



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

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 2012

16 July to 17 November 2012

Trimester dates

Teaching dates:	16 July to 19 October 2012
Mid-trimester break:	27 August to 9 September 2012
Study week:	22–26 October 2012
Examination/Assessment Period:	26 October to 17 November 2012

Note: *Students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period above.*

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

Course Coordinator:	John Leslie
Room No.:	Murphy (MY) 512
Phone:	463-9494
Email:	john.leslie@vuw.ac.nz
Office hours:	tba

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

Class times and locations

Can be found on the Victoria website at:

<http://www.victoria.ac.nz/home/study/subjects/coursecatalogue.aspx>

It is advisable to check the above for any changes to the timetable programme.

Lecture Time: Thursday 2.10 – 4.00 pm

Lecture Venue: Rankine Brown (RB) 007
(Video conferencing suite, library basement)

Teaching learning summary

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

Students who pass this course will be able to:

1. 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
2. develop and improve basic presentation skills and practice clarity in oral expression and sound development of an argument
3. interpret new facts and their applications in the field of EU studies, incorporate knowledge of research skills and develop attitudes of intellectual curiosity.

Graduate attributes

As with all Political Science and International Relations courses, learning objectives of this course contribute to the attainment of specific attributes in the areas of logical and critical thinking, conceptual analysis and rational and ethical decision-making. For more details please consult our website <http://www.victoria.ac.nz/hppi/about/overview-of-the-school/psir-overview#grad-attributes>

Expected workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 200 hours to POLS 355 throughout the trimester. This includes weekly attendance at lectures, and tutorial/seminars, completion of all set weekly readings and research and writing for set assessment tasks.

Readings

Set 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.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, while postgraduate textbooks and student notes will be available from the top floor of

vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

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 nominated collection points at each campus. 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.

Recommended reading:

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

Andersen, S. & Eliassen, K. (ed.) (2001) *Making Policy in Europe*, 2nd. 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, 2nd 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 (Objective 3)	10%	Ongoing assessment	
Research paper and Presentation (Objectives 1 and 2)	40%	Paper Week 6	Presentation Week 7
In class test (online) (Objective 3)	15%	Week 11 - 12	
Essay (Objectives 1 and 2)	35%	Week 12	

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

- Participation is based on students' contributions to the online discussion forum. Students are expected to contribute to the online discussion forum, no more than 200 words per post per week and contributions can be bullet points.
- Unless a compelling reason for absence has been presented, the final course will be downgraded.

Research paper and Presentation (40% of the grade)

Research paper (20%):

- Students will write a short research paper, questions for this paper will be based on the debate topics listed under the group presentation with clear guidelines on how papers should be structured (minimum 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.

Presentation (20%):

- The presentations will be structured as a series of debates 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.
- Students will be divided into groups which cut across institutions and discipline backgrounds.
- Topics will be chosen from one of the thematic groups and relate to a particular debate topic (exact structure is dependent on enrolment numbers).
- 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 / blogs on the course web site).
- The presentation will include a debriefing at the end of the intensive session.

Presentation Topics

- The EU is a model for Asia Pacific regionalism.

- Trade, agriculture and the environment – impact of the EU in the Asia Pacific region.
- The role of civil society, specifically democracy, participation and gender equality in the development of EU external relations and 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 (minimum 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 19 October 2012.

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# 5234788 and the password **ASEAN+2** (case sensitive).

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.

- 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?

Submission of Work

All written work must be typewritten and submitted in **hardcopy**, with the Programme's Declaration Form signed and attached. The Declaration Form (PSIR Assignment Coversheet) is available from the department's main office.

The Programme's policy requires that students also submit an **electronic copy** along with the hardcopy.

The course expects students to submit their assignments on time. Requests for **extensions** should be made with the lecturer in person with proper documentation *before* the due date. Extensions are normally given only to those with a medical certificate, or other evidence of forces beyond your control.

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:

- Attend all lectures and tutorials unless an absence is pre-arranged with the instructor or a certified excuse for absence is presented.
- 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).
- Submit their *research paper* and *research essay* to Turnitin.com.

Return of marked course work

Essays and tests will be returned at times to be advised. If students fail to attend these times, they may collect their essay from the School Office in level 5, Murphy Building between the hours of 2.00 and 3.00 pm from Monday to Friday and must show their Student ID card before collection.

Class representative

A class representative will be elected in the first week, 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 (*only for courses which make 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. Find out how academic progress is monitored and how enrolment can be restricted at <http://www.victoria.ac.nz/home/study/academic-progress.aspx>. Most statutes and policies are available at 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 (See Section C).

Other useful information for students may be found at the Academic Office website, at www.victoria.ac.nz/home/about_victoria/avcacademic.