

**School of Government**

**STRA 506**  
**NEW ZEALAND DEFENCE POLICY**  
**(15 Points)**

**Trimester Two / 2010**

**COURSE OUTLINE**

---

**Names and Contact Details**

**Course Coordinator:**        **Dr Lance Beath**  
Room RWW 505, Level 5, Railway West Wing, Pipitea Campus  
Telephone: (04) 463 6792  
Mobile: 027 4365234  
Email: [lance.beath@vuw.ac.nz](mailto:lance.beath@vuw.ac.nz)

**Masters Administrator:**    **Darren Morgan**  
Room RH 821, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 5458  
Fax: (04) 463 5454  
Email: [darren.morgan@vuw.ac.nz](mailto:darren.morgan@vuw.ac.nz)

**Office Hours:**                8.30am to 5.00pm, Monday to Friday

**Trimester Dates**

**Teaching Period:**            Tuesday 31 August – Friday 15 October 2010

**Class Times and Room Numbers**

**Dates:**                        Tuesday 31 August – Friday 3 September 2010 (inclusive)  
**Times:**                        9.00am – 5.00pm each day  
**Locations:**                Classes will be held in room RWW 501, Level 5, Railway West Wing, Pipitea Campus, Victoria University in Wellington. Go to [www.victoria.ac.nz/home/about/maps/campus\\_pipitea.aspx](http://www.victoria.ac.nz/home/about/maps/campus_pipitea.aspx) for a map of the Pipitea Campus.

## **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 **Wednesday 1 September 2010**.

The last date for withdrawal from this course is **Friday 3 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 Description**

The course focus is on New Zealand Defence Policy. It is not a course in Techniques of Defence Policy Analysis, or in Comparative Defence Policy, or National Security Policy, or Strategic Policy Analysis. But, inevitably perhaps, students will be exposed to selected aspects of some of these topics in the course of their reading and study.

The course emphasises the relationship between defence and foreign policy, and the importance of gaining a good understanding of the various contexts within which defence policy operates: New Zealand historical, geographical and cultural aspects are all part of the necessary mix, as are our defence and foreign policy partnerships.

Students will see that while there is no 'right' answer to the question as to what constitutes good policy, there are dimensions to the question that repay careful thought and analysis. Students will be encouraged to think critically about the various assumptions, both implicit and explicit, around which New Zealand Defence Policy has been written, both to understand the continuities and to appreciate the significance of new policy directions, where these arise.

In developing this year's course, particular attention has been paid to helping students gain a better appreciation of the history that underlies New Zealand approaches to Defence and Foreign Policy, and to gain an in-depth understanding of the approach to policy undertaken by both the present government and the previous Labour government. The course also seeks to lay the broader intellectual foundations on which students will be able to build should they find themselves contributing to Defence Policy at some point in the future.

With the contact course being held in Wellington this year, we hope to be able to bring in a selected number of guest speakers to help illuminate different aspects of Defence Policy under National, including issues under consideration in the context of the present Defence Review and White Paper. A folder of more recent papers relating to current policy developments will be made available to students on arrival at the Contact Course.

## **Course Content**

### **Topic One: Introduction to Defence Policy**

- What is defence policy?
- How is defence policy related to foreign policy and how do both relate to national security policy?
- What are the characteristics of good policy advice in general, and good defence policy advice in particular?
- What constitutes power in international politics and why does the possession of power matter?

### **Topic Two: New Zealand Historical Context**

- What has been the New Zealand national experience of war and to what extent does this experience impact on policy?
- How does the New Zealand experience differ from the Australian? What impacts do our different war experiences have on ongoing defence policy development?
- What was the broad history of New Zealand's involvement in the Versailles peace settlement and the League of Nations? To what extent do these early ventures onto the foreign policy stage impact on current New Zealand policy?
- What has New Zealand learnt in defence policy terms from its active involvement in both World Wars, and in a very wide variety of regional conflicts and peace support operations since then?
- What 'fixed mental attitudes' do New Zealanders tend to bring to the discussion of defence policy? Are these mental attitudes different to Australian ones, and if so, how?
- What is the broad history of the development of New Zealand defence policy since the Second World War? What are the continuities? What are the principal assumptions, implicit as well as explicit, that characterise New Zealand Defence White Papers?

### **Topic Three: Current Defence Policy**

- What are the key documents that outline current defence policy and what are the key features of this policy?
- What strategic assessments underpin current policy? How solid are the assumptions on which these assessments are built?
- How significant to the development of current policy approaches was the work of the Select Committee that prepared the report *Defence Beyond 2000*?
- Why did the Select Committee find it impossible to achieve a working consensus on defence policy? How important was it that it was unable to find common ground on a number of key issues? What were these issues, and are they still important, and if so, why?
- What were the main achievements in defence policy terms of the Clark government? What 'unfinished business' (other than the NZ/US ANZUS dispute) remains?

### **Topic Four: Commentaries on Defence Policy under the Clark and Key Governments**

- What has been the range of views expressed by Australian commentators on recent New Zealand government approaches to defence policy?
- What views have been expressed by New Zealand commentators? How significant have been the various criticisms levelled?
- To what extent has the Key government moved to meet the various criticisms on defence policy?

- Have subsequent developments in the international security climate helped the New Zealand government and if so, how? (i.e. have its views and judgments been vindicated, and if so how?)

#### **Topic Five: Constitutional, Legal and Structural Issues in Defence**

- What are the principal features of the constitutional and legal framework governing the New Zealand Defence Force and the Ministry of Defence?
- Does the present Defence Act help or hinder relations between the two main Defence agencies (i.e. the NZDF and the MOD)?
- What issues led to the Government's decision to launch a series of reviews of Defence including the Hunn Review of Responsibilities and Accountabilities within Defence (the RASA)?
- What were Don Hunn's main conclusions in his Review and what has the government done to implement them?
- How does the structure of the Defence organisations in New Zealand compare with that in Australia, Canada, the US and the UK?

#### **Topic Six: Australia New Zealand Closer Defence Relationship**

- What has been the broad history of the Australian New Zealand Defence Relationship?
- Where did CDR originate and what have been its achievements (if any)?
- What limitations on the ability of the two defence forces to operate together flow from present differences in strategic perception and policy?
- How important are these limitations and should there be a renewed effort to resolve them?

#### **Topic Seven: Future Directions in Defence Policy**

- Describe some of the factors that may impact on future New Zealand defence policy directions.
- Evaluate the importance of the 'Revolution in Military Affairs' or RMA on policy development.
- Should New Zealand seek to develop more of a distinctive 'niche' for itself in defence capability terms? What would be some of the advantages and disadvantages of moving more strongly in this direction?
- What does it mean for New Zealand to have a 'contributory approach' to defence capability? What are the strengths and weaknesses of this approach?
- Should New Zealand seek to rebuild its former defence alliance relationship with the United States and, if so, how?
- Describe the impact of 'asymmetry' and evaluate what can be done to meet the threat.
- Can the global 'War on Terrorism' be won? How should we think about the nature of this struggle and what are some of the implications for New Zealand defence policy?

#### **Topic Eight: Strategic Choices for New Zealand**

- In very broad terms, what are the strategic choices that are open to New Zealand as it thinks about defence policy?
- What strategic concepts would you use to describe and define those choices?
- To what extent, if at all, would you say that geography impacts on New Zealand's future strategic choices and what is the nature of the impact?
- How relevant to the New Zealand defence policy maker is knowledge of New Zealand and world history? How would you go about framing a defence policy argument in historically

significant terms? Name some specific incidents in history that you think may be significant to the present day policy maker and describe their significance.

- How does Australian thinking on its future defence choices differ from our own? How would you account for the differences? What are the principal features of the defence policy debate in Australia at the present time?
- Does New Zealand need another Defence White Paper at the present time and, if so, why, and if not, why not?

### **Topic Nine: Conclusions**

- What has been the role of national myth-making in New Zealand as it relates to defence policy? Has the effect been broadly positive or negative? Do we need to rethink and reinvent our myths?
- What broad lessons for Defence policy has New Zealand learned from its recent extensive operational experiences in Bosnia, Bougainville, East Timor, the Solomon Islands, Afghanistan and Iraq?
- What challenges for the Defence Force and its future leadership arise from the broad strategic factors earlier discussed? Do you see present trends extending into the more or less indefinite future or will there be a point at which New Zealand will need to stand down from the current operational intensity to regroup, reform and re-equip?
- What does Michael Ignatieff mean by ‘virtual war’? Do the factors he discusses apply to New Zealand? How would you see defence policy needing to change, if at all, to accommodate the matters discussed by Ignatieff?
- What does Barbara Tuchman mean by the ‘March of Folly’? Why does she think that this is peculiarly a symptom of governments? Has New Zealand ever been guilty of folly on a national scale in terms that might resonate with Tuchman?
- What does Colin Gray mean by the term ‘strategy eternal’? Critically evaluate his arguments and see to what extent his line of thinking might be applied in the New Zealand defence policy context.
- What was the essence of Churchill’s argument in his maiden speech in Parliament when he criticised the proposed addition of two further Army corps to the British Army? What lessons drawn from British history was he suggesting Britain should rely on? Did subsequent history prove him right? What might be the relevance, if any, in New Zealand’s present geopolitical circumstances?
- What enduring lesson for New Zealand’s defence interests does Ian McGibbon draw attention to in his book *Blue-Water Rationale*? Would it be likely that a future Berendsen might argue in similar terms for the saliency of the main New Zealand effort being made in Europe (in the event of a global war), or have our geopolitical circumstances so changed that the argument could no longer be sustained?

### **Course Learning Objectives**

Students completing this course will be able to:

- Appreciate where defence policy sits in relation to foreign policy as well as New Zealand’s broader national security policy.
- Define the attributes of good policy and be able to constructively analyse the strengths and weaknesses of various policy approaches.

- Describe the broader historical, political, economic and cultural influences that have impacted on the development of New Zealand defence policy since the First World War.
- Describe the relationship in New Zealand between foreign and defence policy.
- Understand the continuities as well as the discontinuities in New Zealand defence policy.
- Describe the main features of the present approach to Defence Policy as well as the immediate antecedents (the 1991 and 1997 Defence White Papers).
- Describe the main points of criticism that have been levelled at current policy and be able to critically evaluate the arguments that have been made both to reinforce as well as counter these criticisms.
- Understand the main features of the constitutional and legal framework within which the New Zealand Defence Force operates as well as the structural arrangements connecting the Ministry of Defence and the NZDF together.
- Describe the main features of the Australian New Zealand Defence Relationship and understand the broad historical as well as strategic forces that are at play in CDR.
- Understand the possible impact on future New Zealand defence policy of technology developments including information age effects, asymmetrical warfare, terrorism and other factors that need to be taken into account.
- Discuss the possible nature of future strategic choices that may be open to New Zealand and within which capability and doctrinal matters will need to be resolved.
- Have some understanding of the broader strategic implications for New Zealand of the defence policy choices we make, both now and in the future.

## **Course Delivery**

This course is delivered in an intensive format, which includes a minimum of 24 hours contact time, over four consecutive days. **Attendance is required at all four teaching days.**

The course will be run in conjunction with Massey University, and students from Massey's 149.702 New Zealand Defence Policy postgraduate course will be joining you for the four teaching days.

## **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 day of contact. Intensive courses usually also require further study after the contact period. Expressed in input terms, the time commitment required usually translates to 65-95 hours (excluding class contact time) per course.

## **Readings**

### **Topic One: Introduction to Defence Policy**

- Dillon, G. M. (1988), ed., *Defence Policy Making: A Comparative Analysis*. Leicester University Press. Ch. 1: 1-8.
- John Garnett (1976). *Defence Policy Making*. In L. W. Martin, ed., *The Management of Defence*. London: Macmillan.

- Edward Hallett Carr (1939), *Power in International Politics*, in *The Twenty Years' Crisis, 1919 – 1939: An Introduction to the Study of International Relations*. London: Macmillan.
- Gerald Hensley (1993). *The Relationship Between Defence and Foreign Policy*. In A. Trotter, ed., *Fifty Years of Foreign Policy*. Papers from the 28<sup>th</sup> Foreign Policy School, 1993. Dunedin: University of Otago Press. Pp. 133 –145.
- Gary Hawke (1993) *Improving Policy Advice*. Introduction from Institute of Policy Studies monograph (1993). Wellington: Victoria University Press.

### **Topic Two: New Zealand Historical Context**

- Michael King (1981), *New Zealanders and War in New Zealanders At War*. Auckland: Penguin Books.
- Margaret MacMillan (2001), *Peacemakers: Six Months that Changed the World*. London: John Murray.
- W. David McIntyre and W. J. Gardner (1971), ed., *Speeches and Documents on New Zealand History: The Diplomacy of a Small State*. Oxford: Clarendon Press.
- F. L. W. Wood (1958), *Impact of a Labour Government and Defence Policy in The New Zealand People at War: Political and External Affairs*. Historical Publications Branch, Department of Internal Affairs. Reprinted by Reed 1971.
- F. L. W. Wood (1972), *Defence Perspectives: Political and Strategic Background*. Papers read at the 1972 Otago Foreign Policy School. Ken Keith, ed., Price Milburn for the NZIIA.
- R. M. Mullins (1972), *Defence Perspectives: Defence Outlook*, *ibid*.
- W. David McIntyre (1972), *Defence Perspectives: Regional Collective Security: The Motives of New Zealand and Malaysia*, *ibid*.
- Hedley Bull (1972), *Defence Perspectives: Australia-New Zealand Cooperation*, *ibid*.
- John Henderson (1991), *Changes in New Zealand Defence Policy*. In R. Kennaway and J. Henderson, eds., *Beyond New Zealand II: Foreign Policy in the 1990s*, Auckland: Longman Paul. Ch. 7: 82 – 93.

### **Topic Three: Current Defence Policy**

#### **A. The Foundation Documents:**

- The Government's Defence Policy Framework (June 2000)
- Government Defence Statement (May 2001)
- Defence Long-Term Development Plan (Originally Issued June 2002 and Updated June 2003)

#### **B. Underpinned by:**

- External Assessments Bureau *Strategic Assessment 2000* (updated 2001)
- Ministry of Foreign Affairs and Trade *New Zealand's Foreign and Security Policy Challenges* (June 2000)
- Report of the Foreign Affairs, Defence and Trade Committee *Inquiry into Defence Beyond 2000* (August 1999)
- Government Members' Minority Report (*ibid*)
- Government Response to *The Inquiry into Defence Beyond 2000*. Presented to the House of Representatives in accordance with Standing Order 251 (October 1999).

#### **C. Recent Supporting Papers (see [www.defence.govt.nz/reports-publications](http://www.defence.govt.nz/reports-publications)):**

- 2010 MOD Statement of Intent
- 2010-13 NZDF Statement of Intent
- 2009 MOD Annual Report

- Defence Portfolio Briefing to the Incoming Government 2008
- Defence Review Terms of reference
- Defence Review Consultation Summary of Submissions 11 June 2010

*D. Immediate Antecedents:*

- Government White Paper on Defence (1997) *The Shape of New Zealand's Defence*
- Government White Paper on Defence (1991) *The Defence of New Zealand*
- Gerald Hensley (1992) *The Development of the 1991 Defence White Paper*. Address to the Military Studies Centre.

**Topic Four: Commentaries on Defence Policy under the Clark Government**

- Hugh White (2003) *Refocusing the Dialogue on Strategic Cooperation*. In New Zealand International Review Vol. XXVIII, No 1. Jan/Feb 2003.
- Simon Upton (Nov 2002) *Sense From Across the Tasman*. In Trans Tasman 7/11/02.
- Gerard Henderson (April 2003) *Neighbours are Now Just Friends*. The Sydney Institute. Retrieved from [www.smh.com.au](http://www.smh.com.au) on 03/05/04.
- Extract from Australian Parliamentary Report on visit to New Zealand sponsored under the 2003 New Zealand Parliamentary Committee Exchange Programme. *New Zealand Defence Policy and Maritime Strategy: Conclusions*
- David Cohen and Shawn Donnan (May 2001) *Aussies and Kiwis at Odds on Defence Readiness*. In The Christian Science Monitor 05/11/2001.
- Colin James (2001) *An Unequal Matter*. In The Australian 20/11/2001.
- Richard Bolt, Gerald Hensley, Ewan Jamieson, Robin Klitscher, Denis McLean and Somerford Teagle (June 2002) *Choice or Chance? New Zealanders Thinking About Defence Policy: A Green Paper on Defence*. Published by Silent Majority and retrieved on 03/05/04.
- Gerald Hensley (2003) *Will New Zealand Ever Rejoin ANZUS?* In Policy, Spring 2003. Retrieved from [www.cis.org.au](http://www.cis.org.au) on 03/05/04.
- David Dickens (September 2000) *New Zealand Defence: Stocktake and Prospects*. Address as the (then) Director, Centre for Strategic Studies, VUW to the Dunedin Branch, NZIIA. Retrieved from Defence Library vertical files on 03/05/04.
- David Dickens (March 1999) *An Independent Review of the Select Committee's Interim Report: Inquiry into Defence Beyond 2000*. *ibid*
- Stephen Hoadley (March 1999) *Submission to the Select Committee Responding to the Interim Report Defence Beyond 2000*. *ibid*
- Stephen Hoadley (December 1999) *F-16 Diplomacy*. Press release. *Ibid*.

**Topic Five: Constitutional, Legal and Structural Issues in Defence**

- Jim Rolfe (1993) *The Policy Environment*. In *Defending New Zealand: A Study of Structures, Processes and Relationships*. Wellington: Institute of Policy Studies, Victoria University. Ch 2: 20 – 55.
- Lance Beath (1999) *Critical Assumptions Behind NZDF/MOD Reorganisation Proposals*. Presentation to Defence Working Group Meeting, University of Waikato, 1-2 May, 1999.
- Lance Beath (1999) *Principal Features of the Agenda for Improved Organisational Performance in the New Zealand Public Sector (with special reference to the Defence organisations)*. Unpublished paper. VUW School of Government.
- Lance Beath (1999) *The Separation of Policy Responsibility Between the NZDF and the MOD. A Case Study of Organisational and Other Issues Affecting the Quality and Delivery of Policy Advice from the Defence Organisations Together with Reflections on an Appropriate Intervention Strategy*. Unpublished paper. VUW School of Government.



- Don Hunn (2002) *Review of Accountabilities and Structural Arrangements between the Ministry of Defence and the New Zealand Defence Force. Executive Summary. Ch 1: Introduction. Ch 2: Other Matters to be Taken Into Account. Annexes: Ministerial Press Release Announcing the Review; Terms of Reference; Summary Extracts from the Ansell/White Review; Legal Analysis of New Zealand's Defence Legislation; Summary of Legal Judgements Pertaining to an Attempt to Obtain a Judicial Review of the Decision to Disband the Air Combat Force; and, Culled Structural Options.*
- Hon Mark Burton (2003) *Press Statement: Appointments Important Step for Defence.* Retrieved from [www.beehive.govt.nz](http://www.beehive.govt.nz) 03/05/04.

### **Topic Six: Australia New Zealand Closer Defence Relationship**

- Chris Pugsley (2004) *The ANZAC Experience: New Zealand, Australia and Empire in the First World War.* Auckland: Reed Books.
- Allan Behm (2001) *Defence and Security Across the Tasman.* Paper delivered to a conference organised by the Stout Research Centre/Institute of Policy Studies, Victoria University of Wellington, to mark the 100<sup>th</sup> anniversary of Australia's Centenary of Federation. Paper published in *States of Mind: Australia and New Zealand 1901 – 2001.* Wellington: Institute of Policy Studies (2002).
- Lance Beath (2001) *Imagination, Ambition, Vision and Realism: Moving Forward in the Defence Relationship with Australia, or, 'The Story of Little Babaji'.*
- Stewart Woodman (1993) *Myths and Realities: The Purpose and Rationale for Closer Defence Relations Between Australia and New Zealand in the 1990s.* Paper delivered to a conference organised by the Australian Defence Studies Centre on CDR. Published in *Australia New Zealand Closer Defence Relationships.* Robert Hall ed., ADSC 1993.
- Ramesh Thakur (1993) *Closer Defence Relations: Costs and Benefits to New Zealand.* Ibid.
- Robin Klitscher, Lance Beath, Brendan O'Loghlin, Jim Nockels (1993) *Making CDR Happen: The Views of the Practitioners.* Ibid.
- *Cartoon acknowledgements: Ian Grant (2001) The Other Side of the Ditch. A Cartoon Century in the New Zealand-Australia Relationship.* New Zealand Cartoon Archive, Alexander Turnbull Library. Auckland: Publishing Press.

### **Topic Seven: Future Directions in Defence Policy**

- Michael Ignatieff (2000) *The Virtual Commander.* In *Virtual War,* Chatto & Windus, London.
- Alan Stephens (1999) *Kosovo, or the Future of War.* Working Paper No. 54, August 1999.
- Colin Gray (2002) *Thinking Asymmetrically in Times of Terror.* Parameters, Spring 2002, pp. 5 – 14.
- Kenneth McKenzie (2000) *The Revenge of the Melians: Asymmetric Threats and the Next QDR.* McNair Paper 62. Institute for National Strategic Studies, National Defence University, Washington, D.C. 2000.
- Beatrice Heuser (2002) *Politics, the Trinity and Civil-Military Relations and Clausewitz's Relevance in the Twenty-First Century.* In *Reading Clausewitz.* London: Pimlico 2002.
- Ivan Arreguin-Toft (2001) *How the Weak Win Wars: A Theory of Asymmetric Conflict.* International Security Vol. 26, No. 1, pp. 93-128.
- Michael Howard (2001) *What's in a Name? How to Fight Terrorism.* Foreign Affairs, Jan-Feb 2002, pp. 8-13.
- Peter Wilson, John Gordon, David Johnson (2003-04) *An Alternative Future Force: Building a Better Army.* Parameters Vol. XXXIII, No. 4. Winter 2003-04.

- Colin Gray *History for Strategists: British Seapower as a Relevant Past*. In *Seapower: Theory and Practice*.
- Eliot Cohen (1994) *The Mystique of U.S. Air Power*. *Foreign Affairs*, Jan/Feb 1994, pp. 109-124.
- Eric Clemons and Jason Santamaria (2002) *Manoeuvre Warfare: Can Modern Military Strategy Lead You to Victory?* *Harvard Business Review*, April 2002, pp. 56-65
- Colin Gray (2002) *High Concept*. In *Strategy for Chaos: Revolutions in Military Affairs and the Evidence of History*. London: Frank Cass Publishers.
- George Friedman (2004) *Beyond Iraq*. *The Stratfor Weekly*. Retrieved from [www.stratfor.com](http://www.stratfor.com) on 21/01/04.
- Bruce Ferguson (2002) *Way Ahead for the New Zealand Defence Force*. Speech by Chief of the Defence Force Air Marshal Bruce Ferguson to the New Zealand Institute for International Affairs, Wellington, 22 August 2002.

### **Topic Eight: Strategic Choices for New Zealand**

- Colin James (1992) *The Push to Independence*. In *New Territory: The Transformation of New Zealand 1984-92*. Wellington: Bridget Williams Books Ltd.
- Ramesh Thakur (1984) *Port Access and Alliance Management and Conclusion*. In *In Defence of New Zealand: Foreign Policy Choices in the Nuclear Age*. Boulder: Westview Press.
- Stephen Hoadley (1989) *Defence*. In *The New Zealand Foreign Affairs Handbook*. Auckland: Oxford University Press. Contains text of relevant parts of the NZ Non-Nuclear Legislation, the ANZUS Treaty and other defence pacts.
- David Lange (1993) *Transcript of Interview on ANZAC Ships 11 September 1993*.
- Malcolm Templeton (1986) *What are the Choices?* In *Defence and Security: What New Zealand Needs*. Institute of Policy Studies. Wellington: Victoria University Press.
- Ian McGibbon (1999) *New Zealand Defence Policy from Vietnam to the Gulf*. In *New Zealand in World Affairs 1972-1990*. Bruce Brown ed., New Zealand Institute of International Affairs. Wellington: Victoria University Press 1999.
- George Friedman (2004) *The Geopolitics of Alliance*. *The Stratfor Weekly*. Retrieved from [www.stratfor.com](http://www.stratfor.com) on 08/02/04.
- Hugh White (2002) *Australian Defence Policy and the Possibility of War*. *Australian Journal of International Affairs*, Vol. 56, No. 2, pp. 253-264, 2002.
- Alan Dupont (2003) *Transformation or stagnation? Rethinking Australia's defence*. *Australian Journal of International Affairs*, Vol. 57, No. 1, pp. 55-76, 2003.
- Lance Beath (2001) *Why New Zealand Needs Another Defence White Paper*. *New Zealand International Review*, September/October 2001, VOL. XXVI, No 5.

### **Topic Nine: Conclusions**

- Chris Pugsley (2004) *Epilogue: The Anzac Experience*. Auckland: Reed Publishing.
- John Crawford and Glyn Harper (2001) *Planning and Preparation for Possible Operations in East Timor and Conclusion*. *Operation East Timor: The New Zealand Defence Force in East Timor 1999-2001*. Auckland: Reed Publishing.
- Joel Hayward (2003) *Current and Future Challenges for New Zealand Commanders*. In *Born to Lead? Portraits of New Zealand Commanders*. Edited by Glyn Harper and Joel Hayward. Auckland: Exisle Publishing.
- Paul Monk (2003) *Rethinking the Defence of Australia*. *Defender*. The Australian Defence Association Journal. Spring 2003.
- Michael Ignatieff (2000) *Virtual War*. London: Chatto & Windus.

- Barbara Tuchman (1984) *The March of Folly. From Troy to Vietnam*. Michael Joseph Ltd.
- Colin Gray (1999) *Strategy Eternal*. In *Modern Strategy*. Oxford University Press.
- Roy Jenkins (2001) *Churchill*. London: Macmillan Books.
- Ian McGibbon (1981) *Blue-Water Rationale. The Naval Defence of New Zealand 1914-1942. Introduction and Background*. At Annex copy of Memorandum Berendsen to Savage October 1938 commenting on the particular salience of the European theatre for the defence of the New Zealand dominion. Historical Publications Branch. Wellington.

## **Assessment Requirements**

A summary of the course assessment requirements is outlined below.

In addition to attendance at the four contact days (worth 10% of the final grade), students are required to write three assignments totalling 8,000 words. These should be typed double-spaced and have ample margins on each side for marking comments.

<b>Assignment</b>	<b>Due Date</b>	<b>Word Length</b>	<b>% of Final Grade</b>
Attendance	-	-	10%
1	Tuesday 31 August 2010 (the first day of the course)	2,000	20%
2	Friday 10 September 2010	3,000	35%
3	Friday 15 October 2010	3,000	35%

### **Assignment One**

Write an essay on any **ONE** of the following topics:

1. How is defence policy related to foreign policy and how do both relate to national security policy? Illustrate your answer with reference to New Zealand.
2. What are the characteristics of good policy advice in general, and good defence policy advice in particular? Illustrate with reference to a contemporary issue in New Zealand defence policy.
3. What constitutes power in international politics and why does the possession of power matter? What are the implications for defence policy? You may analyse and cast your response in either realist or idealist terms (but remember to define your terms as you develop your answer).

Please submit Assignment One **IN HARD COPY** directly to the Course Coordinator on Tuesday 31 August 2010 (the first day of the course).

### **Assignment Two**

Write an essay on any **ONE** of the following topics:

1. What has been the New Zealand national experience of war and to what extent does this experience impact on policy.
2. How does the New Zealand experience differ from the Australian? What impacts do our different war experiences have on ongoing defence policy development?
3. What was the broad history of New Zealand's involvement in the Versailles peace settlement and the League of Nations? To what extent do these early ventures on to the foreign policy stage impact on current New Zealand policy?

4. What has New Zealand learnt (or should have learnt) in defence policy terms from its active involvement in both World Wars, and in a very wide variety of regional conflicts and peace support operations since then?
5. What 'fixed mental attitudes' do new Zealanders tend to bring to the discussion of defence policy? Are these mental attitudes different to Australian ones, and if so how?

### **Assignment Three**

Write an essay on any **ONE** of the following topics:

1. How significant to the development of current New Zealand defence policy approaches was the work of the Select Committee that prepared the report *Defence Beyond 2000*? To what extent, if at all, has the current government altered the policy approaches of the Clark government?
2. Why did the Select Committee find it impossible to achieve a working consensus on defence policy? How important was it that it was unable to find common ground on a number of key issues? What were these issues, and are they still important, and if so why?
3. What are the main achievements in defence policy terms of the Key government? What 'unfinished business' (other than the NZ/US ANZUS dispute) remains?

Please submit Assignments Two and Three **IN HARD COPY** by the due date, 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 four teaching days of the course.**

If, before enrolment for the course, you are aware that you will not be able to attend part of the course, 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 course coordinator. In such circumstances, you may be declined entry into the course.

If you become aware after the course starts that you will be unable to attend part of the course, you **MUST** advise the course coordinator beforehand, 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%. For out of town students, two calendar days' grace is given to allow for time in the post.

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. **Note that this applies only to extreme unforeseen circumstances and is not necessarily awarded.**

### **Mandatory Course Requirements**

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

### **Communication of Additional Information**

Any additional information that needs to be communicated to course members will be sent out individually 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/)