



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

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME  
POLS 355: SPECIAL TOPIC: The European Union in the Asia Pacific**

**TRIMESTER 2 2011**  
11 July to 12 November 2011

**Trimester dates**

Teaching dates: 11 July to 14 October 2011

Mid-trimester break: 22 August to 4 September 2011

**Withdrawal dates**

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

**Names and contact details**

**Name and contact details VUW Course Coordinator/Instructor:**

**Dr. John Leslie**

**Room:** 512 Murphy Building

**Phone:** 04 463-9494

**Email:** [john.leslie@vuw.ac.nz](mailto:john.leslie@vuw.ac.nz)

**Office Hours:** F 3 – 4:30pm

**Name and contact details U Canterbury Course Coordinator/Instructor:**

**Dr Katharine Vadura**

**Room:** NCRE, Christchurch

**Phone:** 03 364-2987 ext.4911

**Email:** [Katharine.Vadura@canterbury.ac.nz](mailto:Katharine.Vadura@canterbury.ac.nz)

**Class times and locations**

Lecture time:

Thursday 2:10 – 4:00pm

Lecture venue:

RB105 (Video conferencing suite, library basement)

## Course delivery

This course will be taught in two modes:

- *virtual lecture* using interactive video conferencing technology
- *optional face-to-face tutorials* may be held at each participating Universities campus on agreement of students and instructors

The *lectures* will introduce the key concepts, issues and theoretical underpinnings for the topics presented in the course and expand and develop deeper understanding of the role of the EU in the Asia Pacific region. Optional *tutorials* will provide a forum for further discussion of ideas with the benefit of a tutor to guide and support student learning and provide feedback on research and presentations. In addition, the *online resources and discussion forums* will provide students with further opportunities to interact not only with each other but also with the academic experts involved in the teaching of the course.

It is expected that students will have completed the required readings prior to attending the lectures and tutorials as this will facilitate informed discussion and debate.

A number of learning resources will be made available to students and it is expected that students regularly consult these:

- a course web site incorporating all the text based learning resources for the course
- an online discussion forum / blog for students to interact and also to prepare their collaborative presentations

Note:

There are some points to be noted in terms of expectations of both the teacher and student in a virtual delivered course.

### *Virtual Course*

- participation and attendance at lectures presented virtually in video conferencing format
- completion of initial introductory online tutorial for the course
- attendance and presentation at intensive session at the end of the course
- completion of all written assignments
- communication with course coordinator via email

## Communication of additional information

All students will be given access to online course resources on a homepage '*EU in the Asia Pacific*', which will mirror the Canterbury University course online resources on LEARN. This site will provide students with course resources, access to lectures and online tutorials, readings, as well as essential information regarding assessment and any course notices. Students will also be sent regular emails as a means of conveying information.

In addition, VUW students will also have access to a regular Blackboard website where notices and assessment information will be available.

### **Course Prescription**

The course is divided into blocks around the central idea of the European Union in the Asia Pacific: EU political presence; EU business identity; and EU values and perceptions. The content of the course incorporates introductory elements, then develops key themes and ideas about the EU in the Asia Pacific.

### **Course content**

This is an innovative and unique course both in its focus and delivery as it is an interactive virtual course. The innovative nature of the online components of this course facilitate the opportunity for some direct expert input on the EU in the Asia Pacific, and enable students to access the rich resource base provided by the EU as part of the emphasis on the development of their own research skills. The course delivery is divided into virtual lectures via videoconferencing and providing for interactive discussion, and tutorials on site at student's home institutions to further support student learning.

The assessment focus will be research based (and can focus around each student's particular field of study, e.g. politics, agriculture, law) and will aim to integrate the use of technology as a means to maximise student interaction and engagement, and to enhance their life-long learning experience.

### **Learning objectives**

At the completion of this course students will be able to develop and improve academic writing, referencing and library skills and practice accuracy and clarity in written expression and sound logic in development of a written argument. Students will be able to develop and improve basic presentation skills and practice clarity in oral expression and sound development of an argument. Students will be able to interpret new facts and their applications in the field of EU studies, incorporate knowledge of research skills and develop attitudes of intellectual curiosity.

### **Expected workload**

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote approximately 200 hours to POLS355 during the trimester. This includes: 24 hours in class (two hours of lectures per week); approximately 60 hours reading course materials; 116 hours researching, writing (*and rewriting!*) essays and preparing group presentations.

### **Group work** (*see also 'Assessment' below*)

*Assessment of the group presentations will be as follows: delivery of the presentation will be assessed individually and each student will receive a grade based on their presentation (15%) and group assessment of the preparation for the simulation in the online discussion forum (5%).*

- The presentations will be structured as round table discussion simulation at the end of the course. To accommodate all students, presentations can be a maximum of five minutes.
- The presentations will be scheduled for the final class session and will be run simultaneously at each location using the video conferencing facility.

- It is expected that students will work in groups on their presentations and will liaise with other members of their group using virtual technology (this will be facilitated by discussion forums on the course web site).
- The presentation will include a debriefing at the end of the intensive session.

### *Simulation Topic*

Asia – Europe Meeting (ASEM): the European Union and the enlarging and evolving relationship with the Asia Pacific region

### **Readings**

#### **Essential texts:**

There is no single textbook for the course. A collection of selected readings will be available for students prior to each tutorial. Students are strongly encouraged to form their own bibliographies. Readings will be selected from these and additional resources and will be provided to students in electronic format via the online course resources homepage '*EU in the Asia Pacific*'.

Selected resources drawn from the Internet and links to relevant web sites for the course will be made available to students on the course web site.

#### **Recommended Reading:**

Almond, GA et al, 6<sup>th</sup> ed, (2006), *European politics today*, Pearson/Longman, New York.

Andersen, S. & Eliassen, K. (ed.) (2001) *Making Policy in Europe*, 2<sup>nd</sup>. ed., Sage Publications.

Bello V and Gebrewold B (2009) *A Global Security Triangle: European, African and Asian interaction* Routledge/GARNET series: Europe in the World, London.

Bender, S., Kandel, A., & Goldstone, S. (2004). *Behavioral Economics: The Link Between Human Dimensions and Market Transformation*. Paper presented at the 2004 ACEEE Summer Study on Energy Efficiency in Buildings.

Bourdet, Y, Gullstrand, J & Olofsdotter, K, (eds) (2007), *The European Union and developing countries : trade, aid and growth in an integrating world*, Edward Elgar, Cheltenham.

Bretherton, C, Vogler, J, 2<sup>nd</sup> ed. (2006), *The European Union as a global actor*, Routledge, New York.

Buckley C J, Ruble B A, and Hofmann E T (2008) *Migration, Homeland, and Belonging in Eurasia* Woodrow Wilson Center Press

Caplan, R. & J. Feffer (eds.), (1996) *Europe's New Nationalism: States and Minorities in Conflict* Oxford University Press, New York.

Laïdi, Zaki (ed.), (2008) *EU Foreign Policy in a Globalized World: Normative Power and Social Preferences* Routledge, London.

Chandra Shah and Michael Long, (2004) '*Global labour mobility and mutual recognition of skills: European Union and Australia/New Zealand perspectives*', Centre for Economic of Education and Training Monash University ACER Working Paper No.56 October 2004.

Clunies, R, Anthony, I, (2005), *Making the world autonomous : a global role for the European Union*, Dunedin Academic Press, Edinburgh.

Dannreuther, R, (ed.) (2004), *European Union foreign and security policy: towards neighbourhood strategy*, Routledge.

Dunkerley, D, (2002), *Changing Europe: identities, nations and citizens*, Routledge.

*European Review of Foreign Affairs* (2009) Special Issue on the Social Dimension of Trade Policy and Politics.

Farran, S, (2009) *Human Rights in the South Pacific*, Routledge, New York.

Giddens, A, Diamond, P & Liddle R, (eds) (2006), *Global Europe, social Europe*, Polity, Cambridge.

Grubb, M., Azar, C., & Persson, U. M. (2005). Allowance allocation in the European emissions trading system: a commentary. *Climate Policy*, 5, 127-136.

Holland, M, (2002), *The European Union and the Third World*, Palgrave.

Orbie J and Tortell, L. (eds.) (2008) *The European Union and the Social Dimension of Globalization*, New York: Routledge.

Keating, Michael, (2004) "European integration and the nationalities question", *Politics and Society*, 2004, 32: 3, 367-388.

Law Commission Report (2006) "*Custom and Human Rights in the Pacific*".

Lister, M, Carbone, M (eds) (2006) *New Pathways in International Development Gender and Civil Society in EU Policy*, Ashgate, Avebury.

Lucarelli S and Fioramonti L, (2009) *External Perceptions of the European Union as a Global Actor* Routledge/GARNET series: Europe in the World, London.

Macqueen, N, Flockhart, T, (2006), *European security after Iraq*, Brill, Leiden.

Marquina A (2008) *Energy Security: Visions from Asia and Europe*

Martenczuk B and van Thiel S (2009) *Justice, Liberty, Security: New Challenges for EU External Relations* Institute for European Studies series

Mauil H, Segal G, Wanandi, J (eds) (1998) *Europe and the Asia Pacific*, Routledge, London.

Menz, Georg (2003), 'Re-regulating the Single Market: national varieties of capitalism and their responses to Europeanization', *Journal of European Public Policy*, 10:4, 532-555.

Sjursen, H, (ed.) (2007), *Civilian or military power? : European foreign policy in perspective*, Routledge, London.

Telò M (2009) *The European Union and Global Governance* Routledge/GARNET series: Europe in the World, London.

Traxler, Franz, et al (2001), *National Labour Relations in Internationalized Markets*, Oxford University Press.

Wiessala G (2006) *Re-orienting the Fundamentals: Human Rights, and New Connections in Eu-asia Relations*

Wilson, C., & Dowlatabadi, H. (2007). Models of Decision Making and Residential Energy Use *Annual Review of Environment and Resources*, 32 (November), 169-203

### Assessment requirements

Regular attendance and active participation in group discussions	10%		Ongoing assessment
Research paper	20%		9 September
Group presentation	Debate presentation (individual)	15%	13 October
	Group online discussion (group)	5%	
Online test	15%		Week of 10 – 14 October
Research Essay	35%		14 October

### ***Regular attendance and active participation in group discussions (10% of the grade):***

Unless a compelling reason for absence has been presented, the final course grade will be downgraded.

**Research paper (20% of the grade):**

- Students will write a short research paper. Questions for this paper will be based on a country case study designed to outline background research for the ASEM simulation task with clear guidelines on how papers should be structured (2000 words).
- This short research paper will give students the opportunity for independent research, the paper can be written as a case study or policy analysis.
- As part of this written piece students are required to demonstrate an understanding of the concepts and present a critical analysis of key issues related to their chosen topic.
- These short papers are designed to provide students with some preliminary research and basic structure for their arguments which will be detailed in their group presentations.

**Group presentation (20% of the grade):**

- *Assessment of the group presentations will be as follows: delivery of the presentation will be assessed individually and each student will receive a grade based on their presentation (15%) and group assessment of the preparation for the simulation in the online discussion forum (5%). Individual presentations will be a maximum of five minutes.*
- The presentations will be structured as round table discussion simulation at the end of the course.
- The presentations will be scheduled for the final class session and will be run simultaneously at each location using the video conferencing facility.
- It is expected that students will work in groups on their presentations and will liaise with other members of their group using virtual technology (this will be facilitated by discussion forums on the course web site).
- The presentation will include a debriefing at the end of the intensive session.
- *Simulation Topic:* ASEM: the European Union and the enlarging and evolving relationship with the Asia Pacific region

**Online test (15% of the grade):**

Multiple choice and/or short answer test based on key concepts covered in the course. Students will complete this test on the online LEARN site within a defined time limit.

**Research Essay (35% of the grade):**

- Participants of the class will be asked to choose and write one research essay (3500 words).

- Essay topics are suggested by the contributing lecturers, and students are free to research and present a topic of their choosing upon consultation with the course convenor and a contributing lecturer.
- Research essays should incorporate the following: clearly presented and defended argument; demonstrated analysis of the issues or concepts; critical evaluation of theoretical debate(s); logical planning and sequence; and demonstrated use of relevant literature and proper acknowledgment of documentation and use of bibliographic convention.
- The essay should be submitted before 5pm on 14 October.

Students are required to submit each written assessment in hard copy directly to the instructor or, before the due date, to the instructor's locked green mailbox outside of MY518. Students must also submit an electronic copy to TURNITIN.com. You will have to create a profile at Turnitin for this course. You can do so by going to the Turnitin.com website and registering for this course with the Class ID# **4081925** and the password **trans-Tasman**.

*Sample essay questions:*

- Examine the role of traditions in the Pacific using a particular island society as a case study. Discuss in a comparative context with the developments in the EU in relation to diversity and multiculturalism.
- Focussing on a particular 'right', for example freedom of expression, analyse the challenges faced by states and individuals in one particular Asia Pacific state. How does this relate to the European Charter of Fundamental Rights and EU policy on human rights?
- Examine the lessons for Australia and New Zealand from the European experience with emissions trading, taking into account various commentaries (Grubb, Azar, & Persson, 2005). What factors most influence the applicability of these lessons?
- Models of energy use tend to use neoclassical economic assumptions. Drawing on the literature on energy use (Bender, Kandel, & Goldstone, 2004; Wilson & Dowlatabadi, 2007), examine apparent theoretical influences on how European policies attempt to transform energy demand over time.
- Discuss the potential impact of EU agri-environmental policy on the Asia Pacific region, specific impacts may be discussed in relation to one country in the region.
- The EU has developed a distinctive model of diversity management, discuss in relation to European efforts in conflict resolution in the Asia Pacific region.

### **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 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However,



penalties may be waived if there are valid grounds (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary.

### **Mandatory course requirements**

To gain a pass in this course each student must:

- a) Attendance at all lectures and tutorials unless an absence is pre-arranged with the instructor or a certified excuse for absence is presented.
- b) Submit the written work specified for this course on or by the specified dates (subject to such provisions as are stated for late submission of work).
- b) Submit their *research paper* and *research essay* to Turnitin.com.

### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### **Statement on legibility**

Students are expected to write clearly. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply;
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply;
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

### **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>

### **Use of Turnitin**

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 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 material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

### **WHERE TO FIND MORE DETAILED INFORMATION**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

## Course Schedule:

<i>Week</i>	<i>Virtual Lecture</i>	<i>Online Tutorial Module</i>	<i>Lecturer</i>
1 14/7	Introduction- EU in the Asia Pacific	The Virtual Lecture will be supported by an online tutorial. Interactive tutorial module see LEARN site to be completed prior to attending face to face tutorial.	Katharine Vadura
2 21/7	ASEM	Overview of the ASEM process.	Thomas Roe
3 28/7	Security and Foreign Policy	EU regional involvement and foreign policy agenda.	Martin Holland
4 4/8	External Relations, Development & Aid	EU role in sustainable development.	Malakai Koloamatangi
5 11/8	Human Rights	Understanding human rights in the Asia Pacific.	Kenneth Chan
6 18/8	Agriculture	Common Agricultural Policy and impact on Asia Pacific region.	Caroline Saunders
Sem. break			
7 8/9	Environment	Environment policy.	Jeff McNeill
8 15/9	Managing Diversity & Identity Conflict	European influence on conflict resolution in the Asia Pacific.	Jim Headley
9 22/9	New Asia Strategy of the European Union	Relationship between EU and Asia	Charles Elworthy
10 29/9	Regional Integration	New Zealand and Australia	John Leslie

11 6/10	Regional Perceptions of the EU	'Popular' perception of the EU in the region.	Serena Kelly
12 13/10	Round Table Simulation presentation	Summary of key issues and debates surrounding the EU in the Asia Pacific - ASEM	Katharine Vadura

***Your lecturers:***

Dr John Leslie  
Victoria University Wellington  
E:mail: [John.Leslie@vuw.ac.nz](mailto:John.Leslie@vuw.ac.nz)

Dr Katharine Vadura  
NCRE - Email: [katharine.vadura@canterbury.ac.nz](mailto:katharine.vadura@canterbury.ac.nz)

Prof Martin Holland  
NCRE

Dr Serena Kelly  
NCRE

Dr Malakai Koloamatangi  
NCRE

Dr Caroline Saunders  
Lincoln University

Dr Jim Headley  
University of Otago

Dr Jeff McNeill  
Massey University

Thomas Roe, European Union Fellow  
Lee Kuan Yew School of Public Policy  
National University of Singapore

Dr Kenneth Chan  
Hong Kong Baptist University

Dr Charles Elworthy  
Chulalongkorn University