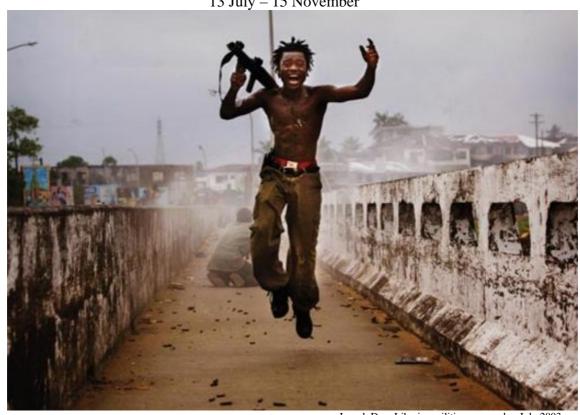# VICTORIA
### UNIVERSITY OF WELLINGTON

**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS**

**INTP 371 – HUMAN SECURITY**
**CRN: 13554**

**Trimester Two 2009**
13 July – 15 November



Joseph Duo, Liberian militia commander, July 2003
Photo: Chris Hondros (Getty Images)

| | |
|---|---|
| **COURSE COORDINATOR:** | Dr. David Capie |
| | Murphy 503 |
| | david.capie@vuw.ac.nz |
| | Tel: (04) 463-7483 |
| **OFFICE HOURS:** | Tuesday 2-4pm or by appointment |
| **TIMETABLE:** | Tuesdays 12-2 |
| **VENUE:** | Hunter LT323 |
| **ASSESSMENT:** | Briefing paper (20%) |
| | Research Essay (40%) |
| | In-class test (40%) |

**COURSE CONTENT, AIMS, OBJECTIVES AND EVALUATION**

**CONTENT:** This course examines conflict and violence in world politics. It explores the changing nature of war between and within states, giving particular emphasis to contemporary civil wars. Topics covered may include: the relationship between natural resources (e.g. diamonds and oil) and conflict; the role and regulation of mercenaries; terrorism and armed groups; humanitarian aid and war; and the efforts of governments and civil society groups to reduce the harm caused to civilians (e.g. through action against landmines, small arms and cluster bombs). A wide range of cases are discussed in class including Iraq, Afghanistan, Sudan, Sierra Leone and Rwanda. It will also explore how we learn about conflict through words, film and images, and how we can learn to critically evaluate the quality and reliability of these sources.

**AIMS AND OBJECTIVES:** The course will begin with a discussion of the scope, character and consequences of contemporary violence. Why are wars fought today? Is there more or less conflict globally than in the past? What is the role of states, armed groups and private actors in war? It introduces various theoretical explanations for armed conflict, including those that emphasize identity, ethnicity and economic incentives. While this is not a course on conflict resolution, it also examines attempts to prevent conflicts and end the harm they do by focusing on efforts to promote the concept of "human security" and an associated agenda encouraging humanitarian intervention, holding accountable corporations for their actions in conflict zones and efforts to regulate small arms, light weapons, land mines and cluster munitions.

**LEARNING OBJECTIVES:** Students passing the course should have a good grasp of the concept of human security and debates about it, as well as critically discuss contemporary conflict and efforts to deal with it.

**GRADUATE ATTRIBUTES:** As with all POLS and INTP courses, learning objectives of this course contribute to the attainment of specific attributes in the areas of critical thinking, creative thinking, communication and leadership. Please consult the Programme Prospectus 2009, p. 10, for more details or on our website http://www.victoria.ac.nz/pols/

**EVALUATION:** The course is internally assessed. Grades for the course will be based on the following:

- Briefing paper (500-750 words) 20%
- Research paper (2000-2500 words) 40%
- In-class test 40%

**DELIVERY:** The class will meet once a week, on Tuesdays 12-2 in Hunter LT323. Typically the first part of the class will be a traditional lecture and the second part will be taken up with multimedia, debate and discussion. Occasional guest speakers will also share their knowledge and experiences with the class.

**TUTORIALS:** As is standard practice with 300-level Politics and IR courses, there are no tutorials.

**ADDITIONAL COURSE INFORMATION**

Any additional information will be posted on the School's notice board on 5th Floor of the Murphy Building or distributed by email or via Blackboard. Please note that if your primary email address is not your VUW student account, you should set it up to forward emails to your preferred address. It is your responsibility to make sure you get all class email notices.

**COURSE TEXT**

The primary source for course materials is the course handbook for INTP 371: Human Security (2009), which is available from the Student Notes Shop on the ground floor of the Student Union Building. This is a new set of readings this year. Copies from previous years are now out of date and should not be used.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

In addition, we will be using *The Human Security Report 2005* (Oxford University Press, 2005) and *Human Security Brief 2006*. The good news is that **free** versions of these reports are available online at: http://www.hsrgroup.org/ **Make sure you download and read the required sections.**

Additional readings will be handed out in class from time to time or circulated through Blackboard. If you miss a class, it is your responsibility to obtain a copy of a reading. Because this is a course on contemporary conflict, students are also expected to read widely and stay informed about current affairs. Recommended news sources include *The Economist*, *The New York Times*, *International Herald Tribune*, allafrica.com as well as the reports of organizations like the International Crisis Group (ICG), Amnesty International, the International Peace Academy, and Human Rights Watch.

**LECTURE TOPICS, READINGS & DISCUSSION/STUDY QUESTIONS:**

**July 14          Introduction**

This session will provide an introduction to the course, its content, mandatory requirements and assessment. We will also look at a documentary about the civil war in Sierra Leone to introduce the kind of issues the course addresses. What does contemporary war look like? Why is it fought? Who's involved in the fighting? What can be done to limit the harm the conflict causes?

**Film**: *Cry Freetown* (**Warning**: this powerful film about the civil war in Sierra Leone contains scenes of graphic violence that some students may find disturbing. You are not required to watch the film and will not be penalized in any way for not watching. Please excuse yourself before the film begins.)

If you want to learn more about *Cry Freetown* and the work of Sorious Samura, the filmmaker who made it, see http://www.cryfreetown.org/ If you miss the first class and want to see the film, a copy is available in the library's AV collection.

**July 21:          What is Human Security?**

This week's class addresses the concept that underpins the course. Since the end of the Cold War there has been a proliferation of new concepts of security: common, comprehensive and cooperative security. One of the more prominent today is the notion of 'human security.' This session will examine the concept and its contested meanings. Why has human security gained currency? What are the different understandings? What difference can a human security approach make? What are the concept's shortcomings and prospects?

**Readings:**

Amitav Acharya, 'Human Security' in John Baylis and Smith (eds.), *The Globalization of World Politics,* (4th Edition, Oxford University Press, Oxford, 2008), pp.492-505.

S. Neil MacFarlane and Yuen Foong Khong, 'Human Security and the UN: A Critique', in *Human Security and the UN: A Critical History, (*Indiana University Press, Bloomington, 2006), pp.225-259, 318-322.

Taylor Owen, "In All but Name: The Uncertain Future of Human Security in the UN" in *Rethinking Human Security*, (Blackwell Press: Oxford, 2008) 113-127

*Recommended:*

David Chandler, "Human security: the dog that didn't bark" *Security Dialogue*, vol. 39 (2008)

Taylor Owen, "Human Security – Conflict, Critique and Consensus: Colloquium Remarks and a Proposal for a Threshold Based Definition," *Security Dialogue*, vol. 35 (3) (2004) available online at http://sdi.sagepub.com/cgi/reprint/35/3/373.pdf

See also the other essays in the special issue of *Security Dialogue* vol.35 (3) (2004) and the papers available at Taylor Owen's website: http://taylorowen.com/?page_id=6


**July 28** **War, the State, and the State of War**

This is the first of two classes examining the changing nature of armed conflict. Has war changed? Is war today more or less prevalent? Where does it take place? Is it more deadly than in the past and if so, who suffers most?

These classes will explore what we know about war and how we know it. They will also debate arguments about the so-called "new" wars and criticisms of explanations that stress the "ethnic" nature of contemporary conflict.

**Readings:**

*The Human Security Report 2005* – Introduction & Part One (pp 1-61)
Available here: http://www.humansecurityreport.org/

John Mueller, 'The Control of War and the Rise of War Aversion' and 'The Decline of War: Explanations and Extrapolations', in *The Remnants of War, (*Cornell University Press, Ithaca, 2004), p.24-38, 161-181.

*Recommended:*

Mikael Eriksson, Peter Wallensteen and Margareta Sollenberg, 'Armed Conflict, 1989-2002', *Journal of Peace Research,* Vol. 40, No.5, pp 593-599.

*Human Security Brief 2006, (*Human Security Centre, University of British Columbia, Vancouver), pp 1-32.

**August 4**  **Old and 'New' Wars**

Stathis Kalyvas, "'New' and 'Old' Wars: A Valid Distinction?" *World Politics*, vol. 54. no.1 (2001) 99-118

Mats Berdal, 'How "New" are "New Wars"? Global Economic Change and the Study of Civil War', *Global Governance,* 9, 2003, pp. 477-502.

*Recommended:*

John Mueller, "The Banality of 'Ethnic War'" *International Security*, vol. 25, no. 1 (Summer 2000) 42-70

William S. Lind, "Understanding Fourth Generation Warfare", available online at http://www.antiwar.com/lind/index.php?articleid=1702


**August 11**  **Greed or Grievance: Why do people fight?**

Controversial World Bank research argues that greed is a much more important explanation for armed rebellion than grievances such as inequality or ethnic and religious discrimination. In this class we will assess the so-called 'greed versus grievance' debate. Are you persuaded by the World Bank's argument? What kind of economic factors or natural resources increase the probability of a country falling into civil war?

Paul Collier, "Doing Well Out of War: An Economic Perspective," in Mats Berdal and David Malone, *Greed and Grievance: Economic Agendas in Civil Wars* (Lynne Rienner, Boulder, 2000) 91-112

Don Hubert, 'Resources, Greed, and the Persistence of Violent Conflict', in Rob McRae and Don Hubert (eds.), *Human Security and the New Diplomacy, (*McGill Queens, Montreal, 2001), pp.178-189.

Anthony J. Regan, "The Bougainville Conflict: Political and Economic Agendas," in Karen Ballentine and Jake Sherman (eds.) *The Political Economy of Armed Conflict: Beyond Greed and Grievance* (Lynne Rienner, Boulder, 2003) 133-166

For more of the World Bank's publications on this topic, see its website devoted to the "Economics of Conflict" at: http://tinyurl.com/ajnxe


**August 18**  **Aid, Intervention and Conflict**

Some writers have argued that humanitarian assistance can actually aggravate conflict and that the actions of even the best-intentioned aid agencies always disproportionately benefit one side or another in a conflict. Can aid or "humanitarian" interventions ever really ever be neutral? What kind of challenges do humanitarian agencies face in intrastate conflicts?

Mary B. Anderson, 'Aid's Impact on Conflict Through Resource Transfers', *Do No Harm: How Aid Can Support Peace – Or War, (*Lynne Rienner, Boulder, 1999), pp.37-53.

David Shearer, 'Aiding or Abetting? Humanitarian Aid and Its Economic Role in Civil War', in Mats Berdal and David M. Malone (eds.), *Greed and Grievance: Economic Agendas in Civil Wars, (*Lynne Rienner, Boulder, 2000), pp.189-203.

Fiona Terry, 'Introduction', in *Condemned to Repeat? The Paradox of Humanitarian Action, (*Cornell University Press, Ithaca, 2002), pp. 1-16

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**BRIEFING PAPER DUE 5PM 18 AUGUST**

**<u>MID-SEMESTER BREAK</u>**

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**8 September**          **<u>Shooting War: Images and Our Understanding of Conflict</u>**

How do we know what we know about war and conflict? What is the role of people who bring us stories and pictures about war? Can they ever be objective? What does it mean to take pictures of violence? Can photographs make us feel the suffering of others, or does repeated exposure make us numb? This class examines the role of the media in reporting conflict, in particular on the role of images and pictures of war. It explores what pictures do and don't tell us about the nature and causes of war.

**Readings:**

Susan Sontag, 'War and Photography', in Nicholas Owen (ed.), *Human Rights and Human Wrongs: Oxford Amnesty Lectures, (*Oxford University Press, Oxford, 2003), pp.253-273.

Judith Butler, 'Photography, War, Outrage' *Proceedings of the Modern Language Association,* Vol.120, No. 3, pp.822-827.

Greg Marinovich and Joao Silva, 'The Sin of Looking', *The Bang Bang Club: Snapshots from a Hidden War, (*Basic Books, New York, 2000), pp.144-153.

*Online Resources:*

Errol Morris's blog "Zoom" on the *New York Times'* blog page here:
http://morris.blogs.nytimes.com/

Chris Hondros' website – images and information about the work of one of the world's leading war photographers. Includes material from Iraq, Liberia, the West Bank and Afghanistan: http://www.chrishondros.com

For the story of Hondros' picture on the cover of this course outline see:
http://www.digitaljournalist.org/issue0511/dis_hondros.html

Harvard's Nieman Foundation also has some useful resources, including this essay about Carolyn Cole's coverage of the war in Liberia:
http://www.nieman.harvard.edu/reportsitem.aspx?id=100765

Magnum – one of the best known photo agencies: http://www.magnumphotos.com

**Film**: *War Photographer* – Academy Award nominated documentary looking at the life and work of one of the world's best war photographers, James Nachtwey.

**Guest Lecturer:** *Dr. Sarah (Sally) Hill, School of Languages and Cultures. Dr Hill has written extensively about the relationship between photography and death.*

**15 September**                    <u>**Civil Society, NGOs and Norm Making**</u>

This class will examine the role of NGOs and civil society organizations in pressing for the adoption of human security norms.  How are civil society groups able to influence core 'national security' issues and what (if anything) does this say about the changing balance of influence between state and non-state actors in world politics? Are NGOs accountable and how can they be manipulated?

**Readings:**

Rebecca Peters, 'Campaigning to Create Awareness: How to Influence People and Change the World', in Paul van Tongeren et al. (eds.), *People Building Peace; Successful Stories of Civil Society, (*Lynne Rienner, Boulder, 2005), pp.519-527.

Margaret Keck and Kathryn Sikkink, 'Transnational Advocacy Networks in International Politics: Introduction', in *Activists Beyond Borders; Advocacy Networks in International Politics, (*Cornell University Press, Ithaca, 1998), 1-38.

*Recommended:*

Clifford Bob, 'Insurgent Groups and the Quest for Overseas Support' and 'Power, Exchange and Marketing', in *The Marketing of Rebellion: Insurgents, Media and International Activism, (*Cambridge University Press, Cambridge, 2005), pp.14-53

Cindy Horst, "The Role of Diasporas in Civil War" Working paper presented at the PRIO workshop on the Transnational Aspects of Civil War, Oslo, December 2007


**22 September**    <u>**The New Arms Control: Landmines, Small Arms and Cluster Munitions**</u>

Following the success of the 1997 Ottawa Mine Ban treaty many NGOs expected to be able to enact similar controls over transfers of small arms and light weapons.  How successful were they?  What are the similarities and differences between the two cases?  More recently, international efforts have turned to the regulation of cluster munitions. What are the issues and challenges involved in controlling the use of cluster bombs?

**Readings:**

Kenneth R. Rutherford, 'The Evolving Arms Control Agenda: Implications of the Role of NGOs in Banning Antipersonnel Landmines', *World Politics,* 53, October 2000, pp.74-114.

Jody Williams and Stephen Goose "Citizen Diplomacy and the Ottawa Process: A Lsting Model?" in Williams, Goose and Wareham (eds) *Banning Landmines: Disarmament, Citizen Diplomacy and Human Security* (Rowman and Littlefield, New York 2008) 181-198

*Recommended:*

Mark Gwozdecky and Jill Sinclair, 'Case Study: Landmines and Human Security', in Rob McRae and Don Hubert, *Human Security and the New Diplomacy, (*McGill Queens, Montreal, 2001), pp.28-40

Diana O'Dwyer, "First landmines, now small arms? The International Campaign to Ban Landmines a Model for Small Arms Advocacy," *Irish Studies in International Relations*, vol. 17 (2006) 77-97 available online at: http://www.ria.ie/cgi-bin/ria/papers/100570.pdf

Human Rights Watch, *Flooding South Lebanon: Israel's Use of Cluster Munitions in South Lebanon in July and August 2006*, available online at:
http://www.hrw.org/reports/2008/lebanon0208/

**Take a look at these websites:**

*Cluster Munition Coalition* http://www.stopclustermunitions.org/

Documents from the Wellington Conference on Cluster Munitions, 18-22 February 2008, http://www.mfat.govt.nz/clustermunitionswellington/

*Coalition to Stop the Use of Child Soldiers* http://www.child-soldiers.org/

*The Convention on the Prohibition of the use, stockpiling, production and transfer of antipersonnel mines and on their destruction. (The Ottawa Treaty)*
available online at http://www.icbl.org/treaty/treatyenglish.html

Engaging Non-State Armed Groups on a Landmine Ban – http://www.genevacall.org

### \*\*\* RESEARCH ESSAY DUE 5PM 22 SEPTEMBER \*\*\*

**29 September          The New Dogs of War? Mercenaries and the Outsourcing of War**

We usually think of modern war as something fought by states or non-state actors who want to take over the control of a state. However, there is a growing move to 'outsource' or privatise important aspects of the military to private businesses, including core functions such as the use of force and intelligence gathering. What has caused this shift and what are the consequences? When governments are reluctant to act in cases of humanitarian crisis is there a legitimate role for private military actors to be deployed? What can be done to regulate these 'corporate warriors'?

Peter W. Singer, 'An Era of Corporate Warriors?' in *Corporate Warriors: The Rise of the Private Military Industry, (*Cornell University Press, Ithaca) 2003, pp.3-18, 256-260.

Peter W. Singer, 'Morality and the Privatized Military Firm', in *Corporate Warriors: The Rise of the Private Military Industry, (*Cornell University Press, Ithaca, 2003), pp.216-229, 296-299.

Deborah Avant, 'Introduction', in *The Market for Force: The Consequences of Privatizing Security',* Cambridge University Press, Cambridge, 2005, pp.1-39.

**Recommended:**

James R. Davis, 'Executive Outcomes in Sierra Leone', *Fortune's Warriors: Private Armies and the New World Order, (*Douglas and MacIntyre, Vancouver, 2000), 133-148.

***Take a look at the websites of these private military corporations:***

Blackwater (now known as Xe Services LLC) http://www.xecompany.com/

DynCorp http://www.dyn-intl.com/
Aegis http://www.aegisworld.com/
Erinys  http://www.erinysinternational.com/

**Film**: *Private Warriors* (June 2005) – a dramatic look at the life and experiences of private security contractors working in Iraq.

## 6 October        Making a Killing? Corporations and Conflict

Private corporations are frequently active in zones of conflict in the developing world.  How they behave can have an important influence on the nature of the violence.  This session looks at the role of extractive industries in three areas: oil, timber and diamonds and examines the efforts of NGOs and governments to control their activities and promote greater transparency and 'responsible' corporate behaviour.  Should corporations have an obligation to protect human rights and prevent conflict? How do campaigns like 'Publish Way You Pay' or the 'Extractive Industries Transparency Initiative' work? How effective have they been?  Are divestment campaigns an effective tool for changing the behaviour of multinationals operating in places like Darfur?

**Readings:**

Jill Shankleman, 'Links Between Oil and Conflict in Producing Areas' and 'Angola: Oil, Conflict, and Postconflict Reconstruction', in *Oil, Profits and Peace: Does Business Have a Role in Peacemaking?,(*US Institute for Peace Press, Washington DC, 2006), pp.37-54

*Recommended:*

Philip Swanson, "Fuelling Conflict: The Oil Industry and Armed Conflict," available online at: http://www.fafo.no/pub/rapp/378/index.htm

*Also, please familiarise yourself with <u>at least one</u> of these campaigns/initiatives:*

Publish What You Pay  http://www.publishwhatyoupay.org/english/

'Extractive Industries Transparency Initiative' http://eitransparency.org/

UN Global Compact: http://www.unglobalcompact.org/

'Divest from Darfur' http://www.savedarfur.org/page/content/index/

FTSE4Good –a Responsible Investment Measure: http://tinyurl.com/nlogw5

**More useful resources:**

The Corporate Social Responsibility Newswire and FAFO websites are also useful resources:
http://www.csrwire.com
http://www.fafo.no/nsp/index.htm

## 13 October            In-Class Test

A guide to the test will be distributed closer to the date.

# GENERAL COURSE INFORMATION

**ASSESSMENT**

The course is internally assessed.  The word limits, weighting and dates for each task are as follows:

| | | | | | |
|---|---|---|---|---|---|
| Briefing Paper | 500-750 words | 20% | Due: | 5pm | Tuesday 18 August |
| Research essay | 2000-2500 words | 40% | Due: | 5pm | Tuesday 22 September |
| In-class test | | 40% | Due: | In class, Tuesday 13 October | |

**BRIEFING PAPER**

The Briefing Paper is designed to give you a chance to show your understanding of the key debates around the concept of human security and to critically consider the use of the concept as it relates to one key conflict or issue.  Briefing paper questions will be distributed in the second week of class. The paper is due at 4.30pm Tuesday 18 August.

**RESEARCH ESSAY**

The research essay is designed to give you the chance to apply your understanding of key concepts and theories about internal conflicts as discussed in the first part of the course to a specific case or cases. Topics will be distributed early in the semester.  The research paper is due by 4.30pm on Tuesday 22 September. It <u>must not</u> be more than 2500 words and should include appropriate references and a bibliography (the references and bibliography do not count towards the word limit). <u>Appropriate references mean using academic journals and books, not a quick Google search and a few footnotes to Wikipedia.</u> More information about the research paper will be distributed in class and posted on Blackboard.

If you have difficulties with writing, you should make use of Student Writing Services. They will look at your drafts and offer helpful suggestions.

**IN-CLASS TEST**

A two hour in-class test will be held on the day of the final class of term, Tuesday 13 October, 12-2pm.  It will involve short answer and essay-type answers and will examine <u>all of the material</u> covered in lectures and in the readings.  More information about the format and kind of questions you can expect will be distributed closer to the time.

**PENALTIES**

Students will be penalised for late submission of essays—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.  **Papers must be submitted as hard copies, email attachments will not be accepted.**

**Extensions and Exemptions: Extensions** will usually only be granted to those who meet the University's aegrotat rules, viz. medical certificate or personal bereavement, or critical personal circumstances involving the health of a close relative or exceptional personal circumstances beyond his or her control.   If you plan to ask for an extension for any reason

you should contact the lecturer as soon as possible. <u>Please note that I will not grant extensions requested after the deadline for work to be handed in has already passed.</u>

## RELATIONSHIP BETWEEN ASSESSMENT AND COURSE OBJECTIVES

**Briefing Paper:** To show a good understanding of the basic concepts discussed in the class and to apply them to specific instances of conflict.

**Research Essay:** The aim of this assignment is to demonstrate your ability to apply the key concepts and theories discussed in the course to a specific case or cases of armed conflict.

**Class Test:** The aim of this test is to allow you to show an understanding of the materials covered in the readings and lectures over the entire course.

## WRITTEN ASSIGNMENT INSTRUCTIONS

The required length of the assignments is indicated above and must be adhered to. Write clearly and keep quotations brief and to the point. Keep footnotes to a minimum and follow the School's style sheet (available from Pols office). Essays must be printed not handwritten, ensuring adequate line spacing (preferably double spaced) and margins, and stapled in top left hand corner. A cover page should contain: your name and student number, title of the essay, estimated word count, and time and date of submission. *You must also use the formal cover sheet and plagiarism declaration form provided by the POLS office.* Hard copies of assignments may either be handed to me personally or deposited in my mailbox outside the School Office on the fifth floor of the Murphy Building.

Begin planning for the briefing paper and major research paper as soon as possible. For the research paper, ensure that the topic and approach adopted are kept within manageable boundaries. If you have any questions about content, please come and see me.

**RETURN OF ASSIGNMENTS:** Assignments will be returned in lectures.

## SUBMISSION OF ALL WRITTEN WORK TO TURNITIN

All written work for this course must be handed in as a hard copy <u>and</u> uploaded to the INTP 371 course page at [http://www.turnitin.com](http://www.turnitin.com) and may be checked for academic integrity. 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. You are strongly advised to check with me 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. Further information about how to upload your work to Turnitin.com will be distributed once the course begins.

## WORKLOADS AND MANDATORY COURSE REQUIREMENTS

The workload guideline for this course is 15 hours per week, including 2 hours weekly class contact time.

The mandatory course requirements are:

- Submission of the briefing paper by the due date
- Submission of the research essay by the due date
- Sit the class test on 13 October

A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for the course, will receive a K grade, while a course mark less than 50% will result in the appropriate fail grade (D, E or F)

## ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as 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 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

Find out more about plagiarism, how to avoid it and penalties, on the University's website:
*http://www.victoria.ac.nz/home/study/plagiarism.aspx*

## GENERAL UNIVERSITY REQUIREMENTS

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* or go to the Academic Policy and Student Policy sections on:

http://www.victoria.ac.nz/home/about/policy

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

http://www.victoria.ac.nz/home/about/avcacademic/Publications.aspx