



**Graduate Studies in International Affairs**

**Handbook**

**2009**

## Principal Dates 2009

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### Orientation and Workshops

GSIA Orientation and Enrolment	18 February
Essay Writing Workshop	27 February

<b>Semester 1 2009 Begins</b>	23 February
GSIA Teaching Period	23 February - 5 June
Examination Period	11 - 27 June
Graduation	17 July

### Mid-Year Orientation and Workshops

GSIA Orientation	Wednesday 15 July
Essay Writing Workshop	Friday 24 July
International Relations Theory Workshop (Semester 2 entry)	Saturday 25 July; Saturday 1 August

<b>Semester 2 2009 Begins</b>	20 July
GSIA Teaching Period	20 July – 30 October
Examination Period	5 – 21 November
Graduation	10 or 11 December

### Winter Session (Oslo)

Teaching period	24 August – 11 December
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### Public Holidays 2009

Canberra Day	Monday	9 March
Good Friday	Friday	10 April
Easter Monday	Monday	13 April
Anzac Day	Monday	27 April
Queens Birthday	Monday	8 June
Labour Day	Monday	5 October
Family and Community Day	Tuesday	3 November

## Programs

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### MASTER OF ARTS (INTERNATIONAL RELATIONS)

*Program Code: 7818*

*CRICOS number: 021704E*

This is a coursework and thesis program recommended for students interested in pursuing advanced work in international relations and as preparation for PhD study. It is completed in three semesters full-time or at least six semesters part-time. The MAIR is among the oldest master degrees in international relations in the world. With its high admission standards, it has gained a reputation as a challenging advanced-level degree.

The MAIR is awarded with an honours grading (1st class, 2A honours).

#### **Program Requirements**

The MAIR is a 72-unit coursework and research degree. Candidates complete 48 units of coursework and 24 units of thesis (comprising one semester of full-time work resulting in a thesis monograph of 15,000 words). Full-time students who commence the program in February will complete the thesis in June of the following year.

There is a requirement that candidates achieve a distinction (70%) average across all coursework units and a minimum of 75% in both 12-unit courses, with no fails recorded, before proceeding to the thesis. A distinction is also required in the thesis before candidates are awarded the MAIR. A distinction is set at the level of 2A honours or around a B+/A average. All students offered admission to the MAIR are selected on the judgment that past achievements suggest the student can meet this level.

#### **Program Structure**

MAIR candidates complete 48 units of coursework comprising: one compulsory 12-unit core course, a second 12-unit core course, and four 6-unit electives. One of the four 6-unit electives may be taken outside the GSIA. You may see the course details and the cross-campus approved courses here:

<http://rspas.anu.edu.au/gsia/mair.htm#Structure>

#### **The Thesis**

Upon achieving a Distinction average (70% and above) on the coursework and a minimum of 75% in both 12-unit courses, with no fails recorded, MAIR candidates continue on to a 24-unit thesis semester, undertaking a written thesis of 15,000 words.

## **MASTER OF INTERNATIONAL AFFAIRS**

*Program Code: 7815*

*CRICOS number: 036824G*

This is a 48-unit coursework program (without thesis) completed over two semesters full-time study or at least four semesters part-time. This option draws on the coursework of the MAIR and on the experience of the faculty and administrative staff of the MAIR. It is also an advanced graduate degree with high admission and exit standards but is of shorter duration.

The MIA is awarded with pass, merit or distinction.

### **Program Requirements**

Full-time students who commence in February will complete the MIA program in November, with the degree awarded in December. Students who commence the program in Semester 2 will complete the program in June of the following year and be awarded the degree in July.

MIA candidates require an average of at least 65%, with no fails recorded, to be awarded the degree, a 70% average to be awarded the degree with Merit and an average of 80% and above to be awarded the degree with Distinction. If candidates fall short of this requirement but have satisfied the requirements for the Graduate Diploma they will be awarded a Graduate Diploma

### **Program Structure**

MIA candidates complete 48 units of coursework comprising: one compulsory 12-unit core course, a second 12-unit core course, and four 6-unit electives. One of the four 6-unit electives may also be taken outside the GSIA. You may see the course details and the cross-campus approved courses here:

<http://rspas.anu.edu.au/gsia/mia.htm#Structure>

## **GRADUATE DIPLOMA IN INTERNATIONAL AFFAIRS**

*Program Code: 6815*

*CRICOS number: 036822J*

The GDIA is a two-semester coursework program that provides a strong foundation in international affairs. It also provides a stepping-stone to the MIA or MAIR. Like the MIA it is highly integrated with the MAIR and benefits from the academic and administrative experience and standing of the MAIR.

### **Program Requirements**

The GDIA is a 48-unit coursework award. It has a dedicated introductory course - World Politics - but otherwise draws on the same coursework as the Master of International Affairs.

The grade requirement for the GDIA is at least 50%, with no fails recorded.

Full-time students who commence in Semester 1 will complete the GDIA program in November of the same year; students commencing in Semester 2 will complete the program in June of the following year.

If students achieve an average of 70% for the two semesters of Graduate Diploma coursework, with no fails recorded, they are eligible to transfer to the MIA and gain status for 24 units (one full-time semester) of the GDIA coursework. Students who wish to transfer to the MAIR must achieve a distinction (70%) average across all coursework and a minimum of 75% in their chosen 12-unit core course (this does not include World Politics). In order to undertake the thesis component they must achieve 75% or above in the International Relations Theory course.

### **Program Structure**

GDIA candidates complete 48 units of coursework comprising: one compulsory 12-unit core course, a second 12-unit core course, and four 6-unit electives. One of the four 6-unit electives may also be taken outside the GSIA. You may see the course details and the cross-campus approved courses here:

<http://rspas.anu.edu.au/gsia/gdia.htm#Structure>

**GDIA students cannot enrol in a second cross-campus elective after transferring to MAIR/MIA.**

**Students who wish to transfer to the MIA or MAIR should note that International Relations Theory course is only offered in semester one.**

## **THE GSIA BRIDGING PROGRAM**

*Program Code: 5059*

*CRICOS number: 031794D*

The Board of Studies may recommend a Bridging Program for international students who are otherwise qualified to enter the MAIR or MIA programs, but need further preparation to achieve distinction at the postgraduate level.

### **Program Requirements**

The Bridging Program may be a 48-unit or a 24-unit program. It has a dedicated introductory course - World Politics - but otherwise draws on the same coursework as the Master of International Affairs.

Students undertaking a 48-unit Program are only examined on 30 units. One 12-unit and one 6-unit course are taken as reading courses (that is, without examination). Students undertaking a 24-unit Program are examined on 18 of the 24 units. One 6-unit elective is taken as a reading course.

Students who commence a 48-unit Bridging Program in Semester 1 will complete the Bridging program in November. Students who commence a 24-unit program in July will also complete the program in November.

To qualify for admission to the MIA or MAIR courses, Bridging Program candidates must attain a credit (65%) average across all examinable units, with no fails recorded, and complete the reading units to the satisfaction of the supervisor.

### **Program Structure**

Bridging Program participants complete 48 units of coursework comprising: one compulsory 12-unit core course, one 12-unit (reading) core course, and four 6-unit electives (including one reading course). Students undertaking the Bridging Program may NOT enrol in cross campus electives. You may see the course details here:

<http://rspas.anu.edu.au/gsia/bridging.htm#Structure>

## PEACE AND CONFLICT SPECIALISATION

Peace and Conflict Studies is a specialisation taught within the GSIA program, in association with the International Peace Research Institute, Oslo. It is taken in conjunction with one of the GSIA degree programs:

- Graduate Diploma in International Affairs [GDIA]
- Master of International Affairs [MIA]
- Master of Arts (International Relations) [MAIR]

Students admitted to this specialisation spend one semester of study in Oslo, Norway, where they complete 24 units of full-time study taught by the staff of the International Peace Research Institute, Oslo, at the facilities of Bjørknes College.

Students may commence their studies in Norway, or undertake the semester in Oslo during the course of their ongoing studies in the GSIA.

The semester commences in Oslo in late August and concludes in mid-December. Students then travel or return to Canberra to complete their degree if necessary.

Students undertaking the Peace and Conflict Specialisation may NOT take cross-campus electives while completing the ANU based component of their degree.

### Program Requirements

Program requirements for students doing the Peace and Conflict Studies specialisation are as for the degree (eg MIA, MAIR, GDIA) within which the specialisation is being undertaken.

### Program Structure

The Peace and Conflict Studies specialisation consists of 24 units of coursework undertaken in Oslo, consisting of:

Winter Session	<a href="#">INTR8052</a>	Conflict Resolution and Peace Building
	<a href="#">INTR8053</a>	Ethics of Peace and War
	<a href="#">INTR8054</a>	Gender and War

In addition to the 24 units of the specialisation undertaken in Oslo, Peace and Conflict Studies students also complete 24 units of coursework in Canberra to round out the requirements of the degree program in which they are enrolled:

one required 12-unit core course - either

Semester 1	<a href="#">INTR8011</a>	International Relations Theory
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or

Semester 1	<a href="#">INTR8036</a>	World Politics
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and two 6-unit electives from GSIA courses.

Students undertaking this specialisation must complete Conflict Resolution and Peace Building (INTR8052) in Oslo and either World Politics (INTR8036) or International Relations Theory (INTR8011) in Canberra. Students who wish to transfer from the GDIA to the MAIR or MIA will receive 24 units of status towards the new degree.

## THE DIPLOMACY/INTERNATIONAL RELATIONS COMBINED DEGREES

### Master of Diplomacy/Master of Arts (International Relations)

*Program Code 7886*

*CRICOS Code 047930C*

In conjunction with The Australian National University's Asia-Pacific College of Diplomacy (APCD), the GSIA offers combined degree programs in diplomacy and international relations. This program provides advanced diplomatic preparation and practical skills for those seeking a career in diplomacy or for those already employed in foreign ministries or other civil service departments with an international orientation. The MDipl/MAIR is recommended for those seeking a more academic path in the study of diplomacy and international relations, particularly if this subsequently may involve doctoral research. Upon completion, students receive two testamurs, the Master of Diplomacy and the Master of Arts (International Relations).

#### Program Requirements

The MDipl/MAIR is a joint master's degree program consisting of a total of 120 units of coursework - 72 units for the MAIR component and 48 for the MDipl.

#### Program Structure

The program structure for the MAIR component of the joint degree is the same as for the regular MAIR degree.

The MDipl component consists of the following compulsory courses

Summer	<a href="#">DIPL8001</a>	Transnational Diplomacy
Semester 1	<a href="#">DIPL8002</a>	Contemporary Challenges in Diplomacy: Politics, Economics, Law, and Strategy
Semester 1	<a href="#">DIPL8003</a>	Case Studies in Diplomacy
Semester 1	<a href="#">DIPL8004</a>	Negotiation and Conflict Resolution

plus 12 units advanced standing.

### Master of Diplomacy/Master of International Affairs

*Program Code 7880*

*CRICOS Code 047929G*

In conjunction with The Australian National University's Asia-Pacific College of Diplomacy (APCD), the GSIA offers combined degree programs in diplomacy and international relations. This program provides advanced diplomatic preparation and practical skills for those seeking a career in diplomacy or for those already employed in foreign ministries or other civil service departments with an international orientation. Upon completion, students receive two testamurs, the Master of Diplomacy and the Master of International Affairs.

#### Program Requirements

The MDipl/MIA is a joint master's degree program consisting of a total of 96 units of coursework - 48 units for the MIA component and 48 for the MDipl.

**Program Structure**

The program structure for the MIA component of the joint degree is the same as for the regular MIA degree.

The MDipl component consists of the following compulsory courses

Summer	<a href="#">DIPL8001</a>	Transnational Diplomacy
Semester 1	<a href="#">DIPL8002</a>	Contemporary Challenges in Diplomacy: Politics, Economics, Law, and Strategy
Semester 1	<a href="#">DIPL8003</a>	Case Studies in Diplomacy
Semester 1	<a href="#">DIPL8004</a>	Negotiation and Conflict Resolution

plus 12 units advanced standing.

## Courses

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### Semester 1 Courses

**International Relations Theory**  
**Mr Greg Fry**

**INTR8011 12 units**

'International Relations Theory' is the core compulsory course for students enrolled in the Master of International Affairs and the Master of Arts in International Relations degrees. Designed as a foundation for other courses in the Graduate Studies in International Affairs program, 'Theories' introduces students to the principal schools of thought that have evolved to understand international relations and global politics, from classical realism and liberalism to feminism and poststructuralism. Its central theme is the tension between the empirical and normative aspects of all theories, a product of their nature as practical discourses. The overall aim of the course is to develop students' theoretical literacy, and to enhance their capacities to reason theoretically about core issues and problems in international relations.

**International Political Economy 1**  
**International Political Economy 2**  
**Professor John Ravenhill**

**INTR8013 6 units**  
**INTR8048 12 units**

This course introduces the subject area of international political economy. It is intended for students who have had no previous background in the subject. It begins with a review of the principal theoretical approaches to the study of international political economy. It then examines the major issue areas in the international political economy: trade; international finance; and foreign direct investment. Even though debate continues about the extent and novelty of the processes that we refer to as globalization, most observers accept that the contemporary global political economy is qualitatively different from anything that has preceded it. The composition of world trade has changed dramatically since World War II with traditional North-South patterns of exchange of manufactured goods for raw materials being replaced by intra-industry trade. Foreign Direct Investment (FDI) has been the main driver of this transformation. In the financial realm, the growth of FDI has been accompanied in the last two decades by unprecedented flows of short-term portfolio capital. These have afforded new opportunities for less developed countries to engage in higher levels of investment by supplementing domestic savings but have also been associated with more frequent and more severe financial crises. The international institutional context has changed dramatically with the establishment of the WTO in 1995 and with the growth in regionalism. For firms and governments alike, these developments impose new constraints but also offer new opportunities. This course seeks to identify the impact of globalization on firms and governments, and the choices they face and make in responding to the challenge of a globalizing political economy.

**Asia Pacific Security**  
**Professor William Tow**

**INTR8022 6 units**

This course will initially focus strongly on the relations among the region's major powers: the United States, China, Japan, India and Russia. It will also briefly cover Southeast Asia (ASEAN). Four other key issue-areas will inevitably shape the future of the Asian security environment. These include: (1) the regional 'flash points' of the Korean peninsula, Taiwan, Kashmir and the

South China Sea; (2) alliance politics; (3) the future of Asian 'institutionalism'; and (4) the question of 'trans-regional' or 'human' security. A fundamental objective of the course is to assist students in acquiring the intellectual skills required to become more proficient analysts of regional security challenges. It is also designed to facilitate the application of major international relations theoretical approaches (especially realism and liberal-institutionalism) for better understanding and dealing with these trends.

**Political and Social Change in South-East Asia**  
**Prof Paul Hutchcroft**

**INTR8027 6 units**

One main objective in this course is for students to become more familiar with political processes, institutions, and problems in several Southeast Asian countries. (Given the region's diversity and the time constraints of a one-semester course, not every country in the region is included.) A second is to consider the tensions and interactions between democratisation and other, often countervailing, ideas and institutions, such as authoritarianism, capitalism, nationalism, and ethnicity. The third is to link the study of Southeast Asian politics to some of the pertinent themes and arguments in the comparative politics literature.

**World Politics**  
**Ms Thuy Do**

**INTR8036 12 units**

This course introduces students to a selection of the major theoretical approaches to international relations as well as some of the key issues in contemporary world politics. The aims are to foster familiarity with international relations as an academic discipline, build students' knowledge of debates within the field and to foster an understanding of how the assumptions we make, and the intellectual positions we take, inform our understanding of particular issues. After surveying some of the major approaches to the study of IR in the second section of the course we go on to investigate the development of the modern system of states via consideration of the concept of sovereignty and the relationship between this and the idea of the nation and of the right to national self-determination. In the final section of the course we consider some major issues in contemporary world politics. These include the role of human rights norms in the international system, the future of the sovereign state and conceptions of community in an era of globalization and, finally, consideration of the implications of American power for contemporary world order..

**Australia's Global Challenges**  
**Professor Stuart Harris**

**INTR8049 6 units**

This course will examine how Australia is responding to the rapidly changing global political and economic systems. Its aim will be to enable students to judge how far Australia's global viewpoint and strategy will meet effectively these challenges. We will look at the response to four main issues: (i) globalisation, including how globalisation affects the role of Australian governments and relations with other countries, particularly in Asia; (ii) global order changes, (whether based on hegemonic, imperialist or cosmopolitan influences) including US (continuing?) unipolarity, the war on terror and terrorism and the rise of Islam and of religion more generally in global politics, and their impacts on Australia's relations with the UN, other multilateral institutions, alliance relations with the US; (iii) global demographic and economic change, including the shifts in economic structures among the US, Europe and Asia, energy supplies and energy security and global climate change; and (iv) Australia's approach to Asia, including its bilateral and multilateral

and Australia's position between China (and Asia) and the West.

**Global Security 1**  
**Global Security 2**  
**Dr Paul Keal**

**INTR8032 6 units**  
**INTR8047 12 units**

This course investigates the concept of security and the forces in world politics which challenge or contribute to global security. It begins by considering the contested meanings given to 'security' and surveys the major turning points in thought about how the globe is secured. It is then organized into three sections of which the first deals with the current predominance of the United States in shaping global security, how this might change as a result of the resurgence of great power rivalry and the place nuclear weapons have had in world politics. The second section probes currently perceived threats to global security including climate change and competition for scarce resources, nuclear proliferation, terrorism, and the implications of the ongoing wars in Iraq and Afghanistan. Section three focuses on human security, dealing in particular with the nexus between poverty and security, humanitarian intervention, and selected issues such as child soldiers and refugees. The subject closes with a discussion of assessments of the outlook for global security and key proposals for how it can be sustained.

**Humanitarianism in World Politics**  
**Prof Raymond Apthorpe**

**INTR8062 6 units**

Humanitarianism is a prominent powerful, though often vexed issue in world politics today. Debate on the role of humanitarianism in world politics often vacillates between belief in its capacity to transform the international system and frustration and disillusionment with its perceived failure to do so. In examining the role of humanitarianism in world politics, this course seeks to disaggregate these debates, revealing key themes, trends and questions in the evolution of the concepts and practices of humanitarianism. Central amongst these are the themes of assistance and protection that are often viewed as at the very heart of humanitarianism, along with advocacy and *temoinage*. The course first examines the historical evolution and global diffusion of humanitarian concepts and practices. In this we encounter ideas such as the humanitarian imperative and humanitarian space, as well as discuss the genesis of movements that have been central to the globalisation of humanitarian practices, such as the ICRC. In the second section of the course we look in detail at the concepts and practices of international humanitarian assistance, considering in particular some of the dilemmas and paradoxes of assistance. In the third section of the course we explore the concepts and practices of humanitarian intervention. We critically examine the evolving relationship between humanitarian intervention and the concept of sovereignty; the emergence of the idea of a 'responsibility to protect' and the extent to which this can and is being implemented. Finally we examine the extent to which conceptions of humanitarian obligations have come to underpin state building projects states that have been identified as 'failed' or 'failing'.

## Semester 2 Courses

### **Special Topic in International Relations** **Dr David Armstrong**

**INTR8018 6 units**

The idea of globalisation ignites academic and political passions. Some consider globalisation the principal dynamic of social change in our epoch sweeping all before it; by contrast, others regard it as the great myth of our times - a recycling of an old idea that conceals the real forces which shape our lives. In the political sphere especially, the rhetoric of globalisation is being used to forge new political alignments. From the 'globaphobia' of the radical right to the cosmopolitanism of the Third Way, globalisation has become the rationale for diverse political projects. In the process, the great globalisation debate has been joined. This course seeks to investigate the implications of this debate for the study of international relations: for how we conceptualise and theorize about world politics. The first section introduces the various schools in the globalisation debate. The second section considers the arguments and evidence concerning the extent to which a new post-Westphalian world order is emerging and its implications for our understanding of contemporary world politics. The final section examines the growing normative and political responses to globalisation in the form of projects of resistance and transnational democracy.

### **Ethnicity and Conflict in South-East Asia** **Dr Ed Aspinall**

**INTR8040 6 units**

This course will look at the nature of ethnic identity, the ways in which ethnically-based conflicts have emerged within states, the internationalization of ethnic conflict, and the search for means of managing ethnic tensions and resolving conflicts when management strategies fail. It will draw on case studies from Asia, including Indonesia, Malaysia, Sri Lanka and India, and the Pacific.

### **Evolution of International System 1** **Evolution of International System 2** **Dr Jacinta O'Hagan**

**INTR8046 6 units**  
**INTR8012 12 units**

This course examines the evolution of the contemporary international system through exploring how relationships of power have evolved and changed as the modern international system emerged from a series of regional systems. It uses the concept of empire to explore the changing nature of order, power and of power relationships. This allows us to view international relations as a thick set of social, political, cultural and military relations, offering a range of perspectives that are often obscured by focusing simply on the international system as simply one of sovereign states. The course explores the relationship between empire and the evolution of concepts such as region, sovereignty and hegemony. It further examines the relationship between empire and conflict, focusing in particular on the twentieth century. The course also considers the putative disappearance and resurgence of empire in this period, allowing us to reflect in conclusion on the utility of the concept in the contemporary world politics.

**Global Civil Society and the Role of NGOs 1**  
**Global Civil Society and the Role of NGOs 2**  
**Dr Katherine Morton**

**INTR8044 6 units**  
**INTR8061 12 units**

This course explores contested concept of global civil society and its relevance to the study of contemporary world politics. It begins by mapping the various interpretations of what constitutes civil society and the actors within it. Against this conceptual background, special attention will be given to the role and effectiveness of international NGOs. By taking a bottom-up approach to solving problems on a global scale, these organisations are often seen as a substitute for inter-state diplomacy as well as a corrective to the failures of global capitalism. The aim of this course will be to critically assess the potential for such organisations to act as a so-called 'third force' in international politics. To this end, the course will address the participation of NGOs at international forums, the relationship between NGOs and donor institutions, and the wider representative role of NGOs within society. The final part of the course will investigate the activities of NGOs in relation to key issues such as women's rights, humanitarian intervention, development, and environmental degradation.

**Ethics and Culture in World Politics**  
**Dr Paul Keal / Dr Jacinta O'Hagan**

**INTR8051 6 units**

The course examines the interface between ethics and culture in contemporary world politics. It first considers how culture and ethics are expressed by and exercise influence on, states and other actors in world politics. Particular attention is given to the nature of moral communities, and the tensions between universal and plural conceptions of what is 'good'. What, for instance, are the points of conflict between cultural pluralism and human rights? The second major concern of the course is justice, focusing on restorative justice and the role of truth and reconciliation commissions in rebuilding societies emerging from conflict, the extent of obligations to distance strangers, and the political and moral challenges raised by foreign aid practices. The third area of concern is with legitimacy, representation and self-determination in cross-cultural political struggles. Examination of this is centred on indigenous peoples and the international indigenous movement. The course closes with discussion of the idea of a dialogue across cultures and how such dialogues might be realized in practice.

**Global Environmental Politics**  
**Dr Lorraine Elliott**

**INTR8028 6 units**

This course examines how transboundary and global environmental issues have been addressed in world politics, drawing on key concepts in the discipline of International Relations. The course begins with an overview of the ways in which issues of environmental change have become 'globalised' through an introduction to the timelines of diplomatic negotiations and multilateral environmental agreements. The course then explores four key themes and issues in the global politics of the environment: governance and institutions; civil society and private authority; global political economy; environmental security. Each 'theme' involves (i) an overview session to introduce students to the major debates and issues and (ii) a case study that will provide students with an opportunity for more focused investigation that contributes to their knowledge of the practice of global environmental politics and also demonstrates the application of key themes and concepts.

**War and Peace in Asia**  
**Dr Peter Van Ness**

**INTR8057 6 units**

This course is an invitation to participate in a joint exploration of the roots of war and the opportunities for peace in Asia. It includes many questions and perhaps too few answers, and it will involve a lot of reading. We give roughly equal time both to war and to peacemaking. The focus is on three case studies of war in Asia, and three case studies of peacemaking, and I ask students to join one group for each. With respect to war, the three cases are:

1. revolutionary wars of national liberation (focusing on China and Vietnam);
2. the Cold War in Asia, from the Korean War, 1950-1953 to the collapse of the Soviet Union; and
3. terrorism and preventive war after 9/11.

The three cases for peacemaking are:

1. the Sino-American accommodation, from the Shanghai Communiqué of 1972 to the current debates about “China threat”;
2. security community building in Southeast Asia; and
3. the Six Party Talks on the North Korean nuclear programs.

The seminar will convene for 12 sessions, including three weeks of general reading; three weeks on the case studies of war; one week of summing up; three weeks on the case studies of peacemaking; and two final sessions on summing-up and drawing conclusions.

**The Politics of Islam in Southeast Asia**  
**Dr Greg Fealy**

**INTR8058 6 units**

Islam is a major factor in Southeast Asian affairs, though academically neglected. Muslims are the largest religious community in Southeast Asia, comprising about 45% of the region’s population, and Islam is critical to understanding political, security and cultural developments. This course will survey the diverse Muslim societies in the region and examine the complex historical, cultural and doctrinal ties between them. It will consider the role of ‘external’ forces in shaping Muslim life in Southeast Asia as well as look at those elements which make regional Islam distinctive from other parts of the Muslim world. We will give particular attention to a number of issues: (1) the role of Islam in various regional insurgencies, such as those in Aceh, southern Thailand, western Burma and the southern Philippines; (2) the interplay between Islam, nationalism and democracy; (3) the political consequences of Islamization in Indonesia and Malaysia; (4) the dynamics of radicalism and terrorism, particularly with regard to international versus local characteristics; (5) the impact of globalization and accompanying indigenization of religiosity; and (6) Islam’s influence on regional diplomacy. In discussing these issues, we will critically assess the literature on the politics of Southeast Asian Islam and the cultural and theoretical assumptions which underlie it.

## **Cross-Campus Electives**

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GSIA Students may take one 6-unit course from another department as an elective course. If you are interested in a course other than those listed below, please contact the Program Administrator. Students undertaking the Peace and Conflict Specialisation may not take any cross-campus electives.

### **Semester 1 Cross-Campus Courses**

#### **Development in Practice Dr Patrick Kilby**

**ANTH8009 6 units**

This course deals with the practicalities of working in development.

It will critically examine the key institutional actors that implement development projects: NGOs, bilateral, and multilateral donors.

Within this broader institutional environment the course will critically examine the institutional processes and priorities, the role of advocacy, the ethics of development practice, how development workers operate in the field, and how development projects are conceived and managed.

#### **Introduction to Gender and Development Dr Kuntala Lahiri-Dutt**

**ANTH8038 6 units**

This course introduces the key elements of the scholarly debates and analytical tools of Gender and Development, including the theories around gender and empowerment, and contemporary approaches to gender equity and mainstreaming. This is done through a balance of thought-provoking regional and sectoral case studies from different cultural contexts including South Asia, Southeast Asia, the Pacific, and indigenous societies; as well as in key themes such as empowerment, water, and mining. The approach is critical, bottom-up, and inclusive. A key question that will be addressed through the course is that despite the sophistication of scholarly understanding of gender and inequality, why it is still difficult to fully address gender issues in development projects and programs.

#### **Asia-Pacific Core Studies A Dr Tomoko Akami**

**ASIA8020 6 units**

These issues based Core Studies courses form the compulsory disciplinary core to the Master of Asia-Pacific Studies. The core courses will be thematic and methodological in character and will provide the essential disciplinary focus for students progressing to language and elective options centred on the cultural, social, historical and language context in analysing current issues.

Students will benefit from research-led teaching, drawing on the skills and experience of lecturers and researchers from the Asia-Pacific graduate studies field across the ANU College of Asia and

the Pacific in the Faculty of Asian Studies, the Research School of Pacific and Asian Studies, the Crawford School of Economics and Government, and other relevant areas in the University. It will be important for students to be cognisant of original language sources supporting their studies.

The study of Asia is known to be challenging. Australians who study their own society already have a wide general knowledge of their subject, which is often not the case when they study Asia and the Pacific. Similarly, someone who grew up in one Asian country may lack general knowledge of other Asian or Pacific countries, given the great diversity of the region. An aim of the core coursework is to provide contextual knowledge and background. However, general knowledge by itself is not enough. It is also necessary to have a good understanding of different methodologies that are useful in the study of Asia and the Pacific. Fortunately, the ANU's unique concentration of Asia-Pacific specialists working on an extremely wide geographic area from very varied disciplinary perspectives enables the Faculty to equip students to meet the varied challenges the future will bring. The Core Coursework does this by examining four themes - Religion, Nationalism, Popular Culture, and History - through a number of Asia and Pacific case studies. Some of the case studies will be relevant to one particular Asian or Pacific country or region (such as the forest fires, the fall of Suharto, Fijian coups, the Tiananmen massacre); others will be relevant to Asia or the Pacific more generally (such as economic booms and crises); and still others will be relevant not just to Asia but to the world (epidemics such as SARS, globalised media, the drug trade and so on).

**Islam, the West and International Terrorism**  
**Professor Amin Saikal**

**MEAS8111 6 units**

This course examines the changing relations between the 'domain of Islam' and 'the West', more specifically the United States, against the backdrop of the events of September 11, 2001, and its aftermath. It does so in both historical and contemporary terms. Its inquiry focuses more specifically on three main issues: the nature of Islam and its relations with the West in history, the rise of the United States to globalism since World War II and its role in the Muslim domain, and the problems with US and Muslim approaches in dealing with the phenomenon of international terrorism.

**Theories of Development**  
**Mr Scott MacWilliam**

**POGO8095 6 units**

The course introduces students to the idea and practice of development, as well as the part growth, progress, disorder, unemployment, sustainability, corruption and underdevelopment, modernisation and dependency, wealth and poverty have played in the formation of this most influential modern idea. There is shown to be a cyclical relationship between development and its antithesis, non-development.

Particular attention is paid to the latest phase, or cycle, in the relationship, the period from the end of World War II until the present. This phase commenced with a strong belief in as well as the application or practice of development as an intended activity. By the late 1970s and then over the next two decades, intentional development fell into international disrepute. Recently, as impoverishment and the disorder this often brings have become more and more obvious internationally, there are signs that the 'age of non-development' may be passing. The signs are especially prominent where there is renewed attention being paid to nation-building in what are

termed post-conflict situations, after wars have ended.

Topics covered include:

- The formation of the idea of development
- Subsequent changes and the opposition to development
- Modernisation thought
- Dependency and underdevelopment
- Dependent development
- The state and development
- Trusteeship and development

**Intelligence and Security**  
**Dr Andrew Davies**

**STST8021 6 units**

This course will provide a thorough understanding of the contribution that intelligence can make to national and international security. Its main aim is to provide students with a sound understanding of the way in which intelligence is collected and analysed, and how it contributes to national decision-making. To that end the course will examine the structure and oversight of intelligence agencies in the Australian context, identify and analyse cases of intelligence success and intelligence failure, examine both the historical and contemporary use of intelligence (eg in the Cold War and in dealing with international terrorism) and the relationship between science, psychology and intelligence.

**Semester 2 Cross-Campus Courses**

**Key Concepts in Anthropology of Development**  
**Dr Patrick Kilby and Professor Francesca Merlan**

**ANTH8007 6 units**

This course will focus on certain important and current concepts in development policy and practice, and explore their background in the social sciences. We will examine the rise of discourses of development, including ideas of modernization, development and underdevelopment, and the North-South (or First-Third World) divide; relationships between people in local communities and the state; concepts of civil society and community; participation and empowerment; the rise of the framework of 'social capital'; gender; poverty and basic needs; justice and human rights; the place of notions of indigeneity; and views of sustainability and appropriate technology in development. In examining some of the background to development concepts in the social sciences, we explore the relationships and tensions between their uses there and in forms of development, trying to identify pitfalls and positives.

**Asia-Pacific Core Studies B**  
**Professor Kent Anderson**

**ASIA8021 6 units**

The study of Asia is known to be challenging. Australians who study their own society already have a wide general knowledge of their subject, which is often not the case when they study Asia and the Pacific. Similarly, someone who grew up in one Asian country may lack general knowledge of other Asian or Pacific countries, given the great diversity of the region. An aim of the core coursework is to provide contextual knowledge and background. However, general knowledge by itself is not enough. It is also necessary to have a good understanding of different methodologies that are useful in the study of Asia and the Pacific. Fortunately, the ANU's unique concentration of Asia-Pacific specialists working on an extremely wide geographic area from very varied disciplinary perspectives enables the Faculty to equip students to meet the varied challenges the future will bring. The Core Coursework does this by examining four themes - Religion, Nationalism, Popular Culture, and History - through a number of Asia and Pacific case studies. Some of the case studies will be relevant to one particular Asian or Pacific country or region (such as the forest fires, the fall of Suharto, Fijian coups, the Tiananmen massacre); others will be relevant to Asia or the Pacific more generally (such as economic booms and crises); and still others will be relevant not just to Asia but to the world (epidemics such as SARS, globalised media, the drug trade and so on).

**Oil, Religion, Politics and Conflict in the Middle East**  
**Dr Andrew Davies**

**MEAS8100 6 units**

This course examines the evolution of state and society in the contemporary Middle East against the backdrop of the dynamics of relationships between oil, Islam, foreign intervention, domestic strife and intra-state conflict. The course is thematic in its approach and selective in its use of major events to illustrate its coverage. It emphasises the theme of change, continuity and conflict in the political, social and economic transformation of the region.

**Islam in World Politics**  
**Professor James Piscatori**

**MEAS8115 6 units**

This course covers the international politics of the Muslim world, with a special emphasis on the Middle East since 1945. Classical and modern Islamic thought on war and peace serves as the backdrop to a consideration of a number of themes. These include the compatibility of Islam and nationalism, the significance of Islamic transnationalism, the role of the pan-Islamic ideal, the impact of radical networks, and the effects of globalisation. Attempts are made to relate modern historical trends to larger concerns and theories of international relations.

**Islam and Democracy**  
**Professor James Piscatori**

**MEAS8116 6 units**

This course examines in detail the debates over the democratisation of Muslim societies. It begins by an examination of modern Islamic thought and considers diverse views of the state, authority, pluralism, and citizenship. It assesses the importance of political culture and structural factors to the emergence of democracy. In doing so, it critically examines essentialist and exceptionalist assumptions about Middle Eastern and Muslim societies, the role of elections, the position of Islamist movements, the constraints on democratic consolidation, and the possibilities of

'exporting' democracy. While the course is organised thematically, examples are drawn from a number of specific cases and democratic theory is invoked in order to relate the specificity of Muslim societies to broader debates.

### **Issues in Asia-Pacific Studies A**

**ASIA8028 6 units**

This is a shell course complementing the suite of flexible single issue elective courses grouped around the compulsory core coursework responding to issues of the moment. It is conceived as an individual, research based elective designed to accommodate additional topics that may become necessary or emerge as a result of regional dynamics during the course of each academic year.

### **Poverty Reduction Mr Scott MacWilliam**

**POGO8004 6 units**

This course addresses the continuing international concern with the extent of poverty and the search for means to substantially reduce the numbers of poor people in the world. The Millenium Development Goals accepted in September 2000 by the United Nations and aimed at reducing poverty world-wide seem unlikely to be attained by the designated dates. While it is usually acknowledged that poverty has a long history, nevertheless the current concern is that it now takes new forms. Shortages of food are of diminishing frequency in most countries and instead there is an absence of conditions, including security, opportunities and personal empowerment, which are central to well-being. Consequently new explanations for the seeming persistence of poverty are being formulated, at the same time as changing methods are being adopted to alleviate and even reduce poverty. The course examines what is meant by poverty, the various causal explanations which have been constructed for the persistence of poverty, and the means developed for poverty reduction. The course has been designed to suit students in Development Administration, Environmental Management, Public Policy and International Relations, as well as those taking graduate studies in a wide range of disciplinary programs.

Topics covered include:

- Changing definitions of poverty
- Explanations for poverty
- Poverty measurement, quantitative and qualitative
- Goal setting for poverty reduction
- Poverty reduction strategies and measures

### **Australian Strategic and Defence Policies Professor Hugh White**

**STST8004 6 units**

This course is about strategic and defence policy - it focuses on how Australia develops and uses its armed forces. Australia spends \$22 billion each year - 2% of GDP - building armed forces and conducting military operations. This course explores how that money is spent, and why. It explores the key questions that underpin the kinds of forces we choose to build. What role does

armed force play in Australia's security? What kinds of operations do our armed forces do to be able to play those roles? Which capabilities can do those operations most cost-effectively? The course addresses these questions by developing clear connections between Australia's strategic objectives, our capability options and our financial recourses. Along the way we explore current defence debates and controversies, examine the impacts of different views of the nature of security and the international system on those debates, and look at the big questions for the future.

**China's Defence and Strategic Challenges [Autumn Session] STST8013 6 units**  
**Dr Ron Huisken**

China's re-emergence as a significant economic and political actor is a geopolitical development of the first order. It has been a century since the international system has had to accommodate a wholly new major power, particularly a power that has the potential to rival even the weight of the US. This course seeks to equip students to assess the trajectory of China's current rise to prominence and its probable implications, particularly for stability in East Asia and for the wider modalities of global governance. The course will cover China's political, economic and military policies and capabilities, as well the development of China's relations with other key actors.

**The European Union: Regional Integration in Comparative Perspective [Autumn Session] EURO8003 6 units**  
**Professor Simon Brommitt/Mr Adam Berryman**

This Master's level course addresses issues relating to the challenges and implication of European integration. Since the end of the Second World War, the sub-continent of Europe has experienced sustained and expanding degrees of supranational integration in the fields of law, economics and politics. Some analysts see in this process a model for regional integration the world over; others argue that the EU is unique and that this pattern of integration cannot - and should not - be repeated elsewhere.

This course will critically examine European integration from historical, applied and theoretical perspectives. By examining case-studies in the fields of law and regulation, human rights, trade and the environment, common policing and security policy and immigration, students will gain interdisciplinary insights to the process of regional integration and equip them to make comparative analysis, engaging with questions such as:

- Can the European model of integration help us predict the possibility of and paths towards integration in other parts of the world, such as Asia?
- What are the external implications of European regionalism?
- Is regional integration effective and desirable?
- How integrated, by comparison, are federal entities such as Australia?

This course will appeal to students of international relations, European politics, comparative law, sociology and public policy.

It will be taught in an intensive format over five days (with a break for the weekend) on April 16, 17, 22, 23 and 24. The program is comprised of lectures, seminars, and structured discussion groups and will offer students exposure to a range of leading researchers, policy practitioners and diplomats. In addition students will work in syndicates and be required to participate in a group presentation on the final day of the course.

## **Peace and Conflict Specialisation, Oslo**

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*These courses are only available in Norway, to students undertaking the Peace and Conflict Specialisation*

### **Conflict Resolution and Peace Building** **Dr Hege Cecilie Barker**

**INTR8052 12 units**

This course introduces students to the main approaches to the study and practice of conflict resolution and peace building. The first part addresses fundamental questions about the causes of armed conflict, and the nature of inter- and intra-state conflict. The second part discusses the dynamics of armed conflict: why conflicts continue, and escalate - and covers issues including 'spoiler' problems and terrorism. In the third part, students will learn about methods of conflict resolution - from grassroots activism to high-politics diplomacy - and of peace building - by means ranging from institutional design to the use of truth commissions. The theoretical issues will be explored through case studies. The case studies will cover, inter alia, Israel-Palestine, Iraq, Afghanistan, the Balkans, and Sri Lanka. The line-up of lecturers for this coordinated course includes several PRIO researchers, as well as prominent visiting lecturers from diplomacy, politics, and the military.

### **Ethics of Peace and War** **Dr Henrik Syse and Dr Greg Reichberg**

**INTR8053 6 units**

The last 100 years have seen brutal wars, murderous totalitarian regimes, genocide, and nuclear weapons. But we have also witnessed - to a certain extent because of the facts just mentioned - an unprecedented development of international law, a resurgence of interest in international ethics and the ethics of war, humanitarian initiatives on a large scale, and the founding of international organizations such as the United Nations, designed to foster peace and international cooperation. The ethical appraisal of war has a long history in Western political thought, and encompasses several different approaches, including the traditions known as realism, pacifism, and just war. Examining the most representative writings on the ethics of war, by a range of authors (Thucydides, Plato, Augustine, Aquinas, Vitoria, Rousseau, Kant, Vattel, Walzer, etc.) in these different traditions, and with application to contemporary issues (terrorism, humanitarian intervention, preventive war, etc.) is the principal aim of this course.

### **Gender and War** **Dr Inger Skjelsbæk**

**INTR8054 6 units**

This course raises the question of what role the relationship between the genders plays for understanding violent conflict - and presents a range of scholarly approaches that contribute towards an answer. Relating to the causes of conflict, the course discusses issues of violence and masculinity, gender and militarism, and women's role in political decision making. Addressing the nature and dynamics of war, the lecturers introduce students to studies of women combatants, women's role in terrorism, and violence against and exploitation of women in war. Finally, the course explores whether there are consistent gender differences in the practice of conflict resolution and peace building.

## Faculty

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### **Raymond Apthorpe**

Visiting Fellow, International Relations, ANU  
DPhil Oxford

#### BIOGRAPHICAL NOTE

Independent consultant for international development and humanitarian aid studies. Formerly Team Leader for Sida, EU, UNWFP, UNDP and UNESCAP evaluations of international aid institutions and policies in countries in Africa and Asia. Former university chairs in social anthropology, sociology and development studies in Uganda (Makerere), UK (East Anglia), Netherlands (The Hague). Visiting and other university appointments in Nigeria (Ibadan), Hong Kong, Taipei (National Taiwan University), The Philippines (University of the Philippines, Manila), UK (University of Wales; LSE), France (Ecole des hautes etudes en sciences sociales, Paris), Japan (ICU, Tokyo). Higher degree: D. Phil (Social Theory), Institute of Social Anthropology and Balliol College, University of Oxford, 1957. World Music: Music from Petauke, Ethnic Folkways Library (FE 4202): New York.

#### SELECT PUBLICATIONS

Numerous

### **Edward Aspinall**

Fellow, Indonesian Politics, Department of Political and Social Change, ANU  
BA (Jurisprudence) (Adelaide), BA (Hons) (Sydney), PhD (ANU)

#### BIOGRAPHICAL NOTE

He first became interested in Indonesia while living in Malang, East Java, as a teenager. After studying Indonesian language and politics at high school and university, he completed his PhD in the Department of Political and Social Change in 2000 on the topic of Opposition movements and democratisation in Indonesia. Since then, he has been working on a range of topics related to Indonesian democratisation and civil society, and especially concerning the separatist conflict in Aceh. After completing his current project on the Aceh conflict, he plans to pursue his research interests in the comparative politics of democratisation and separatist conflicts in Southeast Asia.

#### SELECT PUBLICATIONS

*Opposing Suharto: Compromise, Resistance and Regime Change in Indonesia* (Stanford University Press, Stanford, 2005)

*Local Power and Politics in Indonesia: Decentralisation & Democratisation* (co-edited with Greg Fealy - Institute of Southeast Asian Studies, Singapore, 2003)

"Indonesia: Civil society and Democratic Breakthrough" in Muthiah Alagappa (ed.), *Civil Society and Political Change in Asia. Expanding and Contracting Democratic Space* (Stanford University Press, Stanford, 2004)

*The Peace Process in Aceh: Why it failed*, (co-authored with Harold Crouch) East West Center Policy Paper series (East West Center, Honolulu, 2003)

"Sovereignty, the successor state and universal human rights: history and the international structuring of Acehnese nationalism" in *Indonesia*, No. 73 (April 2002)

*The last days of President Suharto* (co-edited with Gerry van Klinken and Herb Feith - Monash Asia Institute, Clayton, 1999)

"Students and the Military: Regime Friction and Civilian Dissent in the Late Suharto Period", *Indonesia*, No. 59 (April 1995)

### **Lorraine Elliott**

Senior Fellow, Department of International Relations, ANU  
BA MA (Hons) (Auckland), PhD (ANU)

#### **BIOGRAPHICAL NOTE**

In 1997, Dr Elliott was awarded the Australasian Political Studies Association Crisp Medal and in 1998 she was an awardee under the Vice-Chancellor's Endowment Fund for Excellence. She is presently engaged in a study of regional environmental governance in Southeast Asia.

#### **SELECT PUBLICATIONS**

*International Environmental Politics: Protecting the Antarctic* (Macmillan, 1994)  
*The Global Politics of the Environment* (Macmillan, 1998)

### **Greg Fealy**

Research Fellow, Indonesian Politics, Department of Political and Social Change, ANU  
BA (Hons), PhD (Monash)

#### **BIOGRAPHICAL NOTE**

Greg Fealy's interest in Indonesian politics and Islam was awakened as an undergraduate at Monash University and they have remained the focus of his academic and professional activity since then. His PhD thesis was a study of the traditionalist Muslim party, Nahdlatul Ulama. More recently, he has examined Islamic neo-revivalism, particularly Muslim Brotherhood-inspired campus groups, as well as terrorism in Southeast Asia and trends in contemporary Islamic politics.

#### **SELECT PUBLICATIONS**

'Islam in Southeast Asia: Domestic pietism, diplomacy and security', in Mark Beeson (ed.), *Contemporary Southeast Asia: Regional Dynamics, National Differences* (Palgrave Macmillan, London, 2004)  
'Islamic radicalism in Indonesia: A Faltering Revival?', in *Southeast Asian Affairs*, Institute of Southeast Asian Studies (Singapore, 2004)  
(ed. with Greg Barton) *Nahdlatul Ulama, Traditional Islam and Modernity in Indonesia* (Monash Asia Institute, Monash University, Clayton, 1996)  
'Islamic Politics: A Rising or Declining Force?' in Damien Kingsbury and Arief Budiman (eds), *Indonesia: The Uncertain Transition* (Crawford House, Adelaide, 2001)  
'Abdurrahman Wahid and the al-Khidr Question' in Damien Kingsbury (ed.), *The Presidency of Abdurrahman Wahid: An Assessment of the First Year* (Monash Annual Indonesia Lecture Series, Monash Asia Institute, Clayton, 2001)  
'Parties and Parliament in Indonesia: Serving Whose Interests?' in Shannon Smith and Grayson Lloyd (eds), *Indonesia Today: Challenges of History* (ISEAS, Singapore, 2001)  
*Ijtihad Politik Ulama: Sejarah Nahdlatul Ulama, 1952-1967* (LKiS, Yogyakarta, 2003)  
(co-edited with Edward Aspinall) *Local Power and Politics in Indonesia: Decentralisation & Democratisation* (Institute of Southeast Asian Studies, Singapore, 2003)  
'Divided Majority: Limits of Indonesian political Islam', in Shahram Akbarzadeh and Abdullah Saeed (eds), *Islam and Political Legitimacy* (RoutledgeCurzon, London and New York, 2003)

### **Greg Fry**

Director of Studies, Graduate Studies in International Affairs  
Hedley Bull Senior Fellow, Department of International Relations, ANU  
BCom Econ (UNSW), MA Pol Sci (ANU)

### **BIOGRAPHICAL NOTE**

Before taking up his present appointment in 1988, Greg Fry was a lecturer in the Department of Political Science at ANU. He has also held appointments as a Postdoctoral Fellow in the Strategic and Defence Studies Centre at ANU, and at the University of the South Pacific and the University of Hawaii. He is a recipient of the Vice-Chancellor's Award for Excellence in Teaching.

### **SELECT PUBLICATIONS**

*Australia's Regional Security* (ed., 1991)

*Contending Images of World Politics* (co-edited with Jacinta O'Hagan, 2000)

*Intervention and State-Building in the Pacific: The Legitimacy of 'Co-operative Intervention'* (co-edited with Tarcisius Tara Kabutaulaka, 2007).

### **Nicole George**

John Vincent Post-Doctoral Fellow, Department of International Relations, ANU  
BA (Hons) (Monash) PhD (ANU)

### **BIOGRAPHICAL NOTE**

I am currently preparing a book manuscript from my doctoral research which examines the history of women's organising in Fiji from the 1960s until the contemporary period. This work critiques conventional international relations approaches to women's organising which emphasise reform- or resistance-oriented activity. The method employed in this study aims to demonstrate how context and contingency shape women's political agency by fore-fronting subjectivity and participants' own appraisals of the viability or otherwise of political activity undertaken on the local, regional and international stage. In the longer term I will also begin a comparative study of women's political organising in French- and English-speaking regions of the Pacific. This project will examine the local, regional and international political agency of women's organisations in Fiji, New Caledonia and Solomon Islands.

### **SELECT PUBLICATIONS**

"Contending Masculinities and the Limits of Tolerance: Sexual Minorities in Fiji" *The Contemporary Pacific* (2007)

"Women's Re-visions of Globalisation: 'Level Playing Field' or 'Uphill Battle'?", *International Feminist Journal of Politics*, Vol. 4, Issue 2, pp. 268-277.

"French Monopoly of the Linguistic Marketplace" in Anthony J. Liddicoat, and Karis Muller (eds.), *Perspectives on Europe: Language Issues and Language Planning in Europe*, (Language Australia, Melbourne), pp.61-79.

### **Stuart Harris**

Professor, Department of International Relations, ANU

### **BIOGRAPHICAL NOTE**

Stuart Harris held a number of senior government positions including as Deputy Secretary of the Department of Overseas Trade from 1972-1975, before joining the ANU as Professor in, and later Director of, the Centre For Resource and Environmental Studies from 1982-1984. From 1984-1988, while on leave from the University, Professor Harris was Secretary (Vice-Minister) of the Department of Foreign Affairs (after 1987, Department of Foreign Affairs and Trade).

He has been a consultant to many national and international bodies, including UN agencies, and has written extensively in the fields of international economic, political, and strategic policies of, particularly, the countries of Northeast Asia, and on international environmental policies. He has recently been a joint editor of volumes on *The End of the Cold War in Northeast Asia, China as a Great Power in the Region*, and *Asia Pacific Security: the Economics-Politics Nexus*. He has been closely involved with the development of regional integration processes through PECC and

APEC and for some years was a member of the Australian Government's Foreign Affairs Council, and co-chair of the Australian National Committee of the Council for Security Cooperation in Asia Pacific (CSCAP).

**SELECT PUBLICATIONS**

*Will China Divide Australia and the US*

*Japan and Greater China: Political Economy and Military Power in the Asian Century* (co-author)

**Paul Keal**

Deputy Director of Studies, GSIA

Senior Fellow, Department of International Relations, ANU

PhD (ANU)

**BIOGRAPHICAL NOTE**

Paul Keal was formerly Senior Lecturer in the School of Politics, University College of the University of New South Wales at the Australian Defence Force Academy and has held appointments at the Australian National University and La Trobe University and had visiting appointments at Princeton University, Stanford University, the Russian Diplomatic Academy, and Keele University.

**SELECT PUBLICATIONS**

*European Conquest and the Rights of Indigenous Peoples: The Moral Backwardness of International Society* (Cambridge University Press, 2003)

*Unspoken Rules and Superpower Dominance* (Macmillan, 1983)

co-editor with Andrew Mack of *Security and Arms Control in the North Pacific* (Allen & Unwin, 1988)

editor of *Ethics and Foreign Policy* (Allen & Unwin and the ANU, 1992)

**Jacinta O'Hagan**

Fellow, Department of International Relations, ANU

MAIR Thesis Coordinator

MA, PhD (ANU)

**BIOGRAPHICAL NOTE**

Jacinta O'Hagan is Peace and Conflict Studies Coordinator for GSIA. She has taught at the University of Queensland and ANU, and had a visiting appointment at the Center for International Studies, University of Southern California.

**SELECT PUBLICATIONS**

*Conceptualizing the West in International Relations: From Oswald Spengler to Edward Said* (Palgrave Macmillan, 2002)

*Contending Images of World Politics* (with Greg Fry, Macmillan, 2000)

Articles in *Third World Quarterly*.

### **Heather Rae**

Deputy Director of Studies, GSIA

[on leave in semester 1]

Fellow, Department of International Relations, ANU

BA, PhD (Monash)

#### **BIOGRAPHICAL NOTE**

Heather Rae is Deputy Director of Studies of the GSIA Program. She is currently working on normative contestation over human rights standards in the international system. In particular she is currently working on how such contestation impacts on the international response to the actions of the military regime that controls Burma. She also has a long standing interest in the relationship between states' legitimacy claims and the movement of peoples.

#### **SELECT PUBLICATIONS**

*State Identities and the Homogenisation of Peoples* (Cambridge University Press, 2002) which traces the relationship between state-building, the targeting of minorities for expulsion or extermination, and the development of the modern system of sovereign states.

### **John Ravenhill**

Professor, Department of International Relations, ANU

PhD Coordinator

[Acting Head of Department]

BSc (Econ) (Hull), MA (Dal), AM (Indiana), PhD (Berkeley)

#### **BIOGRAPHICAL NOTE**

John Ravenhill was previously Associate Professor at the University of Sydney, Assistant Professor at the University of Virginia, and has been a Visiting Professor at the International University of Japan and at the University of California, Berkeley. . He is the editor of the Cambridge University Press Asia-Pacific Studies series. He was the first winner of the Australasian Political Studies Association's L.F. Crisp medal.

#### **SELECT PUBLICATIONS**

*Asia Pacific Economic Cooperation: The Construction of Pacific Rim Regionalism* (2001)

*The Asian Financial Crisis and the Architecture of Global Finance* (co-editor, 2000)

*The National Interest in a Global Era: Australia in World Affairs, 1996-2000* (co-editor, 2002) and *Global Political Economy* (editor, Dec 2004).

Articles in many of the leading international relations journals including *World Politics*, *International Organization*, *World Policy Journal*, *World Development*, and *International Affairs*

### **Chris Reus-Smit**

Professor and Head of Department, Department of International Relations, ANU

[on leave in semester 1]

BA (Hons), MA (La Trobe), DipEd (Melb), MA, PhD (Cornell)

#### **BIOGRAPHICAL NOTE**

Chris Reus-Smit, BA (Hons), MA (La Trobe), Dip.Ed, (Melb); MA, PhD (Cornell) is Professor and Head of the Department of International Relations. He received his PhD from Cornell University, and has been awarded fellowships and grants by the MacArthur Foundation, the Mellon Foundation, the Australian Research Council, and the Social Science Research Council in New York. His work has been awarded both the Northedge Prize (1992) and the BISA Prize (2001). In 2006 he gave the inaugural 'Last Lecture', based on student voting and in 2007 he won the Vice-Chancellor's Award for University Teaching.

## **SELECT PUBLICATIONS**

*American Power and World Order* (Polity 2004)

*The Moral Purpose of the State* (Princeton 1999)

*Theories of International Relations* (co-author, Macmillan/Palgrave 2001)

*The Politics of International Law* (editor, Cambridge 2004)

*Between Sovereignty and Global Governance* (co-editor, Macmillan 1998).

His articles have appeared in a wide range of journals, including *International Organization*, *Review of International Studies*, *Millennium*, and *The European Journal of International Relations*.

## **Luigi Tomba**

Fellow, Department of Political and Social Change

BA (Venice), PhD (San Marino)

### **BIOGRAPHICAL STATEMENT**

In the year 2000 I went back to academic research after spending three years working for the Italian Foreign Ministry in Beijing. Since joining RSPAS in 2001 I have published on labour policy and labour theory in China, on the emergence of an urban middle class, on neighbourhood politics, on China's community governance reform, and on gated the relationship between social spaces and government. I have undertaken extensive fieldwork in residential neighbourhoods in Beijing and Chengdu and I am completing a book on the government of social conflicts and community building in newly developed private residential compounds. In June 2005 I have become the Co-editor of *The China Journal*. I am presently developing a research on "Community and New forms of social stratification in Shenyang" funded by an ARC Discovery Grant.

### **SELECT PUBLICATIONS**

"Fortress China: Space and Government in China's Proprietary Community", Forthcoming, 2006.

"Residential Space and Collective Interest Formation in Beijing's Housing Disputes", *The China Quarterly*, No. 184, 2005.

(ed.) "China's Transition" A discussion forum, with Lucien Bianco, Rudolf Wagner and Guido Samarani, *Passato e Presente*, No. 66, 2005.

"Creating an Urban Middle Class: Social Engineering in Beijing", in *The China Journal*, No. 51, January 2004.

*Paradoxes of Labour Reform: Chinese Labour Theory and Practice from Socialism to Market*, London, RoutledgeCurzon and Honolulu University of Hawaii press, 2002.

(ed.) *East Asian Capitalism: Conflicts, Growth and Crisis*, Milan, Feltrinelli, 2002.

*Storia della Repubblica Popolare Cinese* (A History of the People's Republic of China), Milan, Bruno Mondadori, 2002, pp. 256.

## **William Tow**

Professor, Department of International relations, ANU

BA (Redlands), MA, PhD (USC)

### **BIOGRAPHICAL NOTE**

William T. Tow, BA (History) Redlands, MA (International Relations), University of Southern California [USC], PhD (USC) is Professor in the Department of International Relations. He was previously Professor of International Relations both at the University of Queensland and at Griffith University and an Assistant Professor of International Relations at USC. He has been a Visiting Fellow at Stanford University and a Visiting Research Associate at the International Institute for Strategic Studies (IISS) in London. His articles have appeared in such international

relations journals/monograph series as the IISS Adelphi Papers, Survival, Security Studies, China Quarterly, Pacific Review and International Affairs. He is the editor of the Australian Journal of International Affairs and co-editor of the Routledge Curzon book series on Asia-Pacific security. He has served on the Department of Foreign Affairs Foreign Affairs Council and on the National Board of Directors of the Australian Fulbright Commission.

#### **SELECT PUBLICATIONS**

*Asia Pacific Strategic Relations: Seeking Convergent Security* (Cambridge, 2001)  
*International Relations in the New Century* (co-editor, Oxford, 2000)  
*Encountering the Dominant Player* (Columbia 1991)  
*The Limits of Alliance* (co-authored, The Johns Hopkins University Press 1990).

#### **Peter Van Ness**

Visiting Fellow, Department of International Relations and Contemporary China Centre, ANU  
PhD (Berkeley)

#### **BIOGRAPHICAL NOTE**

Peter Van Ness is a visiting fellow at the Contemporary China Centre and lectures on security in the Department of International Relations at the ANU. For many years a member of the faculty at the Graduate School of International Studies, University of Denver in the US, Van Ness is a specialist on Chinese foreign policy and the international relations of the Asia-Pacific region. He first went to the PRC in 1972, and he has served as a member of the board of directors of both the National Committee on US-China Relations and the Human Rights in China organization. Awarded two Fulbright fellowships to Japan, he has taught at four Japanese universities, including Keio University and the University of Tokyo. He has been a research fellow at the Center for Chinese Studies, University of Michigan, the Woodrow Wilson International Center for Scholars in Washington, DC, and the Inter-University Program for Chinese Language Studies in Taipei. He is coordinator of the project on "Reconciliation between China and Japan and the Cooperative Security Network". His articles have appeared in a number of academic journals as well as in popular periodicals, including The New York Times, Washington Post, and The Nation.

#### **SELECT PUBLICATIONS**

*Revolution and Chinese Foreign Policy*  
*Market Reforms in Socialist Societies and Debating Human Right*  
*Confronting the Bush Doctrine: Critical Views from the Asia-Pacific*, edited with Mel Gurtov (Routledge, 2004)

### **Peace and Conflict Studies**

#### **Greg Reichberg**

ENI Programme Leader, Senior Researcher, International Peace Research Institute, Oslo  
PhD (Emory)

#### **BIOGRAPHICAL NOTE**

Greg Reichberg, PhD in Philosophy, Emory University (Atlanta, Georgia), Maîtrise en philosophie, Université de Toulouse, Licence en philosophie, Université de Toulouse is senior researcher at The International Peace Research Institute, Oslo (PRIO). He was previously Associate Professor of Philosophy, Fordham University, New York City, 1995-1999 and Assistant Professor of Philosophy, The Catholic University of America, Wash. D.C, 1990-1995. He is currently writing research articles on the ethics of war and peace (with special attention to the just war tradition), international business ethics, and selected themes in medieval philosophy.

He is also planning and conducting seminars and lectures on international ethics and military ethics. He is editing (with Henrik Syse) an anthology of classical texts on the ethics of war and peace.

### ***Inger Skjelsbæk***

Researcher, International Peace Research Institute, Oslo  
MA (City University, London), PhD (Oslo)

#### **BIOGRAPHICAL NOTE**

Inger Skjelsbæk, Dr. Polit. at the Institute for Psychology, Cand. Polit. degree and Master's degree in psychology, University of Trondheim (NTNU), is researcher at The International Peace Research Institute, Oslo (PRIO). She was previously researcher and doctorate scholar on a research project entitled "Sexual Violence in Time of War: Sexuality, Ethnicity and Gender Diversity in the War in Bosnia-Herzegovina" which was funded by the Norwegian Research Council, researcher on project entitled "Gender aspects of Conflict Interventions: intended and unintended consequence". The project was a cooperation between PRIO researchers Elise Barth, Karen Hostens and was funded by the Norwegian Ministry of Foreign Affairs and the Norwegian Research Council. She was also guest researcher and Fulbright Scholar at the Institute of Slavic, Eurasian and Eastern European Studies (ISEEES) at the University of California, Berkeley, USA.

### ***Hege Nygaard Barker***

MA Coordinator, Bjørkness College  
MA (Bradford), PhD (Bradford)

Coordinator at Bjørknes College and holds an adjunct senior researcher position at PRIO. She is also the principal at Bjørknes College. She recently finished her PhD thesis at the Department of Peace Studies in Bradford and holds an MA in Peace Studies from the same Department. Her research is focused on conflict prevention and terrorism and she is also exploring multilateral alternatives to the war on terror.

### ***Henrik Syse***

Researcher, International Peace Research Institute, Oslo  
MA (Boston College), PhD (Oslo)

#### **BIOGRAPHICAL NOTE**

Henrik Syse, Dr.Art. (equiv. to PhD), University of Oslo, Master of Arts, Boston College, Cand.Mag. (equiv. to B.A.), University of Oslo, Fulbright scholar is senior researcher at The International Peace Research Institute, Oslo (PRIO). He was previously part-time Associate Professor in the Department of Political Science, University of Oslo, Member of the Secretariat of the Norwegian Government Commission on Human Values, Chief editor of political journal 'Tidens Tegn', Programme leader for the PRIO research program 'Ethics, Norms, and Identities'. He has just completed writing a book on the relationship between ethical theory and moral practice, published in Norwegian by Aschehoug in 2005. Currently writing several research articles on the ethics of war and peace, with special attention to questions of responsibility and authority; and editing (with Gregory Reichberg) a major anthology on classical works of the ethics of war and peace, and an anthology on ethics, nationalism, and just war.

# Program Requirements

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## Grade Requirements

### ***MAIR***

MAIR candidates must achieve a distinction (70%) average across all coursework units and a minimum of 75% in both 12-unit courses, with no fails recorded, before proceeding to the thesis. A distinction is also required in the thesis before candidates are awarded the MAIR. A distinction is set at the level of 2A honours or around a B+/A average. All students offered admission to the MAIR are selected on the judgment that past achievements suggest the student can meet this level.

### ***MIA***

MIA candidates require an average of at least 65%, with no fails recorded, to be awarded the degree, a 70% average to be awarded the degree with Merit and an average of 80% and above to be awarded the degree with Distinction. If candidates fall short of this requirement but have satisfied the requirements for the Graduate Diploma they will be awarded a Graduate Diploma.

MIA candidates who wish to transfer to MAIR must achieve a distinction (70%) average across all coursework units and a minimum of 75% in both 12-unit courses, with no fails recorded.

### ***BRIDGING PROGRAM***

To qualify for admission to the MIA or MAIR courses, Bridging Program candidates must attain a credit (65%) average across all examinable units, with no fails recorded, and complete the reading units to the satisfaction of the supervisor.

### ***GDIA***

The grade requirement for the GDIA is at least 50%, with no fails recorded. If students achieve an average of 70% for the two semesters of Graduate Diploma coursework, with no fails recorded, they are eligible to transfer to the MIA and gain status for 24 units (1 full-time semester) of the GDIA coursework.

Students who wish to transfer to the MAIR must achieve a distinction (70%) average across all coursework units and a minimum of 75% and in their chosen 12-unit core course (this does not include World Politics).

*Please note:* Students intending to commence GDIA in Semester 2 and transfer to MIA or MAIR will have the duration of your program extended by one semester, as the required International Relations Theory course is only offered in semester 1.

### ***MDIPL/MIA and MDIPL/MAIR***

In order to proceed to the Master of Diplomacy MIA or MAIR candidates must achieve an average mark of Distinction (70%) or above across all courses, with no fails recorded.

## **Graduate Marking Scale**

High Distinction	80% or more
Distinction	70% – 79%
Credit	60% – 69%
Pass	50% – 59%
Fail	less than 50%

A more comprehensive explanation of the grading system is given in Appendix 1.

## **Class Attendance**

Students are required to attend class on a regular basis. Regular non-attendance may risk failure in a subject and will be drawn to the attention of the Director and Board of Studies. If you discover that you are unable to attend classes regularly please consider taking a leave of absence that semester.

## Assessment

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### Workload

As part of a normal 48-unit program, GSIA students undertake two 12-unit courses and four 6-unit courses.

### 6-unit courses

For a 6-unit course within the GSIA program, students are typically required to submit approximately 5,000 to 6,000 words worth of assessable work, whether in the form of seminar papers, essays or exams. For example:

- one 3,000 word essay + one 3,000 word (3 question) exam; or
- one 4,000 word essay and one 2,000 word (2 question) exam; or
- one 2,000 word seminar paper and one 3,000-4,000 word research essay.

### 12-unit courses

For a 12-unit course, students are normally required to submit at least 10,000 and no more than 12,000 words worth of assessable work whether in the form of seminar papers, essays or exams.

### Courses taught in both 6 and 12-unit modes

There are four courses taught in both 6 and 12-unit modes:

Semester 2	<u>INTR8046</u>	Evolution of International System 1 (6 units)
	<u>INTR8012</u>	Evolution of International System 2 (12 units)
Semester 1	<u>INTR8013</u>	International Political Economy 1 (6 units)
	<u>INTR8048</u>	International Political Economy 2 (12 units)
Semester 2	<u>INTR8045</u>	Global Governance 1 (6 units)
	<u>INTR8031</u>	Global Governance 2 (12 units)
Semester 1	<u>INTR8032</u>	Global Security 1 (6 units)
	<u>INTR8047</u>	Global Security 2 (12 units)
Semester 2	<u>INTR8044</u>	Global Civil Society and the Role of NGOs 1 (6 units)
	<u>INTR8061</u>	Global Civil Society and the Role of NGOs 2 (12 units)

In the 6-unit mode, classes run for 12 weeks (of 2-hour seminars). Students are required to submit at least 5,000 and no more than 6,000 words of assessable work.

In the 12-unit mode, classes run for 14 weeks. While the substantive classes are the same as for the 6-unit mode, students undertaking a course in 12-unit mode are required to attend two extra seminars which cover the major research essay and exam revision/preparation. In the 12-unit mode, students are required to submit at least 10,000 and no more than 12,000 words worth of assessable work.

### Exam Formats

The form of exam adopted in a particular course is at the discretion of the course lecturer, chosen from the following:

- **Closed book:** taken on campus, within a discrete timeframe (normally two or three hours). No books or other materials are allowed in the exam room.
- **Open book:** taken on campus, within discrete timeframe (normally two or three hours). Students are permitted to bring books and some other materials into the exam room.
- **Take home:** Students are given exam question(s), which they take home, on a set date. Students are then required to submit typed answers within a set period of time (usually within a few days).

# Essay Submission Guidelines

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## Topics and submission dates

Assignment topics, submission dates and lecturers' special requirements will be detailed in the specific Course Guides.

## Expectations

Remember that a good piece of academic writing needs to be clearly structured (with an introduction and conclusion). Each paragraph should discuss and develop a single idea or point that links to the essay's overall argument. The material you use should be relevant to your answer and you should demonstrate its relevance.

Students are encouraged to consult the Academic Skills and Learning Centre for assistance with essay writing technique, particularly if you are concerned about your writing skills. Also refer to the *Macquarie Student Writer's Friend: A Guide to Essay Writing*. Two copies of this guide are available in the GSIA library or copies can be purchased at the Co-op bookstore (<http://www.coop-bookshop.com.au/bookshop>).

## Length

Essays should conform to the number of words specified by the relevant lecturer. Over-length essays will be penalised. Note that writing more words rarely, if ever, means a better essay.

## References and Bibliography

Some lecturers will have a preferred system of referencing. If not specified, most will accept a recognised referencing system as long as it is used correctly and consistently. What is more important is that you acknowledge all your sources where required, and that you have a properly set out bibliography. An essay which is not properly referenced or which does not have a correctly set out bibliography is liable for penalty. You must also reference any Internet sources used. Please refer to a style guide such as the *Macquarie Student Writer's Friend* if you are uncertain about referencing.

The bibliographic database program *EndNote* is widely used at ANU to facilitate the research and citation. The Information Literacy Program (<http://ilp.anu.edu.au/endnote/>) provides training and assistance with this and other computer programs and activities.

## Plagiarism

***Plagiarism is considered an extremely serious offence which may result in failure of a subject and, therefore, exclusion from the program.*** Please make sure that you have read and understood the University policy guidelines on plagiarism (at appendix 2). It is your responsibility to check your essay before submitting.

An excellent guide that provides further information and assists you in ensuring you avoid plagiarism can be found at ***Academic Honesty and Plagiarism*** (<http://academichonesty.anu.edu.au/>) if you have any questions.

## Submission of Essays/Assignments

- All essays and assignments must be submitted via the WebCT (<https://webct.anu.edu.au/login>)

All essays/assignments should include a GSIA essay cover sheet. This can be downloaded from: [http://rspas.anu.edu.au/gsia/student\\_info.htm](http://rspas.anu.edu.au/gsia/student_info.htm)

### **Extension of the Essay Deadline**

All requests for an extension of the due date of an essay:

- Must always be addressed in writing (email preferred) to the relevant course lecturer.
- Must always be made in advance of the due date.
- Will only be granted in exceptional unforeseen circumstances (such as compassionate and medical grounds)
- Must be accompanied by appropriate supporting documentation.

All requests for an extension beyond the first day of the exam period must be addressed to the Director of Studies.

### **Penalties**

- Where an extension has not been sought in advance of the due date, 1 point per day will be deducted from the essay mark (out of 100) without exception.
- All assignments must be submitted before the date of the first day of the examination period in each semester. If all assignments are not submitted by this date, and no extension has been sought and granted, the Board of Studies may advise that candidature be terminated.

### **Return of Essays**

- All essays will be returned in class by the course lecturer. Please do not contact the Program Administrators concerning the mark you have received, return of essays or the timing of the return of essays. This is a matter that is best directed to course lecturers by email.

### **Double-Marking of Essays**

- All essays which receive a grade of less than 65% are automatically double-marked.
- Essays that have been double-marked will be signed by the second examiner.
- Should you wish to request a re-mark where your work falls between 65%-80%, you should first discuss the matter with your lecturer. If necessary the matter will then go to the Director of Studies.

# Thesis Guidelines

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## **Expectations**

The final component of the MAIR is a 15,000-word thesis on a topic that the student devises, in consultation with their supervisor. Undertaking the thesis allows students the opportunity to both develop and demonstrate their independent research skills, something that is of great value in the workforce and is absolutely crucial if you intend to pursue a PhD. The thesis should be an extended argument addressing an intellectual question, problem or issue. As it is 15,000 words in length it will be divided into a number of sections or chapters, with an introduction and conclusion. Keep in mind that a thesis is not a number of linked essays. Rather it needs to be a unitary piece of work that displays conceptual and thematic coherence. Beyond that, the organisation of each thesis will depend on the topic and the method the student chooses. Examiners will be aware of the fact that the thesis forms only one part of an intensive coursework degree, and that there is only a relatively short time in which to research and write it.

## **Should it be original?**

The argument put should be original. The question being considered may be, but does not have to be. You could have a new argument about an old question like ‘Is deterrence a flawed theory?’ or a new question to ask about a well-trodden subject area such as the Australian-American security relationship.

## **A related question is - Should it involve primary research?**

While extensive primary research (interviews, fieldwork, newspapers, documents) would be too difficult given the time available, some limited primary research may be useful and even essential for some topics. Of course, not all topics lend themselves to primary research – it really depends on the sort of questions you are asking. For many questions it is quite sufficient to work over secondary materials for an original purpose. Some candidates may prefer to examine a theoretical question in which the issue of using primary sources does not arise.

## **To what extent should it be ‘theoretical’?**

The short answer is that it depends on the subject and on what definition of theory is employed. No matter what your topic, though, it is important to consider relevant conceptual frameworks and approaches that have featured in relation to the type of project you are engaged in and reflect on how your argument draws upon, or might comment upon, such approaches. It is good practice to always try to take into account alternative approaches and reflect on the strengths and weaknesses of the approach you are taking.

## **Your supervisor & the supervision process**

Your thesis supervisor will normally be drawn from the Department of International Relations. You should know who your supervisor is before you formally begin work on the thesis and confirm with them the topic you will be working on. Your thesis topic and supervisor will be confirmed by letter early in the first month of your candidature.

The role of the supervisor is to assist you with defining your thesis topic and then in giving feedback on both the structure and content of the thesis as it develops. You should work towards presenting a written STATEMENT OF INTENT to your supervisor at the end of the first month of your enrolment. Please see below for more details.

While working on your thesis you should keep in close contact with your supervisor, and on average fortnightly meetings are appropriate. Obviously the time between meetings may vary, depending on any issues that arise and the closeness of submission date. It is common for

students to meet with their supervisors more frequently in the early stages of the project, when the topic and method are being defined, and also in the final stages. Students often meet less frequently with their supervisors in the middle stages, when they are busy doing research.

It is advisable to discuss exactly what arrangements suit both student and supervisor early in the process. It is important to be as clear about this as possible if the supervision process is to work well for all concerned. It is advisable that you check with supervisors as to any plans they have to take research or other leave during the time you are working on your thesis, so that you can both plan supervision around any such absences.

During your candidature you can expect that your supervisor will comment promptly on all work in progress that you submit. Normally, a supervisor should give you feedback on written work within a week of its submission. A supervisor's feedback may sometimes come in the form of written comments, sometimes in notes on a draft text, and sometimes through face to face feedback. The other side of the supervisory 'contract' is that supervisors can reasonably expect that students will endeavour to meet any deadlines that have been mutually agreed upon and promised work is delivered on time. Students who do not meet agreed deadlines cannot expect supervisors to drop everything to read their work. It is also reasonable that supervisors should not be expected to read numerous drafts of single chapters. It is better use of everyone's time to discuss the plans you have for chapters in the initial stages and then submit more polished drafts. It is best to discuss this issue with your supervisor ahead of time and arrive at a mutually acceptable process.

**It is crucial that you begin work on the thesis as soon as your enrolment starts (if not before) and, importantly, that you also begin writing as soon as possible.** No matter how brilliant the student and no matter how much research you have done you will not do your best work if you leave the actual writing of a 15,000-word thesis until the last month. Ideally, you should set out a work timetable for yourself (in consultation with your supervisor) that allows consistent progress throughout your candidature. This also allows your supervisor to give timely feedback. Supervisors cannot be expected to read most of the thesis in a very short period of time, close to submission. Again, one week is the normal amount of time a supervisor will need to give feedback.

### **Record of supervision meetings**

Within 24 hours of meeting with your supervisor each student should complete a short memo stating what was discussed at the meeting and what action both student and supervisor have undertaken to complete before the next meeting. A copy of the memo should then be sent to your supervisor who will sign off on it if they agree it is an accurate record of the meeting and keep all memos on file. If the supervisor does not consider the memo to be accurate then they will contact the student and student and supervisor will meet to discuss any differences. In this way any misunderstandings will hopefully be avoided.

## **Thesis Workshops**

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During the course of the semester three workshops will be held for these students. The aim of these workshops is to assist students with the developments of their projects and to provide them with a forum in which to discuss issues and problems they are encountering. Attendance at these workshops is compulsory for students enrolled in the thesis.

Part time students must ensure they attend at least three of these workshops during the period of their candidature.

### **Semester 1 2009 workshops**

12-2.00pm

- Preparing the Statement of Intent: 13 March 2009
- Mid-term Review: 28 April 2009
- Preparing to submit: 22 May 2009

### **Semester 2 2009 workshops**

12-2.00pm

- Preparing the Statement of Intent: 7 August 2009
- Mid-term Review: 11 September 2009
- Preparing to submit: 16 October 2009

## Statement of Intent for MAIR Thesis

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Once you have identified your research question you should begin work on your **STATEMENT OF INTENT**. This should be around 3000 words in length. Please try to be as systematic as possible in how you respond to the tasks outlined below. This should help you to hit the ground running with your thesis and it should also allow you and your supervisor to identify any problems you may be having as early as possible.

The completed statement should be submitted to your supervisor by:

**Semester 1** Friday 27 March 2009 (or a negotiated date if you are a part-time student)

**Semester 2** Friday 28 August 2009 (or a negotiated date if you are a part-time student)

Please check with your supervisor whether they will be taking leave at this time and make alternative arrangements if necessary. Once the statement has been received it will be reviewed by your supervisor and you should receive feedback within a fortnight.

### Statement of Intent Ingredients (3000 words)

1. Set the scene - draw the readers into the subject area.
  2. Define your research question
  3. Critically review the literature, asking what has been written that addresses your question, or might help in answering it.
  4. Explain your methodology: How will you go about answering your question in a way that provides a plausible answer?
  5. Sketch any preliminary hypothesis you might have.
  6. Provide a draft chapter outline of the thesis.
  7. Provide a timeline for the research and writing.
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# Thesis Submission

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The due date of your thesis will, of course, depend on the semester in which you are undertaking it and also on whether you are enrolled full-time or part-time. As a guide:

## Submission Dates

The thesis is due on the last teaching day of the semester:

**Semester 1 2009:** Friday 5 June 2009

**Semester 2 2009:** Friday 30 October 2009

## Submission Requirements

All theses should be soft-bound and printed in a clear 12-point serif font, double spaced with reasonable margins (at least 3.5 cm) and numbered pages.

Please submit **an electronic copy plus three hard copies** of your thesis to the GSIA office by 5.00pm on the due date. Your thesis should contain:

- A title page (see below).
- A signed declaration that the thesis is your own work and that you have read the relevant GSIA rules and guidelines (see below).
- An acknowledgements page (optional – some students include this, others do not).
- A contents page giving relevant page numbers.
- An abstract of the thesis of around 200 words.
- The body of the thesis: see ‘expectations’ (above) for a discussion of thesis organisation. The 15,000-word limit does not include footnotes.
- A bibliography or reference list depending on system of referencing you have used. Please be consistent once you have decided which system you will use.

The **title page** of your thesis should include your name, the thesis title and the following:

A thesis submitted on [date] for the Degree of Master of Arts (International Relations) in the Graduate Studies in International Affairs Program, Department of International Relations, Research School of Pacific and Asian Studies, ANU College of Asia & the Pacific, The Australian National University

You should include a **signed declaration** that the thesis is all your own work:

“This thesis is submitted in accordance with the rules and guidelines set out in the 2009 GSIA Program Information Handbook. This thesis has not been submitted in full or in part for assessment for any other course or program. I have read the guidelines on plagiarism and in

accordance with these all sources are fully, properly and accurately acknowledged.”

**Signature**

**Date**

The **contents page** should give the reader an overview of the thesis at a glance in one page.

**Examination of the thesis**

All MA theses are marked by two examiners. To gain the degree of MAIR students must attain an average of 70% or higher for their course work and for the thesis. There is no option of resubmission when a thesis result is lower than 70% but in such cases the candidate may graduate with the MIA.

**AusAID Students**

If you are sponsored by AusAID and are studying in English as a second language, you are entitled to up to 10 hours tutorial assistance with your thesis. This can be arranged through Dr Jacinta O’Hagan.

# Student Support

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## Tutoring/Teaching Assistance

In semester one 2009 Mathew Davies and Jikon Lai will provide group tutorials for IR Theory and also be available for one-on-one specific consultations for this course. Michele Acuto will be available for one-on-one consultations for Humanitarianism in World Politics. Jeff Wilson will be available on a one-on-one basis to assist students with Global Security 1/ 2, Political & Social change, and World Politics courses. Jeff will also act as a tutor with special responsibility for non Ausaid international students. He will run 3 meetings in the first half of the semester for international students. Jae Jeok Park will be available on a one-on-one basis to help students with Asia pacific security and Australian Global Challenges while two tutors (Mathew Davies and Madeline Carr) will be available to work specifically with students funded by AusAID.

### International Relations Theory

Mr Mathew Davies  
Room 2.06, Ph 6125 4415  
[mathew.davies@anu.edu.au](mailto:mathew.davies@anu.edu.au)

&  
Mr Jikon Lai  
Room 3.58, Ph 6125 7652  
[jikon.lai@anu.edu.au](mailto:jikon.lai@anu.edu.au)

### Humanitarianism in World Politics

Mr Michele Acuto  
Phone 6125 0902  
[michele.acuto@anu.edu.au](mailto:michele.acuto@anu.edu.au)

### AusAID students

Ms Madeline Carr  
Phone 6125 2168  
[madeline.carr@anu.edu.au](mailto:madeline.carr@anu.edu.au)

&  
Mr Mathew Davies  
Room 2.06, Ph 6125 4415  
[mathew.davies@anu.edu.au](mailto:mathew.davies@anu.edu.au)

### Asia pacific security Australian Global Challenges

Mr Jae Jeok Park  
[jae.jeok.park@anu.edu.au](mailto:jae.jeok.park@anu.edu.au)

### Global Security 1 & 2 Political & Social change World Politics

Mr Jeffrey Wilson  
Room 3.49  
[Jeffrey.Wilson@anu.edu.au](mailto:Jeffrey.Wilson@anu.edu.au)

AND

### International Students (Non-Ausaid)

<b>International Political Economy 1 &amp; 2</b>	Mr Jikon Lai Room 3.58, Ph 6125 7652 <a href="mailto:jikon.lai@anu.edu.au">jikon.lai@anu.edu.au</a>
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Madeline and Mathew will be available to assist AusAID sponsored students for up to 10 hours each in semester two.

Tutors are there to assist you with conceptual difficulties; clarifying ideas presented in the lectures, seminars and reading; essay writing and exam preparation.

### **Photocopying Access**

Photocopying is available in J.D.B. Miller Reading Room, Hedley Bull Centre Level 2 at a cost of 20 cents per copy. We ask, therefore, that students only get a pin number (from Mary-Louise Hickey in Room 2.27) if they are actually going to use the photocopier.

### **GSIA Study Centre**

The GSIA Study Centre is located in the Coombs Extension Building (#8). Access is available 24-hours a day, seven days a week by swipe-card, using your student ID card. Access permissions will be set at the start of each semester (once you have got your Student Card). For any access problems, please contact the GSIA Office ([gsia@anu.edu.au](mailto:gsia@anu.edu.au)).

The computers are all Windows desktops with Microsoft Office and other standard software. There is also access to a laser printer. (Macintosh computers are available at the various InfoCommons sites around the ANU campus.)

Help with computer problems is available in the department by contacting Lynne Payne, [Lynne.payne@anu.edu.au](mailto:Lynne.payne@anu.edu.au), Room 1.07, phone 6125 2274.

For training on a wide range of computer applications, as well as research techniques and other matters, please check out the ANU Information Literacy Program at <http://ilp.anu.edu.au/>

Please note that your use of computers at ANU is governed by a number of official policies, including Acceptable Use of Communication and Information Systems. Students using the Study Centre computers are not permitted to download music or movies, engage in video chat, or install any software. Study Centre computers are monitored by RSPAS IT Services, and improper usage will be reported. If you need to download something or install software for your work, please contact the GSIA office ([gsia@anu.edu.au](mailto:gsia@anu.edu.au)).

### **Email Access**

All students receive an ANU email account when they enrol. Please see the ANU current students' web page for instructions on accessing your account.

### **Mail and Messages**

The main method of communication between the GSIA Office and students is email. Students should access their ANU email account regularly. If you prefer to use a personal email account, please ensure that email to your ANU account is forwarded. Instructions can be found here: [http://its.anu.edu.au/itinfo/olams\\_manual/students.php](http://its.anu.edu.au/itinfo/olams_manual/students.php).

There is a GSIA notice board on the wall outside the GSIA Office, Room 3.59 and 3.57. Students should check for notices regularly.

### **Reading Room**

The Reading Room (J.D.B. Miller Reading Room, Hedley Bull Centre Level 2) receives most of the more prominent journals covering international affairs. The Reading Room is a central resource for staff and PhD students in the department, as well as the central meeting point for the Department. GSIA students also have access to this valuable resource.

It should be noted that the Reading Room is not open after hours or on weekends and that journals must not be removed from the room, other than for photocopying within the Department. (Most of the journals are also available in the Menzies or Chifley libraries and many are now available online through the library catalogue.)

**Counselling**

The University has a very friendly and effective counselling service. Students experiencing excessive stress or anxiety in relation to their studies or other personal problems should contact the University Counselling Centre, phone 6125 2442.

**Academic Skills Assistance**

The University provides excellent professional assistance with study skills and essay and exam preparation through the Academic Skills and Learning Centre, located in the Pauline Griffin Building (Bldg #11). There is special assistance available for students with English as a second language. Students may make an appointment with an Adviser by phoning the Centre Administrator on 6125 2972.

The Centre provides a series of seminars at the beginning of first and second semester on studying and writing, and these are highly recommended to GSIA students (particularly those who have been away from academic writing for some time).

## **The GSIA Office**

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The main GSIA office is located in Room 3.59 at the Hedley Bull Centre. Normal office hours are Monday to Friday from 9.00am to 5.00pm (excluding lunch hour; 12:00 noon – 1:00 pm).

Craig Hanks (phone 6125 3793), Program Administrator, is the **first point of contact** for current students. Craig can be reached by email ([gsia@anu.edu.au](mailto:gsia@anu.edu.au)) or by phone (6125 3793).

The Senior Program Administrator, Farnaz Salehzadeh, is available by appointment only to assist students with special matters. Appointment can be made by contacting her via email. (Farnaz.Salehzadeh@anu.edu.au).

## GSIA Contact Points

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### Administration

Farnaz Salehzadeh Senior Program Administrator Room 3.52, Phone 6125 2167 Farnaz.salehzadeh@anu.edu.au	Craig Hanks Program Administrator Room 3.59, Phone 6125 3793 gsia@anu.edu.au
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### 2009 Faculty

Greg Fry Director of Studies Room 3.54, Phone 6125 2179 greg.fry@anu.edu.au	Heather Rae Deputy Director of Studies Peace and Conflict Studies Coordinator Room 2.17, Phone 6125 2169
Raymond Apthorpe Room 2.24 Phone 6125 8089 Contact via gsia@anu.edu.au	Paul Keal Deputy Director of Studies Room 3.42, Ph 6125 8419 Paul.keal@anu.edu.au
Edward Aspinall Dept. of Political & Social Change, Phone 6135 5915 Edward.aspinall@anu.edu.au	Jacinta O'Hagan Room 2.11, Phone 6125 2684 jacinta.ohagan@anu.edu.au
Lorraine Elliott Room 2.09, Phone 6125 0589 Lorraine.Elliott@anu.edu.au	John Ravenhill Room 2.22, phone 6125 2408 john.ravenhill@anu.edu.au
Greg Fealy Dept. of Political & Social Change Phone 6125 2302 Greg.fealy@anu.edu.au	Christian Reus-Smit Room 3.46, Phone 6125 2165 Christian.reus-smit@anu.edu.au
Nicole George Room 2.07, Phone 6125 0410 Nicole.George@anu.edu.au	Luigi Tomba Dept. of Political & Social Change, Phone 6125 2993 Luigi.Tomba@anu.edu.au
Stuart Harris Room 2.29, Phone 6125 2171 stuart.harris@anu.edu.au	William Tow Room 2.15, phone 6125 8550 William.Tow@anu.edu.au
	Peter Van Ness Room CCC12, Contemporary China Centre, Bldg 106 Phone 6125 0163 pvan@coombs.anu.edu.au
Henrik Syse Henrik@prio.no	Greg Reichberg Greg@prio.no
	Inger Skjelsbæk Inger@prio.no

## **Appendix 1: The Grading System and its Meaning**

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The comments below are intended to give you an outline of the criteria used for deciding grades.

This is a guide only and should be read in conjunction with the general assignment guidelines in each course guide. Note that any piece of work must answer the essay question that has been set. A piece which doesn't answer the question is not going to do well no matter how well it is written or argued. Written work must be properly referenced. Grammar, syntax, spelling, style and the manner of construction of argument are important in determining the overall grade for any piece of assessed work.

<b>HD</b>	<b>80–100%</b>	Work of exceptional quality showing insightful understanding of the issues raised by the essay question. Clear and logical organisation of the essay. Sophisticated understanding and use of relevant literature which is displayed in lucid argument, incisive critical analysis and creative and original thinking. Referencing will also be of a very high standard.
<b>D</b>	<b>70–79%</b>	Work of high quality, showing a strong grasp of subject. The argument will be clearly developed, the essay well-organised, and most relevant literature noted. The essay will demonstrate very good written skills and strong critical analytical ability.
<b>CR</b>	<b>60–69%</b>	Work of solid quality showing competent understanding of subject matter and appreciation of main issues, though there may possibly be some lapses and inadequacies. While an attempt to mount an argument has been made it may not be as clear as it could be. Room for improvement in organisation of material, written presentation, and analytical skills.
<b>P</b>	<b>50–59%</b>	Essay will be adequate, in that it covers the basics, though it will be lacking in breadth and depth. Such work generally has notable gaps, which is often a reflection of limited research or the need to improve comprehension and critical analytical skills. An essay that receives a pass grade may be a piece of 'reportage' on the literature rather than an attempt at analysis and interpretation (which can be seen in essays that receive marks of Credit or above). Poor spelling, syntax and grammar may also be problems, which undermine the student's capacity to mount a clear and compelling argument. Such a result indicates the need for considerable effort to achieve substantial improvement and students should seek the assistance of the Academic Skills and Learning Centre.
<b>FAIL</b>	<b>&lt;50%</b>	Unsatisfactory. This grade characterises work which shows a lack of understanding or misconception of the topic. Inadequate in degree of relevance, sometimes completeness, sometimes both. Reflects failure to grasp essentials of question.

## Appendix 2: Plagiarism

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*Plagiarism is considered to be a serious matter by the GSIA Board of Studies. In making judgements about plagiarism the Board employs the definition offered in the University's Discipline Rules 2006, p. 4.*

*The Rules can be found in full at: <http://www.anu.edu.au/cabs/rules/DisciplineRules.pdf>*

### Misconduct

- (k) in relation to an examination [which includes all course assessment including essays, seminar papers, etc]:
  - (i) Cheating;
  - (ii) plagiarism (including copying, paraphrasing or summarising, without appropriate acknowledgement, the words, ideas, scholarship or intellectual property of another person, whether or not it is with the knowledge or consent of that other person);  
[*Note: Plagiarism may also take place when direct use of others' words is not indicated, for example by inverted commas or indentation, in addition to appropriate citation of the source.*]
  - (iii) except with the approval of the prescribed authority, submitting for an examination any work previously submitted for examination;
  - (iv) failing to comply with the University's instructions to students at, or in relation to, an examination;
  - (v) acting, or assisting another person to act, dishonestly in or in connection with an examination;
  - (vi) taking a prohibited document into an examination venue;

Students should develop the ability to think independently and sustain an argument expressed clearly and cogently in their own words. Students may not submit work containing improperly acknowledged transcription or excessive quotation of the work of others. The Academic and Learning Skills Centre is available to help students who have problems with expression.

The Board of Studies considers plagiarism a most serious academic offence, and severe penalties will be imposed on anyone found guilty of it. The Board of Studies recognises, however, that students sometimes offend in this way inadvertently, through inexperience or failure to understand the aims and methods of university study. The attention of all students is therefore directed to the following explanation. Apart from the question of deliberate deceit, the practices described here often impede sound thinking: learning to avoid them is part of training in the skills and methods of good scholarship.

### Definitions

Plagiarism, as noted above, is defined as 'including copying, paraphrasing or summarising, without appropriate acknowledgement, the words, ideas, scholarship or intellectual property of another person, whether or not it is with the knowledge or consent of that other person'. There are two elements of importance, the act of appropriation and the intent to deceive. Appropriation may, in the most naive instances, amount to direct copying; in the most clever and unscrupulous instances, it may be accompanied by intelligent editing used to conceal origins. As for the intent

to deceive, the deliberateness of this may be difficult to determine. Modes of such misappropriation are described below.

### **Direct copying**

This, the most naive form of plagiarism, is the reproduction of another author's expressions, word for word, without acknowledgment. Direct quotation is, of course, sometimes necessary; but it is only permissible when indicated by quotation marks or indentation and acknowledged by exact references. It is insufficient to make general attribution or to give references selectively for only some of the passages reproduced. References should be to the work in which the material was found: lifting references or footnotes which refer to a third work (as if it had been consulted when in fact it has not) is not acceptable. The only exceptions to the rule that all sources must be acknowledged are such things as items of common knowledge or irreplaceable expressions in wide use.

### **Summarising**

To summarise the argument of other authors (for example, by isolating the main points and tracing their connections) is a legitimate and sometimes indispensable scholarly activity, provided it is made clear that this is being done. To summarise another person's or other persons' argument, ideas or information as though they were one's own, however, is a form of plagiarism.

### **Paraphrasing**

This means expressing an author's meaning in different words. This too is permissible; but only when full and exact references are given. A common form of plagiarism combines copying with paraphrase, repeating some words of the original text and substituting different words for others. The more fully the wording is changed, the more fully the copyist may have understood and assimilated the material; but it is still necessary to acknowledge the source of the ideas and to acknowledge direct quotations as such. The inclusion within a paraphrase or summary of any part of the original text requires a reference. Very large paraphrase may be difficult to describe as plagiarism, but insofar as the work is derivative the need to cite its source remains. This sort of grey area, where the extent of indebtedness is hard to determine, is especially troublesome, and the onus is on the student to ensure that all debts are properly indicated.

### **Derivative writing**

It should be stressed that, even with full acknowledgments, derivative writing, whether copying, quoting, summarising or paraphrasing another's work, can never be a proper substitute for a student's own thought. Quotation and paraphrase are pointless unless the material is offered as evidence or as the basis of further analysis.

## **Appendix 3: Guidelines on Non-Sexist Language**

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These guidelines are to help University staff to avoid, in their spoken and written communication, uses of language which may appear to be discriminatory or which may gratuitously give offence. They rest on the belief that people should be treated equally and with courtesy, that communication may become less effective if inaccuracy, irrelevance or an appearance of sexism intrudes, and that the English language is rich in alternatives which speakers or writers sensitive to the attitudes and beliefs of their audience can use without reducing the effectiveness of their communication or sacrificing their notions of grammatical propriety.

### **1. Appellations and Modes of Address**

University staff speak and write in contexts of varying formality and must make stylistic choices accordingly. At whatever level of formality the principles to be observed in choosing appellations and modes of address are that people should be treated equally, that no irrelevance should be introduced, that no person should appear to be excluded, and that there should be stylistic consistency.

If the context is one in which titles such as Professor and Dr are appropriate then Mr or Ms should also be used. The latter is usually preferable to Miss or Mrs, both of which introduce irrelevance in that they declare marital status. If the subject herself has a known preference for Miss or Mrs this should be respected. A mode of address which uses titles should not be mixed with one which does not: 'Professor Kerr, Ms Jones and Mr Robinson were present', not 'Professor Kerr, Debbie Jones and John Robinson...'. If the context is informal and the use of given names is preferred, all should be treated in the same way, using the form of given-name or set of initials referred to by the person concerned.

Designations of posts should not be exclusive. There are alternatives to groundsman, security man and storeman such as gardener, security guard and stores officer which appear neutral. There are alternatives also to chairman, such as chair, chairperson, convenor. When the position is being referred to one of these neutral alternatives is to be preferred. When the post is occupied, and the sex of the occupant patently obvious, courtesy may require that this be acknowledged when the person is addressed, as Madam Chair or Mr Chair, Madam Dean or Mr Dean.

### **2. The Use of Personal Pronouns**

Traditionally, and particularly in legal contexts, the pronoun he has been used generically. There is some recognition now that he is often understood to imply the masculine even when the generic is intended. Further, the appearance of exclusiveness can give offence. For both these reasons an alternative is to be preferred. The choice will depend in part on the context, but there are a number of solutions.

It is often possible to omit the pronoun without in any way altering the sense of the utterance: a staff member's seniority can be judged from (his) salary and (his) length of service in fact gains in economy by the omission of the pronoun. The head of department determines (his) staff loadings is similarly improved.

Sentences can be recast in the plural: secretaries should complete their stationery orders by the end of the month or all lecturers should display their timetable on their doors. Alternatively the sentence can be made impersonal, a solution which may be the most appropriate in formal contexts: the holder of an unreturned library book will not be permitted further borrowing. If none of these solutions appeals in a particular context a little thought can usually contrive a rewording which avoids the apparent difficulty.

### **3. The Generic Use of Man**

The use of man as a word or syllable meaning people or, more broadly, the human species, can again appear to exclude women and so either cause misunderstanding or give offence.

Rephrasing is possible. For example, mankind may become human beings, people or society, the average man or the man in the street may become the average person or people in general; manning a project can be changed to staffing a project, engaging personnel or employing staff; manpower may be replaced with workforce, personnel, staff or employees; man hours may become hours or workdays and man-months staff-months or work-months.

### **4. Gratuitous Sex Specification**

It is unacceptable to draw attention to a person's sex, if it has no relevance in the context, as it is to draw attention to a person's race or physical disability. You may read, for example, 'The graduate employment officer, a women in her middle fifties, has proposed that seminars be held for the final year students', or 'It is recommended that Lenora Chou, an Aboriginal, be offered the post of assistant academic secretary'. The gratuitous nature of these specifications is made plain by reversing the specification of sex and race: 'The graduate employment officer, a man in his middle fifties...' or 'It is recommended that Thomas Brooks, an Anglo-Saxon, be offered the post'. There is, similarly, no reason to use nouns with suffixes specifying sex, such as ambassadress or aviatrix, or for using expressions which not only specify sex but also convey attitudes, such as my girl or the girl in the office for secretary or the ladies in the pool for word-processing operators.

The offence which such expressions may cause is of course likely to be compounded if the speaker alludes also to a person's physical attributes. Care needs to be exercised generally that, in the use of descriptive adjectives, no stereotyped view of either sex should obtrude.

### **5. Word Order**

Pairs of nouns and pronouns tend to become set in a conventional order: he and she, men and women, husbands and wives, boys and girls. In some contexts, if the order appears to give precedence to a sex, the order can be varied.

### **6. Direct Quotation**

In the handling of quoted material normal scholarly practice should of course apply. But, if the material quoted introduces a use of language or an expression of attitude through language which may be disruptive, it may be better to paraphrase the source.

The contents of this handbook are subject to change without notice.

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