Minutes
A meeting of the External Advisory Committee (EAC) of the Department of Government and International Relations was held on Thursday 15 March 2012.

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<th>Item</th>
<th>Responsibility</th>
<th>Purpose</th>
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<td>1. Call to order and apologies</td>
<td>Attending: Mark McDonnell (chair), Trevor Cook, Ann Corlett, Jeannie Douglass, Rosie Giddings, Antony Green, Alister Henskens, Alice Oppen, Michael Jackson, and Emily Scanlan. Guests: Allan McConnell, Paul Fawcett, Megan McKenzie, David Smith, and Ariadne Vromen</td>
<td>Apologies: John Gore and Ross Gittins</td>
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<td>2. Notes</td>
<td>As circulated.</td>
<td>Approved.</td>
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<td>3. News</td>
<td>Ann Corlett has been elected Deputy President of the Alumni Council. Jeannie Douglass, Education Officer, NSW Parliament House, was welcomed to the Committee. Ross Gittins will receive an <strong>Honorary Degree on 27 April</strong> at the 9.30 graduation. Emily Scanlan spoke at the IV Honours Orientation in March. Graham Spindler has resigned.</td>
<td>Noted.</td>
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<td>4. Best and Brightest, 10 May 2012</td>
<td>Michael Jackson reported on the state of play. Venue, panel, sponsor, program, invitations, welcome desk team all in place. 6 pm on 10 May 2012 in Parliament House. Members were urged to invite those they regarded as interested and likely to attend. Invitations will begin next week. Jackson will keep the Committee posted by email. See excerpt from the draft program in attachment 1 below.</td>
<td>Agreed.</td>
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<td>5. World Politics</td>
<td>Dr David Smith reported on the successful first run. The key issue of continuity will require another lecturer be willing able to teach this unit. This is a department responsibility. See attachment 2 below for Smith’s report.</td>
<td>Noted.</td>
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<td>6. Chair of Department Report</td>
<td>Professor Allan McConnell reported on the Department’s activities. He introduced Dr. Megan McKenzie to the Committee. McConnell circulated a vision statement</td>
<td>Noted.</td>
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drafted at a Department workshop and asked the Committee to make comments. Jackson agreed to compile these comments. See attachment 3 below.

Professor McConnell also stressed that the Department Board had given the External Advisory Committee a vote of thanks at its last meeting.

| 7. Project Gateway | Mark McDonnell suggested the Committee compile a list of contacts who might be willing and able to contribute to the Department’s teaching and research focussed in the first instance on the Master of Public Policy (MPP) since it has a small coherent, a strong jurisdictional element, and a long track record. A sub-committee will develop this proposal: McDonnell, Corlett, Henskens, Jackson, and Oppen.

McConnell agreed to contact MPP graduates to seek their assistance in liaison with Jackson. |
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<th>8. EAC Triennial Report</th>
<th>Mark McDonnell commended the report to tumultuous applause. Noted.</th>
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<th>9. Future Guests</th>
<th>Politics Society executive and Sydney Globalist editors will be invited to the June meeting. Agreed.</th>
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<th>10. Alumni and mentoring</th>
<th>Ann Corlett is willing to host the launch of the Gateway Project later this year. Noted.</th>
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<th>11. Any other business</th>
<th>Rosie Giddings reported that Taylor’s College has developed courses on international politics and economics, which will orient students to Government and International Relations. The Committee recorded a vote of thanks to Gareth Edwards who books the meeting rooms for us, and always manages to find us something even at peak times like early March. Jackson will convey this thanks to him. Noted. Agreed.</th>
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<th>12. Meeting dates</th>
<th>7 June 2012. Rosie Giddings to chair. 20 September 2012 (Please note this is a change.) 6 December 2012 Noted.</th>
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Attachments
   1. B&B draft program excerpt.
   2. World Politics report.
   3. Department vision statement.
The Best And The Brightest Honours Graduates Program

Welcome and call to order

The Panelists

Lucy Pearson on The responsibility to protect

William Mason on The Tea Party The United States

Interim Question Time

Lisette Collins on Implementation Sustainability Policies

Madison Cartwright on Globalisation: Volkswagen and Ford in South African

Question Time

Closing Remarks

Adjournment To Foyer For Refreshments

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The Sydney Morning Herald
What Is Honours IV?

A IVth Year Honours thesis is about 18,000 words based on original research and exposition by the student. It is examined at a professional standard. Students also complete units of study in the IVth year Honours. Many are enrolled in combined award courses.

Honours graduates from Government and International relations have gone on to careers as problem solvers in public service, international affairs, public policy and administration, consultancy, journalism and media, lobbying organisations – domestic and international, and more. Recent graduates have been employed by Aristocrat Technologies, Australian Broadcasting Corporation, Australian Federal Police, Bearing Point, BT Financial Group, Citi-Group, Clayton Utz, Clubs NSW, Commonwealth Bank, Department of Defence, Department of Foreign Affairs and Trade, Housing NSW, Elektroskandia AB, Fox Communications, GHC entertainment, HarperCollins, Macquarie Group, Parliament House, RailCorp, SBS Television, Westpac Banking, and World Vision.

Many graduates pursue a post-graduate degree shortly after graduation. Honours Graduates in Government comprise a long list of distinguished contributors to Australian society and its place in the region and the world. They contribute to all walks of life.
Tonight’s Panelists

Lucy Pearson
The responsibility to protect

Thesis analyses the Responsibility to Protect (R2P), whether the doctrine has a future in the workings of the international system as an effective mechanism for conflict resolution and for consensus on issues that surround violations of life, liberty and security of person. The R2P is acknowledged as a very new doctrine that has its fair share of warranted criticism and a long way to go before it becomes customary law in the international system. Through an in-depth analysis of the Regional Assistance Mission to Solomon Islands (RAMSI), the thesis aimed to highlight the potential of the R2P in addressing modern conflict situations and providing long-standing stability through committed assistance in capacity development. Despite failures in the RAMSI intervention, and the relatively small-scale nature, it stands as a significant success in implementation of the R2P and exemplifies the doctrine’s potential in application. At its base the R2P demonstrates a powerful normative shift towards the protection of the fundamental human rights of all people, and a shift away from traditional understandings of sovereignty as absolute.

William Mason
The Tea Party The United States

The focus of the thesis is an intensive case study of the processes accompanying the mobilisation and growth of the social movement known as the Tea Party in the United States of America. The thesis is grounded in an analytical lens of issue framing, which has come to be regarded as an equally-important framework in understanding the dynamics of social movements alongside the more traditional lenses of resource mobilisation theory and political opportunity structure. The thesis combines a cultural approach to the social movement with the political sociology of emotion by examining the emotional implications of cultural foci like historical narratives, figurative rhetoric and archaic artefacts, which have been utilised by the Tea Party in its protest performances. The thesis finds that by appropriating the cultural history of the United States in its resonant collective action frames, the Tea Party has consciously and rationally exacerbated the emotions of distrust of the government, outrage towards existing policies but hope for the future amongst its activist bases in order to mobilise and grow in support.

Lisette Collins
Implementation Sustainability Policies

We are now more than halfway through the United Nations’ ‘Decade for Education for Sustainability.’ Universities around the world are working to teach and exemplify sustainable modes of thinking. This thesis is a case study comparison of two universities in Sydney, Australia who have declared a commitment to becoming more sustainable with a view to systemic transformation. The thesis outlines the different implementation paths of the University of Sydney and Macquarie University and concludes with the presentation of a model to explain the differences in
implementation. Through inductive research, based on open-ended interviews, it is understood that the universities have achieved different levels of fulfilment in ‘groundwork factors’ of Vice-Chancellor (VC) support, position in university structure and financial support. These factors are shown to affect the ability of sustainability teams to communicate and promote sustainability visibility on campus. Further analysis uncovers that Macquarie University has entered a positive capacity cycle that requires the sustainability team to be adaptive in their implementation while the University of Sydney is caught in a negative capacity cycle which stalls implementation.

Madison Cartwright

In the modern era of Globalisation the strategic autonomy of both firms and states is considered to be on the decline. Developing countries such as South Africa are considered to be especially susceptible the demands of highly mobile and fickle capital. The result is said to be a convergence on neoliberal policies, including in labour relations. However the Varieties of Capitalism (VoC) approach has argued that the modern era of globalisation has seen a continuance of diversity amongst Liberal and Coordinated Market economies. This diversity, in turn, influences the strategies of firms that are embedded in these economies. Using a case study in a VoC analysis, this thesis will show that Volkswagen and Ford retain the industrial relations strategies of their home economies, even when operating in institutional environments considered to be the most conducive to convergence; Export Processing Zones in a developing country (in this case South Africa). The thesis thus illustrates the path dependency of firms in their multinational operations.
Publicity/Recruitment

In October 2011, Rodney Smith sent out information on our new high school course to about 100 NSW schools. Our list of schools was compiled from the list used for the same purpose by the United States Studies Centre, and schools that had already responded positively to earlier communications with Michael Jackson. Where we could, we sent the letters to the schools’ career advisors, but where this information was unavailable we sent it to school principals. I personally made a trip to North Sydney Girls’ High School (at the school’s request) to promote the course. North Sydney Girls’ was very helpful and supportive throughout, and two of their staff made contributions to the development of the proposal and syllabus.

Students were required to send in a letter of recommendation from their principal and recent school reports. We received 21 applications in total and accepted 19. All 19 enrolled, but between mid-December when we accepted them and the beginning of January, six withdrew for various reasons (usually changes of plan by their families). One more withdrew on the second day of the course, leaving us with twelve.

The students

We had ten girls and two boys. They came from North Sydney Girls’ High School (4), Fort Street High School (2), Sydney Church of England Girls’ Grammar School (2), Caringbah High School (1), Knox Grammar School (1), Pymble Ladies’ College (1) and Smith’s Hill High School (1). Ten students were going into Year 11 and two were going into Year 12. The students were all extremely good academically, and also had surprisingly sophisticated presentation skills. All were friendly, courteous, punctual and good-humoured, and the classroom atmosphere was very pleasant.

Teaching the unit

We began on Thursday, January 5th and finished two weeks later on January 19th. The students were on campus between 10AM and 2PM every weekday; generally we would break for an hour at 12. Class usually consisted of seminar-style discussion. We also had a visit from a librarian to introduce the students to library research skills, a tour of the campus to show them life at the University of Sydney, and a guest lecture from Charlotte Epstein. All the reading for the course was contained in Baylis and Smith’s textbook *The Globalization of World Politics*, which students bought from the Co-op. The good thing about this book is that every chapter is written by a different prominent scholar, includes extensive discussions of the issues at stake and reviews the relevant literature in the area, and includes reading lists which were very useful for students wanting to do further research.
One of the major differences between university-level social science and high school courses such as history and legal studies is a focus on formulating explanatory theories and evaluating competing theories. This course, therefore, had a significant focus on the major theories of international relations, especially realism, liberalism, Marxism and constructivism. Rather than looking at global events and phenomena as discrete things that had to be examined separately and in-depth, students were encouraged to think about how major theories could (or could not) explain large classes of political phenomena. After a few days, I found the students really warmed to this approach. What would a realist say about China-US rivalry? What would a liberal say about the prospects for a political solution to climate change? How would a Marxist explain western intervention in Libya? Students became very good at thinking creatively about these kinds of questions, and also thinking about the limits of each of these paradigms. Substantive topics we covered included nationalism, the role of transnational religion in peace and war, non-government organizations, politics and the global environment, terrorism and asymmetric warfare, and human rights and human security.

The first assignment the students completed was an annotated bibliography on a topic of their choosing which would form the basis for their major essay. This required them to use the library and consult both books and journal articles. In general I was impressed by the way they found good academic sources and summarised them, gaining a familiarity with major debates in different fields. The major essay (2000 words long) required them to apply two or more theoretical perspectives to a contemporary political question, based on the topic they had chosen earlier. It was due one week after classes finished and again, I was impressed by the standard of work. On the final day of class, I had got all the students to present their works in progress and to provide feedback to each other, which went very well. The students also had a midterm exam on the sixth day, and a final exam a week after classes finished.

The overall academic standard was extremely good. I awarded four credits, four distinctions and four high distinctions. All four high distinctions went to students entering year 11 (the two entering year 12 both obtained distinctions).

Challenges

We learned a lot from doing this for the first time. The very high attrition rate in the weeks before the course began was unexpected, and may suggest that in the future we should aim for about 30 students to fill a class of 20. Hopefully we will able to recruit more students in the future now that we have done the course once before and word of mouth will begin to spread.

A major challenge was that, this early in January, the University’s bureaucracy is only just beginning to wake up after its long summer slumber. The summer school office and the card office were somewhat problematic because of the length of time it took to process the student information which allowed library cards to be printed, so that students could start work. In the future we may want to insist on students enrolling earlier in order to give the summer school more time to process their information; we will also make booking with the card office (they require this at least a month in advance).
The future

In the future, some major issues we need to think about are:
1. How many students do we want in the course? 12 was an easily manageable number and we will want more than that, but how ambitious should we be?
2. Who will teach course in years when I am unavailable? (I will definitely be doing it next year, however).
Attachment 3. Departmental Vision

The Department of Government and International Relations is a comprehensive political science department, with particular expertise in International Relations, International Security, Comparative Politics, Australian Politics, Public Policy and Political Theory.

The four specific missions of the Department are to:

1. Produce world-class research which continually advances the intellectual boundaries of the discipline and develops our understanding of real world political phenomena.

2. Deliver high quality teaching and research programs at undergraduate and postgraduate levels, which are both intellectually and vocationally relevant.

3. Develop mutually beneficial links, where relevant, with sectoral policy communities.

4. Establish the Department as the premier political science department in Australia, and one of the leading political science departments in the region and the world.