

## **Teaching and Learning International Relations in Australia From S. Makinda**

### **Abstract**

*Educational excellence in International Relations in Australia has been hampered by several factors. The first is that some International Relations teachers and research students do not afford the opposing viewpoints procedural fairness before proceeding to dismiss them. This has reduced the scope for intelligent inter-paradigm dialogue. The second is that it is increasingly difficult to gauge excellence in the teaching of International Relations because there are no national standards by which to measure it. There is no national mechanism for setting standards, exchanging ideas and through which teachers can comment on each other's teaching materials. As the student demand for International Relations in Australia has grown, university teachers, irrespective of how little they know about the discipline, have seized the opportunity and set up degrees in the discipline. The result is that there are some people who bear International Relations degrees from Australian universities, but who know very little about the subject. Finally, few International Relations teachers are willing to accept that paradigms other than their own might have something of value to offer. This has unfortunately produced graduates with a cult-like mentality, determined to promote and defend their narrow perspectives. This paper suggests ways of overcoming these problems in order to pursue educational excellence in International Relations.*