

CAS IR 339

Australia and the Politics of Regional Security in Asia-Pacific

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Contact Hours: Generally prior to or following classes and strictly by arrangement with coordinator.

Course Dates: Meeting twice weekly, 3-4 hour sessions

Course Time & Location: BU Sydney Study Abroad campus, schedule to be decided

Course Credits: 4 BU credits

Hub Learning Outcomes

BU Hub Units: One Unit

Capacity: Diversity, Civic Engagement, Global

Area: Global Citizenship and Intercultural Literacy (GCI)

Global Outcome 1

In CAS IR 339 Australia and the Politics of Regional Security in the Asia-Pacific, students study comparative systems of regional security including Australia and USA (primarily). This challenges students beyond their comfort zone whilst also refining their knowledge of the US security system. (See course driven questions in description and course objectives in this syllabus document and the short essay expectations which require reflection on comparative political systems. See also scope for comparison of diverse security systems for major assignment). Whether a student comes from the US or elsewhere, this course introduces elements of International Relations and Security as these apply to global diversity. The course challenges assumptions held by students in relation to security systems around the world, with a focus on the Asia-Pacific Region. Ultimately a study of comparative regional security systems, also extends to gaining knowledge of cultural differences and to societal diversities which enlightens students on the needs for sensitivity towards people from different backgrounds. On successful completion of this course, a student will be able to identify the new security era in Asia Pacific, the options confronting Australia and the US, and will have an understanding of how the region could evolve.

Question-Driven Course Description

This course examines the new era of regional security in the Asia Pacific to understand the public policy implications for Australia and the United States. Students undertaking the course will acquire knowledge to answer the following questions:

- (i) what is the new security era?
- (ii) what are the options confronting Australia and the United States?
- (iii) what are the possible later developments in the region?

Program Learning Outcome

Study Abroad Sydney Program Outcome:

The student will “demonstrate knowledge of Australian culture and society with respect to a combination of the following areas: Australian politics, industry, science and technology, economics, social policy, environmental policy, literature and the arts, film, marketing, advertising, and mass media”.

Course Learning Outcome

On successful completion of this course, a student will be able to identify the new security era in Asia Pacific, the options confronting Australia and the US, and will have an understanding of how the region could evolve.

Instructional Format, Course Pedagogy, and Approach to Learning

For this course, formal lectures, group tutorials and seminar presentations have been organized. Field trip will be undertaken in Sydney to visit defence establishments at Paddington Barracks and Potts Point.

Attendance at all sessions is compulsory.

A great deal of photocopied material will be distributed during the lectures.

Australian political documentaries will also be shown each week, followed by a discussion of their contents.

Topics covered

1. New Era of Regional Security
what is “security”: national, regional global and human
the drivers of change
2. Asia and the Pacific on the Global Stage
rise or return of Asia
the Pacific era
3. Australian Foreign and Defence Policy
themes in Australian policy
the domestic sources of Australian policy
4. American Foreign and Defence Policy
themes in American policy
the domestic sources of American policy
5. Regional Flashpoints
particular locations, such as the South China Sea
particular themes, such as competition for resources
6. How Could the Region Evolve
three different ways of thinking about the future
global order or global disorder

Assignments and Grading

Assignment topics for both presentations, and short and long papers, are determined anew each semester by the contemporary regional security environment.

Assessment

1. Research Paper 40%
A research paper of between 2500-3000 words on a topic chosen from the list supplied...

2. Model UN Security Council 15%
This is a reenactment of an imagined UN Security Council crisis in which students (as representative of their respective countries - chosen early in the course) discuss the crisis and attempt to resolve it.
3. Mid-course Short Paper 15%
A Short Paper, of about 1,000 words to be submitted.
4. Final Examination 25%
A two-hour, two question open-book examination will be held. There will be a limited choice of questions, which will be based on the lecture topics.
5. Participation 5%
All absences must be supported by documentation.

Criteria For Grading

Criteria Weightings for written assessments:

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|----|--|-----|
| 1. | Relevance of answer to question | 20% |
| 2. | Effective use/ relevance of evidence | 20% |
| 3. | Development of argument | 20% |
| 4. | Extent of Research | 10% |
| 5. | Clarity of writing | 10% |
| 6. | Appropriate tone | 5% |
| 7. | Grammar, punctuation, spelling, syntax, word choice, proof-reading | 5% |
| 8. | Referencing (in-text/ footnotes) | 5% |
| 9. | Bibliography | 5% |

Model UN Security Council

At the beginning of the course, each student will be allocated a country to represent and so will need to research that country's position on an imagined crisis that will be discussed at the end of the course.

This will enable each student to understand the limitations under which each country operates at the international level, how countries interact at the UN Security Council, and how decisions get made at the UN Security Council.

Participation in Classes

That students participate in class is significant to the calculation of their grade in this element of the assessment outlined for this course. The degree to which they do so *proficiently* will determine the value of their score, just as in the other elements of course work evaluation.

(Please see Community and Policies section for details).

Written Assignments

All written work must be submitted punctually on dates specified. Failure to submit written work will be viewed as a failure to meet the requirements specified for the completion of this course. The coordinator is required to adhere to Program policy that no written work will be accepted later than the specified time for submission, in fairness to those students whose work is submitted punctually. Please see the academic director of the program if you have genuine and document-supported reasons.

(Please see Community and Policies section for details).

Examination

A compulsory two-hour examination has been scheduled. Details of the examination date, time and rules will be published separately.

Grading

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	below 60

Books and Other Course Materials

LIST OF RECOMMENDED TEXTS

John Bayliss, James J Wirtz and Colin S Gray (Eds) *Strategy in the Contemporary World*, Oxford: Oxford University Press, 2010

Alison Broinowski *Double Vision: Asian Accounts of Australia*, Canberra: Pandanus, 2004

Christopher Clark *The Sleepwalkers: How Europe Went to War in 1914*, London: Penguin, 2012

Alan Collins *Contemporary Security Studies*, Oxford: Oxford University Press, 2007

Glenn Greenwald *No Place to Hide: Edward Snowden, the NSA and the Surveillance State*, London: Hamish Hamilton, 2014

Peter Hayes, Lyuba Zarsky and Walden Bello *American Lake: Nuclear Peril in the Pacific*, Melbourne: Penguin, 1986

W John Hoffman and Michael J Enright (Editors) *China into the Future: Making Sense of the World's Most Dynamic Economy*, Singapore: Wiley, 2008

Chalmers Johnson *Nemesis: The Last Days of the American Republic*, Melbourne: Scribe, 2006

David Kilcullen *Counter Insurgency*, Melbourne: Scribe, 2010

David Kilcullen *The Accidental Guerrilla: Fighting Small Wars in the Midst of a Big One*, Melbourne: Scribe, 2009

Bernard Lewis *The Crisis of Islam: Holy War and Unholy Terror*, London: Orion, 2004

Robert S McNamara *Blundering Into Disaster: Surviving the First Century of the Nuclear Age*, London: Bloomsbury, 1987

Robert S McNamara and James G Blight *Wilson's Ghost: Reducing the Risk of Conflict, Killing and Catastrophe in the 21st Century*, New York: Public Affairs, 2003
Colin Mason *A Short History of Asia*, New York: Palgrave Macmillan, 2005
Kamal Nath *India's Century*, Sydney McGraw Hill, 2008
Andrew Phillips and JC Sharman *International Order in Diversity: War, Trade and Rule in the Indian Ocean*, Cambridge: Cambridge University Press, 2015
Steven Pinker *The Better Angels of Our Nature: A History and Violence and Humanity*, London: Penguin, 2011
Joseph P Quinlan *The Last Economic Superpower: The Retreat of Globalization, the End of American Dominance and What We Can Do about It*, Sydney: McGraw Hill, 2011
Jeffrey T Richelson and Desmond Ball, *The Ties that Bind: Intelligence Cooperation Between the UKUSA Countries*, Sydney: Unwin Hyman, 1990

Internet:

Australian Broadcasting Corporation (ABC): www.abc.net.au/iview
Australian Institute for International Affairs:
www.internationalaffairs.org.au
Australian Strategic Policy Institute: www.aspi.org.au
Centre for Independent Studies: www.cis.org.au
Global Directions: www.global-directions.com
Inside Story, Swinburne Institute for Social Research: www.inside.org.au
Kurzweil Accelerating Intelligence www.kurzweilai.net
Lowy Institute www.lowyinstitute.org
Special Broadcasting Service (SBS): www.sbs.com.au
The Conversation www.theconversation.edu.au
The City of Sydney has an excellent Library network (with branches near BU) and so students are encouraged the use that network.

The above list should be considered by no means exhaustive and merely represents a cross-section of available material. Students are encouraged to extend their research and reading range to meet the needs of their own topics of exploration.

Courseware

Readings and other materials will be posted on Blackboard at learn.bu.edu

Resources/Support/How to Succeed in This Course:

There is the opportunity of students meeting professors face-to-face either ahead of or following class times; students can also make contact for longer meeting times via email or submit questions via email.

The most effective way to succeed in this course is to keep reading along the time line of required readings.

Being prepared for each scheduled class will mean students gain more from lectures and interactive class discussions. Time management is crucial to such success, as is an open and enquiring mind.

There is also ample material on the BU learn site for students to expand their contextual knowledge of set texts and the BU Sydney library has books and visual material for research.

Professors are notified of students with documented disabilities or special needs ahead of first classes and offer assistance to these students in line with BU policy, which is also BU Sydney policy.

Community of Learning: Class and University Policies

Course Matters

Attendance at all classes is mandatory.

Any absence for medical reasons or other misadventure must be supported by a medical certificate or a letter offering a satisfactory explanation. Strict penalties apply, on a pro rata basis, for any unapproved absence. Missing one class without reason would attract as much as a 10% penalty.

Statement on Plagiarism

All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or for plagiarism may be “... expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean”.

Late Work

In general, there will be no extensions granted for any coursework. The exception is where there are clear and acceptable reasons for late submission. In this case a written statement outlining any serious illness or misadventure together with supporting documentation (e.g. medical certificates) must be provided or a strict penalty of 5% per day will apply.

Outline of Class Meetings: Date, Topic, Readings Due, Assignments Due

Week 1. New Era of Regional Security

Class 1 – What is “security”: national, regional, global and human

Required Readings:

McNamara, R.S. and Blight, J.G. 2003, *Wilson’s Ghost: Reducing the Risk of Conflict, Killing and Catastrophe in the 21st Century*, Public Affairs, NY. Chapter 1, ‘A Radical Agenda: The U.S. Role in Global Security in the 21st Century’, pp. 17-58.

Persaud, R.B. 2016, 'Human Security', in Collins, A., *Contemporary Security Studies*, Oxford University Press, Oxford, pp. 139-153.

Class 2 – The drivers of change

Required Readings:

Lewis, Bernard (2010), *Faith and Power: Religion and Politics in the Middle East*, Oxford University Press, Oxford. Chapter 1, 'License to Kill: Osama Bin Laden's Declaration of Jihad', pp. 1-9.

Kilcullen, D. 2009, *The Accidental Guerrilla: Fighting Small Wars in the Midst of a Big One*, Scribe, Melbourne. Chapter 1, 'The Accidental Guerrilla', pp. 1-38.

Week 2. Asia and the Pacific on the Global Stage

Class 3 – Rise or return of Asia

Required Readings:

Hameiri, S. (2015), 'China's 'charm offensive' in the Pacific and Australia's regional order', *The Pacific Review*, vol. 28, no. 5, pp. 631-654.

Nath, K. 2008, *India's Century*, McGraw Hill, Sydney. Chapter 11, 'Twenty Twenty', pp. 183-198.

Class 4 – The Pacific era

Required Readings:

Bisley, N. 2013, 'An ally for all the years to come': why Australia is not a conflicted US ally', *Australian Journal of International Affairs*, vol. 67, no. 4, pp. 403-418.

Phillips, A. & Hiariej, E. (2016), 'Beyond the 'Bandung Divide'? Assessing the scope and limits of Australia-Indonesia security cooperation', *Australian Journal of International Affairs*, vol. 70, no. 4, August 2016, pp. 422-440.

Taylor, B. (2016), 'Unbreakable Alliance? ANZUS in the Asian Century', *Asian Politics & Policy*, vol. 8, issue 1, pp. 75-85.

Week 3. Australian Foreign and Defence Policy

Class 5 – Themes in Australian policy

Required Readings:

Altman, D. (ed.), 2012, *Why human security matters: rethinking Australian foreign policy*, Allen & Unwin, Crows Nest, NSW. Chapter 5, 'Australia's global security: A model national strategy for a more secure world'.

Gyngell, A. 2014, 'Emerging challenges for Australian foreign policy', *Australian Journal of International Affairs*, vol. 68, no. 4, pp. 381-5.

Class 6 – The domestic sources of Australian policy

Required Readings:

Fitzgerald, J. 2004, 'Who Cares *What They Think?* John Winston Howard, William Morris Hughes and the Pragmatic Vision of Australian National Sovereignty', in A. Broinowski (ed.), *Double Vision: Asian Accounts of Australia*, Pandanus, Canberra, pp. 15-40.

McLean, W. 2016, 'Neoclassical realism and Australian foreign policy: understanding how security elites frame domestic discourses', *Global Change, Peace and Security*, vol. 28, issue 1, pp. 1-15.

Week 4. Classes 7 and 8, one daylong field trip to defence establishments

Week 5. American Foreign and Defence Policy

Class 9 – Themes in American policy

Required Readings:

Chalmers Johnson 2006, *Nemesis: The Last Days of the American Republic*, Scribe, Melbourne. Chapter 1, 'Militarism and the Breakdown of Constitutional Government', pp. 13-53.

Gardner, H. 2013, *NATO expansion and US Strategy in Asia: surmounting the global crisis*, Palgrave Macmillan, NY. Chapter 6, 'The Perils of the US "Pivot" to Asia', pp. 119-137.

Greenwald, G. 2014, *No Place to Hide: Edward Snowden, the NSA and the Surveillance State*, Hamish Hamilton, London. Chapter 5, 'The Fourth Estate'.

Class 10 – The domestic sources of American policy

Required Readings:

Chalmers Johnson 2006, *Nemesis: The Last Days of the American Republic*, Scribe, Melbourne. Chapter 7, 'The Crisis of the American Republic', pp. 243-279.

Fry, J.A. 2012, 'Place Matters: Domestic Regionalism and the Formation of American Foreign Policy', *Diplomatic History*, vol. 36, issue 3, pp. 451-482.

Quinlan, J.P. 2011, *The Last Economic Superpower: The Retreat of Globalization, the End of American Dominance and What We Can Do about It*, McGraw Hill, Sydney. Chapter 3, 'Financial Armageddon and the Retreat of Globalization', pp. 53-82.

Week 6. Regional Flashpoints

Class 11 – Particular locations, such as the South China Sea

Required Readings:

Buszynski, L. 2012, 'The South China Sea: Oil, Maritime Claims, and U.S.-China Strategic Rivalry', *Washington Quarterly*, Spring, pp. 139-156.

Goldstein, L. 2015, 'Rocks, Reefs and U.S.-China Relations', *The Brown Journal of World Affairs*, vol. 22, no. 1, pp. 271-284.

McNamara, R.S. and Blight, J.G. 2003, *Wilson's Ghost: Reducing the Risk of Conflict, Killing and Catastrophe in the 21st Century*, Public Affairs, NY. Chapter 2, 'Preventing Great Power Conflict: Bringing Russia and China in from the Cold', pp. 59-111.

Class 12 – Particular themes, such as competition for resources

Required Readings:

Faria, A., Berchin, I., Garcia, J, Back, S. & Guerra, J. 2016, 'Understanding food security and international security links in the context of climate change', *Third World Quarterly*, vol. 37, no. 6, pp. 975-997.

Jasparro, C. & Taylor, J. 2008, 'Climate Change and Regional Vulnerability to Transnational Security Threats in Southeast Asia', *Geopolitics*, vol. 13, pp. 232-256.

Raphael, S. & Stokes, D. 2013, 'Energy Security', in Collins, A., *Contemporary Security Studies*, Oxford University Press, Oxford, pp. 306-319.

Week 7. How Could the Region Evolve?

Class 13 – Three different ways of thinking about the future

Required Readings:

Mahnken, T. & Blumenthal, D. 2014, *Strategy in Asia: The Past, Present and Future of Regional Security*, Stanford University Press, Stanford. See Introduction – Friedberg, A.L., ‘Thinking about Strategy in Asia’, pp. 1-25, and Chapter 5 Auslin, M.R., ‘The US Alliance Structure in Asia’, pp. 73-91.

Reilly, B. 2015, ‘Australia as a southern hemisphere ‘soft power’, *Australian Journal of International Affairs*, vol. 69, no. 3, pp. 253-265.

Collins, A. 2013, *Building a people-oriented security community the ASEAN way*, Routledge, NY. Chapter 1, ‘Dependable expectations of peaceful change’, pp. 11-28.

Class 14 – Global order or global disorder

Required Readings:

Pinker, S. 2011, *The Better Angels of Our Nature: A History and Violence and Humanity*, Penguin, London. Chapter 10, ‘On Angels’ Wings’, pp. 671-696.

Quinlan, J.P. 2011, *The Last Economic Superpower: The Retreat of Globalization, the End of American Dominance and What We Can Do about It*, McGraw Hill, Sydney. Chapter , ‘Globalization Reincarnated’, pp. 241-265.

Wirtz, J. J. 2010, ‘A New Agenda for Security and Strategy?’, in Bayliss, J., Wirtz, J.J. & Gray, C.S. (eds.) *Strategy in the Contemporary World*, Oxford University Press, Oxford, pp. 336-353.

Additional reading:

Clark, C. 2012, *The Sleepwalkers: How Europe Went to War in 1914*, Penguin, London.

Hayes, P., Zarsky, L. & Bello, W. 1986, *American Lake: Nuclear Peril in the Pacific*, Penguin, Melbourne.

Hoffman, W.J. & Enright, M.J. (eds.) 2008, *China into the Future: Making Sense of the World’s Most Dynamic Economy*, Wiley, Singapore.

Kilcullen 2016, *Blood Year*, Black Inc, Carlton, VIC.

Kilcullen, D. 2010, *Counter Insurgency*, Scribe, Melbourne.

Lewis, B. 2004, *The Crisis of Islam: Holy War and Unholy Terror*, Orion, London.

Mason, C. 2005, *A Short History of Asia*, Palgrave Macmillan, NY, 2005.

McNamara, R.S. 1987, *Blundering Into Disaster: Surviving the First Century of the Nuclear Age*, Bloomsbury, London.

Phillips, A. and Sharman, J.C. 2015, *International Order in Diversity: War, Trade and Rule in the Indian Ocean*, Cambridge University Press, Cambridge.

Richelson, J.T. & Ball, D. 1990, *The Ties that Bind: Intelligence Cooperation Between the UKUSA Countries*, Unwin Hyman, Sydney.