



POIX279

International Political Conflict: Cold Wars and Hot Wars from 1945 to the Present

S1 OUA 2017

Dept of Modern History, Politics & International Relations

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General Information

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Prerequisites

Corequisites

Co-badged status

Unit description

This unit will investigate the origins, evolution and demise of the 'Cold War', largely through the prism of American-Soviet rivalry in the Third World: from the politics of containment and conflict during the 1950s and 1960s; to the rise and demise of superpower 'detente' in the 1970s; to a revival of superpower conflict during the Reagan era; to the collapse of the Soviet Union at the end of the 1980s and the return to the world of a single superpower (United States) in the 1990s. We will conclude by posing two broad questions: Why did the Cold War end and what effect, if any, has this development had on post-Cold War American policy toward the Third World to the present time. The case studies include the 1990-1991 Gulf War, Cuba, Afghanistan and Iraq. By the end of the Study Period you should have a basic working knowledge of the origins and nature of the contemporary global crisis. Hopefully, the major learning outcome of this unit will be the development of critical analysis skills, independent judgements and improved written and oral communication skills. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

Learning Outcomes

On successful completion of this unit, you will be able to:

Undertake independent learning and research throughout the semester, and be able to analyse a primary document and explain how various factors (security, ideology, national

politics, economics) must be taken into consideration in understanding it.

Outline and critically evaluate theoretical debates related to the major events of international relations from the Cold War to the present, especially with regards to the US's role.

Be able to read specialist scholarly articles on international relations and understand the aim or thesis of the article, and be able to place it in an analytical tradition.

Be able to discuss international relations in the context of general trends and forces, military, national political, regional, economic, ideological.

Have a basic understanding of trends and forces in US activity in the Middle East.

Effectively communicate understanding and analytical ability in both spoken and, particularly, polished written form.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Short Essay</u>	10%	No	9pm Sunday week 4
<u>Major Essay</u>	40%	No	9pm Sunday Week 8
<u>Final Exam</u>	40%	No	9pm Sunday Week 13
<u>Participation</u>	10%	No	Ongoing

Short Essay

Due: **9pm Sunday week 4**

Weighting: **10%**

Select **one** of the following set readings for this unit and write a **500-600 word** analytical summary in your own words. Concentrate on the aim(s) or purpose of the article, the evidence the author provides to achieve their stated aim(s) or purpose, and how convincing or unconvincing it is (i.e. does the author achieve the stated purpose? If so, why / if not why not?). It is recommended that you undertake independent research to inform and support your analysis.

You must cite all material used in your essay according to a recognised academic referencing style (you may use in-text citations or footnotes - but not endnotes).

Word limit: 600 words(not including references). Do not exceed the word limit. There is no 10% leeway above the word limit, and the marker will stop reading your work at 600 words.

Chose ONLY from the following readings:

(1). John Dumbrell, "Was There a Clinton Doctrine?," pp.43-53 (Week 10)

(2). Mel Gurtov, *Superpower on Crusade*. pp.27-48 (Week 11)

(3). Fredrik Logevall, "Anatomy of an Unnecessary War," pp.88-113 (Week 11)

On successful completion you will be able to:

- Undertake independent learning and research throughout the semester, and be able to analyse a primary document and explain how various factors (security, ideology, national politics, economics) must be taken into consideration in understanding it.
- Outline and critically evaluate theoretical debates related to the major events of international relations from the Cold War to the present, especially with regards to the US's role.
- Be able to read specialist scholarly articles on international relations and understand the aim or thesis of the article, and be able to place it in an analytical tradition.
- Be able to discuss international relations in the context of general trends and forces, military, national political, regional, economic, ideological.
- Effectively communicate understanding and analytical ability in both spoken and, particularly, polished written form.

Major Essay

Due: **9pm Sunday Week 8**

Weighting: **40%**

The essay will assess your ability to form a thesis, research the relevant literature, analyse the sources, and then present a coherent and compelling argument as a polished academic essay. Choose ONE of the below questions:

Question 1: "Since the end of the Cold War, American foreign policymakers have declared their belief in the importance of multilateralism but, at the same time, they have often demonstrated a desire to act unilaterally." Critically discuss this statement with specific reference to Bush II administration policy toward Iraq between January 2001 and the decision to intervene in March 2003

Question 2: "American foreign policy toward Cuba since the end of the Cold War (1989) has remained unilateral in character, continues to be based on Cold War assumptions, and as a result has remained a source of friction between Washington and the rest of the world." Critically discuss this statement in reference to Clinton **OR** Bush II policy toward Cuba.

You must cite all material used in your essay according to a recognised academic referencing style (you may use in-text citations or footnotes - but not endnotes).

Word limit: 2000 words (not including references). Do not exceed the word limit. There is no 10% leeway above the word limit, and the marker will stop reading your work at 2000 words.

It is suggested that you start your research in the following journals (all are accessible on via MQ

Library website):

- Foreign Affairs
- World Policy Journal
- NACLA Report on the Americas
- Political Science Quarterly
- Latin American Politics and Society
- Journal of Latin American Studies
- Review of International Studies
- International Affairs
- Journal of Inter-American Studies and World Affairs

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- Outline and critically evaluate theoretical debates related to the major events of international relations from the Cold War to the present, especially with regards to the US's role.
- Be able to read specialist scholarly articles on international relations and understand the aim or thesis of the article, and be able to place it in an analytical tradition.
- Be able to discuss international relations in the context of general trends and forces, military, national political, regional, economic, ideological.
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Final Exam

Due: **9pm Sunday Week 13**

Weighting: **40%**

The exam will take place in Week 13. It will be released at 9am on Monday 20 February and is due via the Turnitin submission link at 9pm on Sunday 26 February.

There will be two compulsory questions, and you will choose a third question to answer (from a list of 5). The two compulsory questions are worth 15 marks each, and the third question is worth 10 marks.

You need to consult the lectures and the set readings for the course. No other materials are required. You will need to reference all non-lecture material as usual.

The word limit for each compulsory question is 600 words, and the word limit for the third question 500 words (i.e a total of 1700 for the exam overall, not including references). Do not go exceed the word limit. There is no 10% leeway above the word limit, and the marker will stop reading your work at 2000 words.

On successful completion you will be able to:

- Undertake independent learning and research throughout the semester, and be able to analyse a primary document and explain how various factors (security, ideology, national politics, economics) must be taken into consideration in understanding it.
- Outline and critically evaluate theoretical debates related to the major events of international relations from the Cold War to the present, especially with regards to the US's role.
- Be able to read specialist scholarly articles on international relations and understand the aim or thesis of the article, and be able to place it in an analytical tradition.
- Be able to discuss international relations in the context of general trends and forces, military, national political, regional, economic, ideological.
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Participation

Due: **Ongoing**

Weighting: **10%**

Tutorial participation is graded on the basis of participation in the online discussion boards.

Students are asked to address the tutorial questions set out for each week. You are expected to use the set readings, as well as the lectures, to address the questions. You can also raise your own related questions to develop the discussion.

Participation in the online discussions is compulsory for all students. You must contribute to at least SIX discussion weeks to pass the course. You cannot pass the course unless you do this, even if you have achieved high marks in other components. At a minimum, this means one post in relation to one question, in 6 separate weeks in the unit.

The contributions you make are worth 10% of your overall grade for this unit. Please note that for your comments to count toward your mark, you must post by the end of each tutorial week. So, for example, in Week 2 only the posts you make by midnight on Sunday of Week 2 will count as contributions to the Week 2 discussion.

Assessment will be made according to two components: participation (5%) and quality of contribution (5%).

On successful completion you will be able to:

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- Be able to read specialist scholarly articles on international relations and understand the aim or thesis of the article, and be able to place it in an analytical tradition.
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- Effectively communicate understanding and analytical ability in both spoken and, particularly, polished written form.

Delivery and Resources

Online units can be accessed at: <http://ilearn.mq.edu.au/>

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Please contact teaching staff for any further, more specific requirements. Consult the OUA website for more detailed information on technology requirements:

<http://www.open.edu.au/public/future-students/getting-started/computer-requirements>

Required Readings are available via the weekly blocks in the PLTX279 iLearn site.

Unit Schedule

Weekly schedule

Week 1	Introduction
Week 2	Origins of the Cold War
Week 3	US and Soviet policy toward the 'third world' 1950s

Week 4	US and Soviet policy toward the 'third world' 1960s
Week 5	Rise of superpower detente 1969-1973
Week 6	Unravelling of superpower detente 1977-1978
Week 7	Demise of superpower detente
Week 8	US and Soviet policy toward the 'third world' 1980s
Week 9	Post-Cold War US policy: Bush I
Week 10	Post-Cold War US policy: Clinton and Bush II
Week 11	The 'War on Terror': Afghanistan and Iraq
Week 12	Post-Cold War US policy: Obama
Week 13	Exam week

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure
(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the

future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your

student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- Outline and critically evaluate theoretical debates related to the major events of international relations from the Cold War to the present, especially with regards to the US's role.

Assessment tasks

- Short Essay
- Major Essay
- Final Exam
- Participation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Undertake independent learning and research throughout the semester, and be able to analyse a primary document and explain how various factors (security, ideology, national politics, economics) must be taken into consideration in understanding it.

Assessment tasks

- Short Essay
- Participation

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Effectively communicate understanding and analytical ability in both spoken and, particularly, polished written form.

Assessment tasks

- Short Essay
- Major Essay
- Final Exam

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Outline and critically evaluate theoretical debates related to the major events of international relations from the Cold War to the present, especially with regards to the US's role.
- Be able to read specialist scholarly articles on international relations and understand the aim or thesis of the article, and be able to place it in an analytical tradition.
- Be able to discuss international relations in the context of general trends and forces, military, national political, regional, economic, ideological.
- Have a basic understanding of trends and forces in US activity in the Middle East.

Assessment tasks

- Short Essay
- Major Essay
- Final Exam
- Participation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Outline and critically evaluate theoretical debates related to the major events of international relations from the Cold War to the present, especially with regards to the US's role.
- Be able to read specialist scholarly articles on international relations and understand the

aim or thesis of the article, and be able to place it in an analytical tradition.

- Be able to discuss international relations in the context of general trends and forces, military, national political, regional, economic, ideological.
- Have a basic understanding of trends and forces in US activity in the Middle East.

Assessment tasks

- Short Essay
- Major Essay
- Final Exam
- Participation

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Undertake independent learning and research throughout the semester, and be able to analyse a primary document and explain how various factors (security, ideology, national politics, economics) must be taken into consideration in understanding it.
- Outline and critically evaluate theoretical debates related to the major events of international relations from the Cold War to the present, especially with regards to the US's role.
- Be able to read specialist scholarly articles on international relations and understand the aim or thesis of the article, and be able to place it in an analytical tradition.

Assessment tasks

- Short Essay
- Major Essay
- Final Exam
- Participation

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess,

write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- Effectively communicate understanding and analytical ability in both spoken and, particularly, polished written form.

Assessment tasks

- Short Essay
- Major Essay
- Final Exam
- Participation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Effectively communicate understanding and analytical ability in both spoken and, particularly, polished written form.

Assessment tasks

- Short Essay
- Major Essay
- Final Exam
- Participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Effectively communicate understanding and analytical ability in both spoken and, particularly, polished written form.

Assessment task

- Participation