corporation. R-2154-AF. Sept 1977. 40 pages.

Colin S Gray (1999). *Strategic Culture as Context*. In *Modern Strategy*. New York: Oxford University Press, pp. 129-151.

Topic Two. The impact of culture on cognition.

Richard E Nisbett (2005). *The Geography of Thought: How Asians and Westerners think differently – and why. Ch 1: The Syllogism and the Tao: Philosophy, Science and Society in Ancient Greece and China*. London: Nicholas Brealey Publishing, pp. 1-28

Kishore Mahbubani (2004). *Can Asians Think?* Singapore: Marshall Cavendish, pp. 19-37.

Topic Three. Culture and conflict.

Samuel P Huntington (1993). *The Clash of Civilisations?* New York: Council on Foreign Relations. Summer 1993.

Fouad Ajami (1993). *The Summoning*. New York: Council on Foreign Relations. September/October 1993.

Samuel P Huntington (1993). *If Not Civilisations, What?* In *The Clash of Civilisations: The Debate*. New York: Council on Foreign Relations. 1996, pp. 1-25.

Ng Aik Kwang (2001). *Why Asians are Less Creative than Westerners. Ch 7: How Asians and Westerners Deal with Conflict*. Singapore: Prentice Hall, pp. 121-153.

Topic Four. Culture and Language.

- C J Moore (2004). *In Other Words. Ch 7: Asian Languages*. London: Allen & Unwin, pp. 80-97.
- Nicholas Ostler (2005). *Empires of the Word. Ch 4: Triumphs of Fertility: Egyptian and Chinese*. New York: Harper Collins, pp 113-173.

Topic Five. The Asia-Pacific region.

- Muthiah Alagappa, ed (1998). *Asian Security Practice: Material and Ideational Influences. Ch 2: International Politics in Asia: The Historical Context*. Stanford University Press, pp. 65-111.
- Peter J Katzenstein and Rudra Sil (2004). *Rethinking Asian Security: A Case for Analytical Eclecticism*. In J J Suh, Peter J Katzenstein and Allen Carlson eds., (2004). *Rethinking Security in East Asia: Identity, Power, and Efficiency*. Stanford University Press, pp. 1-33.
- Indermit Gill, Yukon Huang and Homi Kharas, ed., (2007). *Perspectives on East Asian Development: An Introduction*. In *East Asian Visions: Perspectives on Economic Development*. Singapore: a co-production of the World Bank and the Singapore Institute of Policy Studies, pp. 1-23.
- Tommy Koh (2007). *Asia's Challenges*. Ibid, pp. 142-148.
- Kishore Mahbubani (2007). *From Confucius to Kennedy: Principles of East Asia Governance*. Ibid, pp. 188-202.
- Fareed Zakaria (1994). *Culture is Destiny: A Conversation with Lee Kuan Yew*. Foreign Affairs March/April 1994, pp. 109-126

B. THE STRATEGIC CULTURE OF SELECTED COUNTRIES IN THE ASIA-PACIFIC REGION

United States

- Colin S Gray (1988). *The Geopolitics of Super Power. Ch 5: Geopolitics and Strategic Culture. Ch 6: The American Way*. Lexington: The University Press of Kentucky, pp. 39-52; 53-65.
- Thomas Donnelly (2006). *Countering Aggressive Rising Powers: A Clash of Strategic Cultures*. Foreign Policy Research Institute. Elsevier Ltd. Orbis. Summer 2006, pp. 413-428.
- Frank L Miller, Jr. (2003). *Impact of Strategic Culture on U.S. Policies for East Asia*. US Army War College, Carlisle Papers in Security Strategy Series. November 03.

China

- Andrew Scobell (2003). *China's Use of Military Force: Beyond the Great Wall and the Long March. Ch 2: The Chinese Cult of Defence. Ch 9: Conclusion: Explaining China's Use of Force*. Cambridge University Press, pp. 15-39; 192-198.
- Michael D Swaine (2005). *Chinese Crisis Management: Framework for Analysis, Tentative Observations, and Questions for the Future*. In *Chinese National Security: Decision Making Under Stress*. Andrew Scobell and Larry Wortzel ed., Strategic Studies Institute, US Army War College, pp. 5-53.
- Paul Godwin (2006). *China as a Major Asian Power: The Implications of its Military Modernisation (A View from the United States)*. In *Shaping China's Security Environment: The Role of the People's Liberation Army*. Andrew Scobell and Larry Wortzel ed., Strategic Studies Institute, US Army War College, pp. 105-135.

- John J Tkacik Jr (2006). *How the PLA Sees North Korea*. Ibid, pp. 139-172.
- Michael Pilsbury (2003). *The Assassin's Mace Debate: Pipe Dream or Silver Bullet?* Chinese Military Update. RUSI periodical Nov/Dec 2003, Vol 1, No 6.
- Perry L Pickert (2006). *China's Multilateral Diplomacy: Strategy or Stratagem?* Testimony for the Subcommittee on Oversight and Investigations Committee on International Relations. US House of Representatives. 14 February 2006.
- David Lai (2004). *Learning from the Stones: A GO Approach to Mastering China's Strategic Concept*, Shi. US Army War College. Inaugural Publication in the 'Advancing Strategic Thought Series'. Accessed at www.carlisle.army.mil/ssi/. May 04.
- W A C Adie (1972). *Chinese Strategic Thinking under Mao Tse-tung*. Canberra Papers on Strategy and Defence No. 13. Strategic and Defence Studies Centre, Australian National University, pp. 1-26.

Japan

- Miyamoto Musashi (1645). *A Book of Five Rings: The Classic Guide to Strategy. Introduction and The Ground Book*. Translated by Victor Harris. New York: The Overlook Press, pp. 34-50.
- Ruth Benedict (1946). *The Chrysanthemum and the Sword: Patterns of Japanese Culture. Ch 3: Taking One's Proper Station*. New York: Houghton Mifflin Co., pp. 43-75.
- Jeffrey K Liker (2004). *The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer. Ch 22: Build Your Own Lean Learning Enterprise, Borrowing from the Toyota Way*. New York: McGraw Hill, pp. 289-310.

Korea

- Robert Scalapino (1994). *Korea in the Cold War and its Aftermath*. In *East Asia in Transition: Toward a New Regional Order*. Robert Ross (ed). Institute of Southeast Asian Studies, Singapore. New York: M E Sharpe Inc., pp. 183-215.
- Nicholas Eberstadt (1996). *Assessing 'National Strategy' in North and South Korea*. In *The Korean Journal of Defense Analysis*. Vol. VIII No. 1 Summer 1996. Korea Institute for Defense Analyses, pp. 55-76.

Vietnam

- Library of Congress Country Studies (1987). *Vietnam: Strategic Thinking*.

Singapore

- Lee Kuan Yew (2006). *Memoirs. From Third World to First. The Singapore Story: 1965-2000. Part One: Getting the Basics Right. Ch 1: Getting the Basics Right*. Singapore: Marshall Cavendish Editions, pp. 19-46.
- Narayanan Ganesan (1998). *Singapore: Realist cum Trading State*. In Muthiah Alagappa, ed (1998). *Asian Security Practice: Material and Ideational Influences*. Stanford University Press, pp. 579-607.

Malaysia

- Barbara Watson Andaya and Leonard Y Andaya (1982). *A History of Malaysia. Conclusion: Some Themes in Malaysian History*. Palgrave Publishers, pp. 337-344.

- Farish A Noor (2002). *The Other Malaysia: Writings on Malaysia's Subaltern History. Ch 16: How Mahathir became Mahazalim. Ch 26: Thomas De Quincey and the Malay from Nowhere. Ch 43: Domestic Policy by Other Means: Malaysia's Policy Towards the Muslim World Reconsidered.* Kuala Lumpur: Silverfish Books, pp. 130-138; 195-202; 290-295.
- Andrew Tan (2002). *Malaysia's Security Perspectives.* Working Paper No. 367. Strategic and Defence Studies Centre, Australian National University, pp. 1-45.
- Richard W Baker and Charles E Morrison eds. (2005). *Asia Pacific Security Outlook 2005. Ch 11: Malaysia,* pp. 112-120.
- Jomo K S (2004). *Mahathir's Flawed Economic Policy Legacy.* In *Reflections: the Mahathir Years.* Bridget Welsh ed. Southeast Asia Studies Programme. Johns Hopkins University, Washington DC, pp. 253-262.
- Lee Hwok Aun (2004). *The NEP, Vision 2020, and Dr Mahathir: Continuing Dilemmas.* Ibid, pp 270-281.
- Johan Saravanamuttu (2004). *Iconoclasm and Foreign Policy – the Mahathir Years.* Ibid, pp 307-317.
- Lee Poh Ping (2004). *The Look East Policy, the Japanese Model, and Malaysia.* Ibid, pp. 318-324.
- Chandran Jeshuran (2004). *Malaysian Defense Policy under Mahathir: What Has Changed?* Ibid, pp 333-342.

Indonesia

- Richard W Baker and Charles E Morrison eds. (2005). *Asia Pacific Security Outlook 2005. Ch 8: Indonesia,* pp. 86-95.

India

- Romila Thapar (2000). *Cultural Pasts: Essays in Early Indian History. Ch 25: Indian Views of Europe: Representations of the Yavanas in Early Indian History. Ch 26: Black Gold: South Asia and the Roman Maritime Trade. Ch 44: The Tyranny of Labels.* New Delhi: OUP, pp. 536-555; 556-588; 990-1014.
- Sandy Gordon (1991). *India's Strategic Posture: 'Look East' or 'Look West'?* Working Paper No. 225. Strategic and Defence Studies Centre. Australian National University.

USSR/Russia

- Jack L Snyder (1977). *The Soviet Strategic Culture: Implications for Limited Nuclear Options.* Project AIR FORCE. Rand Corporation. R-2154-AF. Sept 1977. 40 pages. (NB: because this reading is central to the development of strategic culture as a sub-disciplinary topic, it has been included in the reading pack under Aspects of Strategic Culture: Topic One: What is Strategic Culture?).
- Andrei A Kokoshin (1998). *Soviet Strategic Thought, 1917-91. Ch 1: The Relationship between Policy and Strategy in Soviet Military Doctrine.* CSIA Studies in International Security. Massachusetts: MIT Press, pp. 11-62.
- Geoffrey Jukes (1972). *The Development of Soviet Strategic Thinking Since 1945.* Canberra Papers on Strategy and Defence No. 14. Strategic and Defence Studies Centre, Australian National University, pp. 1-44.

C. SELECTED CASE STUDIES PREPARED BY STUDENTS ENROLLED IN STRA 505 IN 2008

Murray Bays (2008). *Japan's Strategic Culture: change or continuity?*

Sarah Lobrot (2008). *The samurai and Japanese martial arts culture: how it influences strategy and what New Zealand can learn from it.*

Richard Logan (2008). *The Hofstede model and its five indexes of culture, with a comparison of 'Chinese' culture with New Zealand and other Anglo-American countries.*

Germana Nicklin (2008). *India and long term visioning: what New Zealand can learn.*

Course Learning Objectives

One way of understanding strategic and security issues in the Asia Pacific region is through the underlying strategic culture of the region. This culture is very different from Western strategic culture and it also differs with each country across the region. With this in mind, the course offers a comparative examination of different strategic cultures within the Asia Pacific region. There are three main objectives. The first is to understand how other countries in the region approach strategic assessment and long range policy formulation. The second is to equip students to better contribute to New Zealand's strategic capability by benchmarking ourselves against Asian countries which are acknowledged leaders in long range thinking and implementation. Third, the course seeks to deepen our knowledge of strategic studies by familiarising ourselves with the emerging literature in the field and the leading strategic thinkers in the region.

But before doing any of these things it is important to begin by building some understanding of where the study of 'strategic culture' has come from and what its intellectual traditions and antecedents are. To do this the course readings are broken down into three parts. Part A consists of selected texts that look at strategic culture from a series of different perspectives. Part B is intended to introduce course members to the literature of strategic culture as it affects selected countries in the Asia Pacific region. Note that for comparative purposes both the United States and the Soviet Union/Russia are considered to be Asia Pacific powers whose strategic cultures are worthy of study in the context of this paper. Part C consists of selected case studies prepared by student course members who took this paper in 2008. These papers are reproduced with the permission of the students concerned.

Course Delivery

This course is delivered in a modular format, which includes a minimum of 24 hours contact. The 24 hours are broken up into three separate days of eight hours each (a 'module'). There are three modules in the course with approximately five to six weeks between each module. Attendance is required at all three modular teaching days (8.30am – 6.00pm).

Expected Workload

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first module. Regular learning is necessary between modules (students who

leave everything to the last moment rarely achieve at a high level). Expressed in input terms, the time commitment required usually translates to 65-95 hours (excluding class contact time) per course.

Assessment Requirements

Following are the assessment requirements:

- One essay of 2,000 words (30%) reflecting course members' understanding of strategy and culture. The essay is to be based on a critique of one or more of the readings in Part A of the Student Notes (Aspects of Strategy and Culture). An advanced draft of the essay is to be ready for discussion and presentation by course members at the first module on Wednesday 8 July 2009. The essay will then be finalised by course members taking into account class discussion and feedback – *the due date and time for the finished essay is 5.00pm, Wednesday 22 July 2009.*
- A case study comprising a report of 3,000 words, an annotated bibliography and a seminar presentation (combined weighting 70%), in which class members have an opportunity to demonstrate their ability to research and write about the strategic culture of a selected country in the Asia Pacific region – *the due date for the annotated bibliography is 5.00pm, Wednesday 19 August 2009. The bibliography will be presented and discussed in class on Wednesday 2 September 2009. Case studies will be presented and discussed at the third module on Wednesday 21 October 2009. Final reports are due at 5.00pm, Wednesday 4 November 2009.*

Please submit ALL assignments IN HARD COPY to:

Post Experience Programmes,
School of Government,
Victoria University of Wellington,
Level 8 Reception,
Rutherford House,
23 Lambton Quay,
P.O. Box 600,
Wellington.

Assignments that are submitted in person should be placed in the secure box at School of Government reception (Level 8, Rutherford House, Pipitea Campus) during office hours of 8.30am to 5.00pm, Monday to Friday. The assignment box is cleared daily, and assignments will be date stamped.

Students should keep a copy of all submitted work.

Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Mandatory Course Requirements

Submit or participate in all pieces of assessment required for this course.

Class Attendance

The School expects you to attend all three modules for the course. If, before enrolment for a course, you are aware that you will not be able to attend a module, you must notify the Director of Master's Programmes when you enrol explaining why you will not be able to attend. The Director of Master's Programmes will consult with the relevant course coordinator. In such circumstances, you may be declined entry into a course.

If you become aware after a course starts that you will be unable to attend a module or a significant part of a module (i.e. more than two hours in any given day), you must advise the course coordinator before the module explaining why you will be unable to attend. The course coordinator may excuse you from attendance and may also require you to complete compensatory work relating to the course content covered during your absence.

Deadlines and Failure to Meet Due Dates

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

Communication of Additional Information

Any additional communication during the course will be conveyed to course members by email.

Other Information

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy/academic.aspx>

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/Contactus.aspx>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/