



POL 279

International Relations

S1 Day 2013

Modern History, Politics and International Relations

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General Information

Unit convenor and teaching staff

Unit Convenor

Morris Morley

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Contact via morris.morley@mq.edu.au

Credit points

3

Prerequisites

12cp or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description

This unit investigates 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 of America) in the 1990s. The last part of the unit focuses on post-Cold War policy toward the Third World. The case studies include: the 1990–1991 Gulf War; the United States of America's policy toward Cuba; and the application of the Bush Doctrine to Afghanistan and Iraq.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

The development of critical analysis skills.

Independent judgments

Improved written and oral communication skills

Assessment Tasks

Name	Weighting	Due
<u>Final exam</u>	50%	TBA
<u>Short essay</u>	10%	March 25 - 5P
<u>Long essay</u>	40%	May 6 or May 9

Final exam

Due: **TBA**

Weighting: **50%**

Final examination : The exam questions will be based on lectures, tutorials and readings.

On successful completion you will be able to:

- The development of critical analysis skills.
- Independent judgments
- Improved written and oral communication skills

Short essay

Due: **March 25 - 5P**

Weighting: **10%**

Short analytical essay: This essay **must** be 500-600 words, **double-spaced** and in **12 point type**. The deadline for submission is 5pm Monday, March 25. No essays will be accepted after the due date.

ESSAYS MUST BE DOUBLE SPACED AND IN 12 POINT TYPE.

FAILURE TO DO SO WILL BE PENALIZED

Select **one** of the following articles from the Unit Reader and write a **500-600 word** summary in your own words (**no direct quoting**). Concentrate on the aim(s) or purpose of the article, the evidence the author provides to achieve his stated aim(s) or purpose, and how convincing or unconvincing it is (i.e. does the author achieve his stated purpose? If so, why, if not why not?). NB. **Do not exceed the word length.**

(1). Thomas G. Paterson, **Meeting the Communist Threat**. pp.35-53

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

(3). Fredrik Logevall, "Anatomy of an Unnecessary War," in Zelizer, ed., **The Presidency of George W. Bush**, pp.88-113

SUBMIT ESSAYS IN 200 LEVEL ASSIGNMENT BOXES ON GROUND FLOOR. W6A

ATTACH COVER SHEET WHICH CAN BE FOUND ON **HUMANITIES WEBSITE** OR **FIRST DOOR ON LEFT** PAST GROUND FLOOR STUDENT CENTRE

On successful completion you will be able to:

- The development of critical analysis skills.
- Improved written and oral communication skills

Long essay

Due: **May 6 or May 9**

Weighting: **40%**

Major research essay : This essay **must** be 1,800 to 2,000 words [not including footnotes/endnotes and bibliography], **double-spaced** and in **12 point type**. ***The deadline for submission of Essays is 5pm Monday, May 6. Essays submitted between Tuesday, May 7 and 5pm Thursday, May 9 will be marked without comments. No essays received after May 9 will be marked. Essays less than the required length will automatically receive a failing grade.***

ESSAYS MUST BE DOUBLE-SPACED AND IN 12 POINT TYPE.

FAILURE TO DO SO WILL BE PENALIZED

ESSAY 1: To what extent did Soviet policy toward the Sandinista government in Nicaragua confirm the U.S. image of an aggressive, interventionist power intent on confronting the United States throughout the Third World?

ESSAY 2:“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

ESSAY 3: “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.

*****DUE DATE, **5PM MONDAY MAY 6**[COMMENTS]*****

*****DUE DATE, **5PM THURSDAY MAY 9** [NO COMMENTS]*****

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ESSAY QUESTIONS: ADDITIONAL READINGS ON SPECIAL RESERVE

Your essay **must** be based on the **relevant readings on the Unit Outline** and the **readings on Reserve**. One or two copies of the latter have been placed on **Reserve**. Additional copies have been placed on 7-day loan.

Independent research (books and journals) is encouraged but it is not a substitute for the Unit and Special Reserve readings. Some of the journals where you will find relevant articles for each essay are also listed below.

1. Soviet Union and Nicaragua:

Nicola Miller, **Soviet Relations With Latin America, 1959-1987**

Augusto Varas, ed. **Soviet-American Relations During the 1980s**

Wayne S. Smith, ed. **The Russians Aren't Coming**

William LeoGrande, **Our Own Backyard** (check index)

Morris Blackman, et al, **Confronting Revolution**

Robert Cassen, ed., **Soviet Interests in the Third World**

Peter Shearman & Phil Williams, **The Superpowers, Central America and the Middle East**

Thomas Walker, ed., **Nicaragua: The First Five Years**

Eusebio Mujal-Leon, **The USSR and Latin America**

Walter LaFeber, **Inevitable Revolutions**

Bruce D. Larkin, ed., **Vital Interests**

2. United States and Iraq

James Mann, **Rise of the Vulcans**

Philip Gordon and Jeremy Shapiro, **Allies at War**

Elizabeth Pond, **Friendly Fire**

Bob Woodward, **Plan of Attack**

John Newhouse, **Imperial America**

Philippe Sands, **Lawless World**

Todd Purdum, **A Time of Our Choosing**

Ivo H. Daalder and James M. Lindsay, **America Unbound**

John Newhouse, **Imperial America**

Michael Mann, **Incoherent Empire** [chapter of blackboard]

3. United States and Cuba

Ransford W. Palmer, ed., **The Repositioning of US-Cuban**

Relations in the New World Order

Richard N. Haass, ed., **Economic Sanctions and American Diplomacy**

Richard N. Haass, ed., **Transatlantic Tensions**

Max Azicri, **Cuba Today and Tomorrow**

H. Michael Erisman, **Cuba's Foreign Relations in a Post-Soviet World**

Joaquin Roy, **Cuba, the United States and Helms Burton**

M Zebich Knos and H Nicol, ed. **Foreign Policy toward Cuba**

Paolo Spadoni, **Failed Sanctions**

Jessica Gibbs, **US Policy Toward Cuba**

Marifeli Perez-Stable, **The United States and Cuba.**

Lars Schoultz, **That Infernal Little Cuban Republic**

Daniel P. Erikson, **The Cuba Wars**

Journals

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

FORMAT OF MAJOR RESEARCH ESSAYS

1. All essays **MUST** be **double spaced** and in **12 point type**.

2. Use **footnotes** (at bottom of each page) or **endnotes** (at end of essay). **Do not** use the Harvard system of abbreviated footnotes in the body of the text.
3. **Indent** first word of each paragraph; **double space only** between paragraphs; **number pages**
4. **Essays must be properly referenced and accompanied by a separate bibliography.** A major problem with undergraduate essays is insufficient and imprecise referencing. Any reference to **other articles or books** must be accompanied by a complete footnote or endnote.
5. **Late essays that have not been granted an extension will not be marked.**
6. All essays must be 1,800-2,000 words in length. Essays less than the required length will **automatically** receive a failure grade. Essays that exceed the required length will also be penalised.
7. The final reading of the essay should be only to check for errors of grammar, punctuation, sentence structure, etc.; making sure your essay is well organized and logically developed; and verify quotations and footnotes for accuracy.
8. **Essays that reveal** bad grammar, spelling, syntax, paragraphing, etc, will be penalised in the grading process.
9. **Higher grades are given** in consideration of essays that exhibit thoughtful analysis, are properly documented, and present a clearly and concisely written argument.
10. **Retain a copy of your essay when you hand it in.**

SUBMISSION OF WRITTEN WORK:

Students must submit their essays by way of the assignment boxes located on the ground floor of W6A. Note that the enquiry office, which administers the collection of assignments is open from 9-5. The “after hours” box will open at 5:00 p.m. It is located outside the main front door of W6A. It will close again at 9:00 a.m. the next morning.

Cover sheets must be used when handing in essays. These can be found on the Humanities website or can be printed in the room almost opposite the Arts Inquiry Desk on the ground floor of W6A. Marked essays can be collected from my office on dates to be advised.

ESSAYS WILL BE FAILED FOR THE FOLLOWING ADDITIONAL REASONS

1. Plagiarism, that is, where sentences or paragraphs are taken word-for-word or nearly word-for word from another source and presented as original expression. Plagiarism is regarded very seriously. **A plagiarised essay will get zero marks**, and the student will receive a fail grade.
2. Excessive use of direct quotes in the long essay may result in a failing grade. As a general rule no more than 10% of your overall word length should appear in direct quotes.
3. Identical or nearly identical essays will all fail--regardless of the original authorship.
4. **Less than the required length.**

NOTES ON PLAGIARISM

1. The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries serious significant penalties. See *Handbook of Undergraduate Studies* or web at: www.student.mq.edu.au/plagiarism/.
2. Material that is quoted or paraphrased from any source must always be accompanied by a full reference to the source. Paraphrasing is summarising or putting another person's ideas or material into your own words.
3. If you quote directly, that is, if you use somebody else's exact words, they must be enclosed in quotation marks and its source footnoted.

FOOTNOTES/ENDNOTES

The following format is preferred

1). When a reference is used for the first time:

Michael Mann, *Incoherent Empire*. London & New York: Verso, 2003, p.209

John Ikenberry, "America and the Ambivalence of Power," *Current History*, November 2003, p.380

Frank Costiglia, "The Pursuit of Atlantic Community," in Thomas Paterson, ed. *American Foreign Policy, 1961-1963*. New York: Oxford University Press, 1989, p.45

2). Where a reference is used more than once use an abbreviated format, NOT OP.CIT:

Mann, *Incoherent Empire*, p. 211

Ikenberry, "America and the Ambivalence of Power," p.383

Costiglia, "The Pursuit of Atlantic Community," p.48

3). Where there are two or more consecutive footnotes/endnotes to same reference:

Mann, *Incoherent Empire*, p.44

Ibid., p.24

4). When the author of a book or article quotes another writer, and you want to quote that writer, begin your footnote/endnote with:

Quoted in....

BIBLIOGRAPHY

You **must** include a bibliography at the end of you essay that lists all sources (with complete page numbers where applicable) you have consulted. For example:

Book

Michael Mann, *Incoherent Empire*. London: Verso, 2003

Journal article

Robert Jervis, "Why the Bush Doctrine Cannot be Sustained," *Political Science Quarterly*, No.3, Fall 2005, pp.351-370

Chapter in edited book

Frank Costiglia, "The Pursuit of Atlantic Community," in Thomas Paterson, ed., *America's Quest for Victory*. New York: Oxford University Press, 1989, pp.25-55

On successful completion you will be able to:

- The development of critical analysis skills.
- Independent judgments
- Improved written and oral communication skills

Delivery and Resources

EXTENSIONS

Extensions in this unit are only granted under exceptional circumstances, such as a major unexpected illness or accident. They are not granted for a failure to organize your time (e.g., leaving everything until the last week or two before the deadline or a minor doctor's appointment).

UNIT READINGS

Bound volume of **POL279 Unit Readings** [Available from Coop Bookstore]

EXAMINATIONS

Examination timetable [final draft] on web approximately four weeks before the commencement of the exam period

REQUEST FOR SPECIAL CONSIDERATION TO SIT FOR SCHEDULED EXAM

OUTSIDE OF THE DESIGNATED EXAMINATION PERIOD [JUNE 12-JUNE 28]

Under strictly enforced University regulations, you must be available to attend a compulsory examination at any time between the above dates. The only circumstances the University recognizes as an 'unavoidable disruption,' thus allowing the student to sit the examination at an earlier or later date are the following:

Representing Australia at an international sporting or cultural event

Member of the armed forces involved in compulsory exercises

In full time employment and required to be overseas by employer

Travelling overseas [from Aust.] on student exchange as part of degree program

Representing Macquarie University at an intervarsity event

Documented illness or unavoidable disruption (e.g. accident on day of exam)

In each of these cases, the relevant documentary evidence must be provided. **INTERNATIONAL STUDENTS PLEASE NOTE:** There are no exceptions such as vacation, returning home or other travel arrangements.

Unit Schedule

13 weeks of lectures and tutorials. Details on the iLearn website.

Policies and Procedures

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://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://www.mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://www.mq.edu.au/policy/docs/grading/policy.html>

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

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

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

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>

UniWISE provides:

- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

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

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

IT Help

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/>.

When using the university's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

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

- Independent judgments
- Improved written and oral communication skills

Assessment tasks

- Final exam
- Short essay
- Long essay

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

- The development of critical analysis skills.

- Independent judgments

Assessment tasks

- Final exam
- Short essay
- Long essay

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:

Assessment tasks

- Short essay
- Long essay

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:

Assessment task

- Long essay

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

- Improved written and oral communication skills

Assessment task

- Final exam

