TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of History, Philosophy, Political Science and International Relations

Political Science and International Relations Programme

INTP 448: Identity and World Politics
CRN: 13568

Semesters 1-2, 2008
Wednesday 2-4pm,
Murphy 402

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Office Hours: Wednesday 10-12 or by appointment

AIMS AND OBJECTIVES

In the social sciences, the concept of identity has grown in importance both as an explanatory variable and as an independent subject of analysis. This course aims to introduce students to some of the most important theories and empirical work on identities in International Relations (IR). Key areas to be addressed will include various definitions of identity; the role of the state and NGOs in forging identities; literatures on identity and security studies and foreign policy; collective identities in regional and international institutions, and theories of identity change, in particular the notions of persuasion, social influence and socialization.

By the end of the course students will be able to:

- Demonstrate a knowledge and understanding of the theoretical literature on identity in International Relations, and be able to analyse it from a variety of critical perspectives
- Demonstrate the ability to apply theory to empirical cases from contemporary world politics
- Demonstrate advanced research and bibliographical skills
- Demonstrate advanced written and oral communication skills

COURSE CONTENT

This is a graduate seminar. While some of the material will be presented in a traditional lecture format by the course coordinator, the success of the course depends on the active participation of all students. Each student will be responsible for introducing one seminar and facilitating discussion following their presentation. All class members are expected to complete all the relevant readings and stay up with contemporary affairs so they can participate in all discussions. This will ensure an exchange of views from all course participants at each seminar. All students are expected to have read the materials prior to class, not just those introducing the seminar. Presentations therefore should begin with the

assumption that everyone has read the readings and should not merely describe the content of the articles.

The course will make use of Blackboard and students will be expected to visit the site regularly to access messages and web-based resources.

TEXT

The only text for the class is the book of readings available from the Student Notes shop. It is a pretty hefty volume, but will save you having to track down obscure articles and chapters later in the year. Additional readings will be handed out from time to time in class.

ASSESSMENT

One seminar presentation and seminar paper (**800** words)   10%
One short essay **(2,500** words)   20%
One long research essay (**7,000** words)   30%
Final examination   40%

The assessment seeks to test students' knowledge and analytical ability in three different ways. First, the research papers require students to gather relevant information on an approved topic, analyse the data and ideas, and present an argument in a coherent, engaging and structured form. Second, the seminar presentation, and the preparation of a brief seminar paper, requires students to present material in a concise, organised and interesting manner and to facilitate discussion. Finally, the end of year examination tests students' overall grasp of the content of the course and their ability to explain key ideas quickly and answer questions in brief, interesting and coherent essays.

THE SEMINAR PRESENTATIONS

Each student is required to present a seminar during the course on one of the assigned topics.

Each presenter will be expected to speak for **approximately 10 minutes** only, and should be prepared to answer questions from their colleagues following the presentation. Students are encouraged to make their presentations as interesting and lively as possible, including the use of the computer for power point presentations. Video and multimedia can be organised if the course coordinator is given sufficient notice.

For the seminar, the presenter(s) should prepare an **800 word seminar paper** on their topic for distribution to their classmates before the class, and for posting on the Blackboard site. The summary should cover the main points of the presentation and include a bibliography. Students should NOT however, simply read their essay out. **Failure to fully reference sources will be considered to be plagiarism and will be penalised accordingly.** (See below).

The dates for seminar presentations will be organised in the first week of classes.

Marks for the presentation will be allocated on both the presentation and the brief paper that accompanies it, although the paper will receive a greater weighting than the presentation.

You **must** choose a **different topic** for your in-class seminar paper/presentation and your major research paper. If you are not sure if your topic is different enough, be sure to come and see me for approval.

THE RESEARCH PAPERS

You are required to write two research papers for this course. The first short paper should be no more than 2,500 words in length, including footnotes, but not including the bibliography. You will have a choice from a selection of essay topics, which will be distributed in the second week of class.

The long research essay should be no more than 7,000 words, including footnotes, but not including bibliography. You should come up with a topic in consultation with the course coordinator. I urge you to start thinking about a topic as soon as possible.

Students are required to submit a detailed proposal for the longer essay. It is due in class on Wednesday 28 May. It will be returned with comments and suggestions but not marked.

The research proposal should contain the following:

1. A carefully formulated and interesting question
2. A paragraph or two explaining why this question is worth studying
3. An proposed essay outline, showing the major components of the essay
4. A bibliography of at least 10 books, chapters, or academic articles relevant to the topic.

DUE DATES FOR COURSE WORK

Short paper due date: 14 May

Research proposal: 28 May

Research paper due: 6 October

THE FINAL EXAMINATION

The final examination will cover the materials looked at over the year. It will be closed book and three hours long. Students will not be permitted to answer a question on the topic on which they wrote their long research essay. The final exam will be scheduled in the examination period, 13 October – 9 November.

COURSE WORKLOAD

In order to maintain satisfactory progress, you will need to devote an average of 18 hours a week to this course, including the two-hour weekly class.

MANDATORY COURSE REQUIREMENTS

The mandatory course requirements are:

- Attendance at no fewer than 12 of the class seminars
- Submission of the research paper proposal on or before the due date
- Submission of two research papers on or before the due dates
- Delivery of one seminar presentation, and submission of a written seminar paper on agreed date; and
- Sit the final examination and achieve at least 40%

ADDITIONAL INFORMATION

Information about any changes to the timetable or programme will be announced in seminars or posted on Blackboard.

PENALTIES

Students will be penalised for late submission of work—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of eight days. Work that is more than eight days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary. Please note there is a uniform deadline for the major research essay (see below).

FINAL DEADLINE

There is a uniform deadline for the final submission of all written in-term work (including research papers) for honours courses. Students are advised that this deadline will be firmly adhered to; extensions will only be granted in exceptional circumstances, under the conditions stipulated in Victoria University's aegrotat regulations. Extensions must be approved by the Honours Coordinator (Professor Stephen Levine) in advance of the deadline. In 2008 the deadline will be **5 p.m. on Monday, 6 October**. Work not submitted by this deadline will not be taken into consideration when determining final results.

TURNITIN.COM

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. 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.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were ones own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

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Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct. All cases will be recorded on a central database and severe penalties may be imposed. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.victoria.ac.nz/home/study/plagiarism.aspx

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:
http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

5 March   **Introduction**

12 March   **Contemporary Mainstream IR theory**

The two dominant theories of international relations for most of the last three decades have been neorealism and neoliberalism. This week's readings provide an introduction to these two approaches, stressing their common materialist ontology and rational-choice approach to state decision making. The class will evaluate their strengths and shortcomings in explaining contemporary international relations.

- Stephen L. Lamy "Contemporary Mainstream approaches: neo-realism and neo-liberalism," in John Baylis, Steve Smith and Patricia Owens (eds.), *The Globalization of World Politics,* (4th edition, OUP, Oxford, 2008)

- John Mearsheimer, *The Tragedy of Great Power Politics*, 29-82

19 March   **No Class**

26 March   **No Class**

2 April   **Constructivism: why identity?**

This class introduces the constructivist approach to IR theory usually associated with the rise of identity in the study of world politics. There are many different "flavours" of constructivism. This class will discuss some of the leading varieties and how constructivists have used the concept of identity to critique neoliberalism and neorealism. We can debate whether you think their approach is useful and if their attacks on mainstream theory have been successful.

- Michael Barnett, "Social Constructivism" in John Baylis, Steve Smith and Patricia Owens (eds.), *The Globalization of World Politics,* (4th edition, OUP, Oxford, 2008)

- Alexander Wendt, "Anarchy is what states make of it" *International Organization*, (1992)

Suggested:

Alexander Wendt, *Social Theory of International Politics* (Cambridge University Press, Cambridge, 1999) chapters 3 + 6

9 April   **Measuring Identity in international relations**

Hopefully by now, you will agree that identity is an interesting lens through which to examine world affairs. However, one critique of the identity scholarship in IR is that the concept is too fuzzy. It is too easy is to say x happened because of a change in y's identity. To overcome this criticism, we need to develop rigorous approaches to using identity as an explanatory tool. What do we mean when we say we are talking about "identity"? Where do we look for evidence of a state's identity? What are the key sources we would use for research? How do we measure identity and identity change? What kind of different identities are there?

- Rawi Abdelal, Yoshiko Herrera, Alastair Iain Johnston and Rose McDermott, "Identity as a Variable" *Perspectives on Politics*, (December 2006) [available through the library's e-journal page]

- Ted Hopf, *The Social Construction of International Politics: Identities and Foreign Policies* (Cornell University Press, Ithaca, 2002) 23-38

Suggested:

- James Fearon "What is Identity (as we now use the word)?" draft working paper, Stanford University, 3 November 1999

30 April   Identity and Security Studies

The Security Studies literature in IR is usually dominated by the assumption that actors make self-interested decisions based on ends-means calculations about the prevailing distribution of power or balance of threats. However, there is a growing body of scholarship that suggests that even in the realm of national security, identity explains a great deal. This week's readings look at the role of identity in alliance formation and war initiation, as well as outlining a broad approach to the use of identity as a tool in explaining issues in security studies.

Michael Barnett, "Identity and Alliances in the Middle East," in Peter Katzenstein (ed.) *The Culture of National Security: Norms and Identity in World Politics* (Columbia University Press, New York, 1996) 400-447

Michael Fischerkeller, "David vs Goliath: Cultural Judgments in Asymmetric Wars," *Security Studies*, vol. 7, no.4 (Summer 1998) 1-43 [to be circulated]

Ronald Jepperson, Alexander Wendt and Peter J. Katzenstein, "Norms, Identity and Culture in National Security," in Peter J. Katzenstein (ed.) *The Culture of National Security: Norms and Identity in World Politics* (Columbia University Press, New York, 1996) 33-75

7 May   Role theory, identity and foreign policy

The idea that states play out "roles" in international affairs is not a new one, but it has been given a new lease of life by scholars working in the constructivist tradition. This week's readings look at role theory explanations for foreign policy behaviour. What do you think of these roles? Can we imagine analogous roles for New Zealand as a participant in world politics? Where do those roles come from and how are they manifest?

- Kal Holsti, "National Role Conceptions in the Study of Foreign Policy", *International Studies Quarterly*, vol. 14, (1970)

- Ulrich Krotz, "National Role Conceptions and Foreign Policies: France and Germany Compared" Working Paper 02.1, Program for the Study of Germany and Europe, Harvard University, 2002

- Lisbeth Aggestam, "Role Conceptions and the Politics of Identity in Europe," ARENA Working Paper, Oslo, 1999

14 May   <u>**National and state identities – and their production**</u>

Does it make sense to talk about a national identity? This week's readings look at two very different approaches to this question: one that attempts to advance a theory of national identity and its relationship to foreign policy and two other pieces that focus on the deliberate manipulation of state identity through the practice of "branding". What is the relationship between national identity and foreign policy? Do states have multiple identites and if so, how does this complicate our task of measuring the impact of identity? How do states brand themselves and how successful has New Zealand been in its own efforts?

- Lowell Dittmer and Samuel S. Kim, "In Search of a Theory of National Identity," in Lowell Dittmer and Samuel S. Kim (eds.) *China's Quest for National Identity* (Cornell University Press, Ithaca, 1993) 1-31

- Peter van Ham, "Branding Territory: Inside the Wonderful Worlds of PR and IR Theory," *Millennium: Journal of International Studies*, Volume 31, Number 2, 1 March 2002, 249-269

- Jacqui True "The Re-branding of national identity" in Raymond Miller (ed.) *New Zealand Government and Politics* (Oxford University Press, Melbourne, 2003) 3-15

*** Short research paper due ****

21 May   <u>**What is a region? Collective and regional identities**</u>

Traditional approaches to international relations took regions for granted, viewing them as either natural geographical entities or functional units reflecting growing contacts between peoples in proximate states. Constructivists have argued that regions are not in fact "natural" phenomena out there waiting to be discovered, but rather are socially constructed based on a manufactured sense of collective identity. These readings reflect on the various ideational foundations of regions in Europe and Asia. How do states develop collective identities? Can security communities only exist in liberal communities like Europe or can collective identities also be forged around non-liberal norms?

- Thomas Risse, "Collective Identity in a Democratic Community: The Case of NATO," in Peter Katzenstein (ed.) *The Culture of National Security: Norms and Identity in World Politics* (Columbia University Press, New York, 1996) 357-399

- Christopher Hemmer and Peter Katzenstein, "Why is there no NATO in Asia?" *International Organization*, vol. 56, no. 3 (2002) 575-607

- Amitav Acharya, "Ideas, Identity, and Institution-Building: From the ASEAN Way to the Asia-Pacific Way?" *Pacific Review*, 10: 3 (1997) 319-346

<u>**Suggested:**</u>

- Amitav Acharya and Alastair Iain Johnston, *Crafting Cooperation: Regional International Institutions in Comparative Perspective* (Cambridge University Press, Cambridge, 2007)

- Benedict Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism* (Verso, New York, 1991)

- Amitav Acharya, *Constructing a Security Community in Southeast Asia* (Oxford University Press, Singapore, 2001)

- Michael L. R. Smith and David Martin Jones, "Making Process not Progress: ASEAN and the Evolving East Asian Regional Order" *International Security*, vol.32, no.1 (2007)

28 May   **Changing Minds: Socialization, Persuasion and Social Influences**

I think constructivists have been effective in making the case that ideas and norms 'matter' – that they have an important and consequential impact on state behaviour. But while they have done a good job in showing that norms influence states, they have been less successful in showing just <u>how</u> normative influences work. This week's readings looks at attempts to remedy this, exploring IR scholarship that draws on social psychology and attempts to explain the microprocesses of identity change: mimicking, persuasion and social influences.

- Alastair Iain Johnston, *Social States: China in International Institutions 1980-2000* (Princeton University Press, Princeton, 2008) chapter one [to be distributed]

- Jeff Checkel – "Why comply? Social learning and European identity change" *International Orgnization*, vol. 55 (2001) 553-588

- Amitav Acharya, "How Ideas Spread: Whose Norms Matter? Norm Localization in Asian Regionalism," *International Organization*, vol. 58, no. 2 (April 2004)

Suggested:

- Thomas Risse, "Let's Argue: Communicative Action in World Politics," *International Organization* 54 (Winter 2000).

- Jeff Checkel "Persuasion in International Institutions," ARENA Working Paper 2002, http://www.arena.uio.no/publications/wp02_14.htm

*** Research proposal due ***

9 July   **Norms, Networks and Identity Change (I)**

Traditional IR theories tend to privilege the state. But what about the role of non-state actors such as NGOs? Can citizens and civil society groups precipitate identity and interest change? How? The next two weeks' readings look at some cases where state identities have been challenged by NGOs and explores in detail how norms spread and how they shape baheviour. They also ask why some issues are picked up by NGOs and others are not. How accountable are transnational networks and NGOS?

- Richard Price, "Reversing the Gun Sights: Transnational Civil Society Targets Land Mines," *International Organization* 52 (Summer 1998).

- Martha Finnemore and Kathryn Sikkink, "International Norm Dynamics and Political Change," in Peter Katzenstein et al (eds.) *Exploration and Contestation in the Study of World Politics* (MIT Press, Cambridge, 2000) 247-278

16 July   **Norms, Networks and Identity Change (II)**

- Charli Carpenter, "Studying Issue (Non)-Adoption in Transnational Networks." *International Organization.* Vol. 61, No. 3. (Summer 2007)

- Clifford Bob, *Marketing Rebellion* (Cambridge University Press, Cambridge, 2006) [excerpt to be distributed]

Charli Carpenter, "Setting the Advocacy Agenda: Issues and Non-Issues Around Children and Armed Conflict." *International Studies Quarterly,* Vol. 51, No. 1 (March 2007)

23 July <u>**New Zealand's national identity: Who are we?**</u>

In recent years there has been a lot of talk about New Zealand's national identity or identities. This week's readings explore some of the work of nationalist historians who both tried to identify and create an independent national identity and more recent work applying constructivist insights to New Zealand's diplomatic history and critically assessing the utility of a 'national identity' approach.

- J.C. Beaglehole, "The Development of New Zealand Nationality," *Journal of World History*, vol.2 (1954-55)106-23

- Keith Sinclair, *A Destiny Apart*, (Unwin Paperbacks, Auckland, 1986) chapters 1, 6, 7, 8

- David Capie and Gerald McGhie "Representing New Zealand: Identity, Diplomacy and the Making of Foreign Policy," in James Liu et al (eds) *New Zealand Identities: Departures and Destinations* (Victoria University of Wellington Press, Wellington, 2005) 230-241

- Giselle Byrnes, "Rethinking National Identity in New Zealand" Paper for the New Zealand Dominion Day Symposium, September 2007, available at: http://www.mch.govt.nz/dominion/byrnes.html

30 July <u>**New Zealand and Asia: Race, Rhetoric and Imagined Communities**</u>

During the 1990s, there was a good deal of talk by political leaders about New Zealand's relationship to Asia. Claims were even made that we were an "Asian" nation. While some of the grander claims have been dropped, New Zealand's changing demography and political and economic relationships continue to lead to claims about the intimacy of our links with Asia. This week's reading probes some of these ideas by looking at the history of New Zealand's relations with Asia. Looking at historical work, popular images and primary diplomatic texts, it highlights the important but overlooked role of race and racism in shaping state identities.

- Seth Hartdegen, "Perceiving Asia 1945-1998" in Yongjin Zhang (ed) *New Zealand and Asia: Perceptions, Identity and Engagement* (Asia 2000 Foundation and the University of Auckland, 1999) 5-30

- "Note on Defence Aspects of the Japanese Peace Settlement" 30 January 1951, in Robin Kay (ed.), *The ANZUS Pact and the Treaty of Peace with Japan* (Wellington, Department of Internal Affairs, 1985) 558-568

- Manyang Ip and Nigel Murphy, "Introduction" from *Aliens at My Table: Asians as New Zealanders See Them* (Penguin, Auckland, 2005) 13-44 + cartoons

- Marie Leadbetter, "The Timor Gap: Xanana Gusmao was welcomed to New Zealand as an honoured guest, but New Zealand has yet to face the truth about its role in East Timor's bloody past," October 2002 (see primarily the comments by the NZ diplomat about the Timorese people).

6 August   NZ and the anti-nuclear policy: part of our identity?(and if so, why?)

If any aspect of our foreign policy is thought to be 'iconic' or symbolic of a sense of New Zealand nationalism, it is the anti-nuclear policy. This class explores how this policy came to have the place it does in New Zealanders' conceptions of themselves and what is says about the material and ideational influences on state behaviour.

Jock Phillips "New Zealand and the ANZUS Alliance: Changing National Self-Perceptions, 1945-88," in Richard Baker (ed.) *Australia, New Zealand and the United States* (New York, 1991) 183-201

Malcolm McKinnon, "The ANZUS crisis and independence in New Zealand foreign policy," in his *Independence and Foreign Policy* (Auckland University Press, Auckland, 1993)

David Lange, "Nuclear Weapons are Morally Indefensible," in Russell Brown (ed.) *Great New Zealand Argument: Ideas About Ourselves* (Imprint Press, Auckland, 2005) 120-138

13 August   Kiwis and Aussies: Convergences and Divergences

"And while we don't exactly hate New Zealanders, we're not exactly fond of each other. While they regard us as vulgar yobboes, almost yank-like, we think of them as second-hand, recycled Poms." <u>The Age</u> (Melbourne) 18 June, 1977. Why are New Zealanders and Australians are both so alike and so different? What gives us our different identities and how do these impact on key foreign policies and approaches? How might these identities converge or diverge in the future?

Jacqui True and Richard Devetak, "Diplomatic Divergence: Globalisation, Foreign Policy and State Identity in Australia and New Zealand." *Australian Journal of Political Science, vol.* 41, no. 2, (June 2006), 241-256

Keith Sinclair, "Why New Zealanders are not Australians," in Keith Sinclair (ed.) *Tasman Relations* (Auckland University Press, Auckland, 1987) 90-103

Philippa Mein Smith and Peter Hempenstall, "Changing community attitudes to the New Zealand/Australia relationship", paper produced for the Anzac Neighbours Project, Australia Division, Ministry of Foreign Affairs and Trade, June 2005

Colin James, "The Pacific-ation of New Zealand" speech to the Sydney Institute, 3 February 2005

Suggested:

Denis McLean, *The Prickly Pair: Making Nationalism in Australia and New Zealand* (Otago University Press, Dunedin, 2003)

3 September   Critical Perspectives

In this final substantive class, we will examine critiques of the identity approach in international relations. These include critics sympathetic to the constructivist enterprise and those who believe that materialist approaches best explain patterns of international politics.

- Paul Kowert and Jeffrey Legro, "Norms, Identity and Their Limits: A Theoretical Reprise" in Peter J. Katzenstein (ed.) *The Culture of National Security: Norms and Identity in World Politics* (Columbia University Press, New York, 1996) 451-497

10 September   <u>**Revision Class and Overview**</u>

SEMINAR TOPICS

The following are some <u>suggested</u> topics that you can choose from for your seminar presentation. In addition, you may consult with the course coordinator and develop your own presentation topic. It must, however, be related to the theme of that week's readings. For example, if you present in week eight (21 May) on regional identities, you may want to talk about nascent African regionalism, rather than Southeast Asia or the Pacific, that is fine, but you <u>must</u> get my agreement first. Depending on the final enrolment, we may need to have more than one presentation each week, but no more than two presentations will be permitted in any given week. I will allocate topics on a first come, first served basis.

30 April – Using the theoretical materials in this week's readings, critically assess a security issue or relationship (e.g. a particular alliance) from an identity perspective.

7 May - Using the theoretical work discussed in class, discuss how one state (other than those in the readings) plays out a specific role in regional or world politics. Discuss the sources used as evidence for your claims.

14 May - Identify and critically discuss efforts to create a "New Zealand Inc." brand and the use of cultural diplomacy to advance national interests.

21 May - Discuss the content and workings of collective identity in either the South Pacific or in Southeast Asia. Do you believe regions can have a collective identity based on non-liberal norms?

28 May – (1) Can the lessons of the socialization literature be applied to groups other than states, for example, rebel groups? Give examples and critically assess the success of these efforts. (2) Discuss how one international organization or regional grouping has transmitted or 'taught' new norms to states. Give an example or examples.

9 July – Compare two or more NGO campaigns (not including the landmine ban) aimed at changing a given norm in the area of security (broadly defined) or global governance. What tactics have NGOs used to spread the norm and how successful have they been?

16 July – Using the literature discussed in class, explain a case where a norm has failed or not been taken up by the international community. Why did this happen?

23 July – What assertions are made about New Zealand's identity by contemporary politicians? How and why are these claims made and what do you think of them? Be prepared to discuss the sources of your claims.

30 July – Outline an example from a case other than New Zealand where you feel race or racism has influenced international relations or diplomacy.

6 August - Identify one foreign policy issue (other than the nuclear ships question) that you think illustrates the role of identity in New Zealand foreign policy. Discuss how you think it does so and the sources you have used as evidence for your claims.

13 August – Do New Zealand and Australia share a common identity? Did we ever? What was the content of that identity? How are different in terms of our international and regional relations? To what extent are we drifting apart? (2) Assess a similar 'sibling rivalry' relationship elsewhere in the world (e.g. Canada and the United States). What if any are the similarities and differences?