

**School of Government**

**STRA 505**  
**STRATEGIC CULTURE**  
(15 Points)

**Trimester Two / 2010**

**COURSE OUTLINE**

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**Names and Contact Details**

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

**Trimester Dates**

**Teaching Period:** Wednesday 7 July – Wednesday 3 November 2010

**Class Times and Room Numbers**

<b>Module One:</b>	Wednesday 7 July 2010	8.30am – 6.00pm
<b>Module Two:</b>	Wednesday 25 August 2010	8.30am – 6.00pm
<b>Module Three:</b>	Wednesday 20 October 2010	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**

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.

Your fees will be refunded if you withdraw from this course on or before **Monday 26 July 2010**.

The last date for withdrawal from this course is **Friday 24 September 2010**. After this date, permission to withdraw requires the approval of the Associate Dean (Students), as set out in section 8 of the Personal Courses of Study Statute

(<http://policy.vuw.ac.nz/Amphora!~policy.vuw.ac.nz~POLICY~000000001743.pdf>). To apply for this permission, fill in the Late Withdrawal form available from either of our Student Customer Service Desks, or downloaded from [www.victoria.ac.nz/fca/studenthelp/Forms.aspx](http://www.victoria.ac.nz/fca/studenthelp/Forms.aspx).

## **Course Content and Readings**

### **Blackboard**

The readings for this course are available from Blackboard, Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal.

To access the Blackboard site for this course:

1. Open a web browser and go to [www.myvictoria.ac.nz](http://www.myvictoria.ac.nz).
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" box displays what courses you have access to (please note that only courses that are actually using Blackboard will be displayed), so select "10.2.STRA505: Strategic Culture" for the course-specific Blackboard site.

**You are recommended to ensure that your computer access to Blackboard is working before the course starts.**

If you have any problems with myVictoria or Blackboard, you should contact the ITS Helpdesk on (04) 463 5050 or [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz), or visit the Helpdesk on level 2 of the Railway West Wing, Pipitea Campus. See [www.victoria.ac.nz/its/student-services/](http://www.victoria.ac.nz/its/student-services/) for more information.

The following are the principle 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 Troad 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 Huntingdon (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 JJ 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/](http://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*.
- Greg Watson (2009). *Strategic Cultures of the Islamic Republic of Iran: Through the lens of one decision*.

## **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 previous years. 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**

The assessment requirements are as follows:

1. 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 (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 7 July 2010**. The essay will then be finalised by course members taking into account class discussion and feedback, and submitted IN HARD COPY by **5.00pm, Wednesday 21 July 2010**.

2. 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 annotated bibliography is to be submitted IN HARD COPY by **5.00pm, Wednesday 18 August 2010**. The bibliography will be presented and discussed at the second module on **Wednesday 25 August 2010**. Case studies will be presented and discussed at the third module on **Wednesday 20 October 2010**. Final reports are to be submitted IN HARD COPY by **5.00pm, Wednesday 3 November 2010**.

**Please submit the final version of assignments 1, and the annotated bibliography and final report of assignment 2 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.

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.

**Students should keep a copy of all submitted work.**

### **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.

## **Penalties, 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.

## **Mandatory Course Requirements**

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

## **Communication of Additional Information**

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

## **Academic Integrity, Plagiarism, and the Use of Turnitin**

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for all material in any work submitted for assessment unless it is a 'fact' that is well-known in the context (such as "Wellington is the capital of New Zealand") or your own ideas in your own words. Everything else that derives from one of the sources above and

ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people’s intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website ([www.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx)). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine [www.turnitin.com](http://www.turnitin.com). Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website: [www.victoria.ac.nz/home/study/plagiarism.aspx](http://www.victoria.ac.nz/home/study/plagiarism.aspx).

If in doubt, seek the advice of your course coordinator. **Plagiarism is simply not worth the risk.**

## **Other Information**

For the following important information, follow the links provided:

- **Academic Integrity and Plagiarism**  
[www.victoria.ac.nz/home/study/plagiarism.aspx](http://www.victoria.ac.nz/home/study/plagiarism.aspx)
- **General University Policies and Statutes**  
[www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy)
- **AVC (Academic) Website: information including Conduct, Academic Grievances, Students with Impairments, Student Support**  
[www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)
- **Faculty of Commerce and Administration Offices**  
[www.victoria.ac.nz/fca/studenthelp/](http://www.victoria.ac.nz/fca/studenthelp/)
- **Manaaki Pihipihinga Programme**  
[www.victoria.ac.nz/st\\_services/mentoring/](http://www.victoria.ac.nz/st_services/mentoring/)