



COURSE OUTLINE

POLS217 WAR AND POLITICS

Introduction

Hans Morgenthau declared in his classic text *Politics Among Nations* that “all history shows that nations active in international politics are continually preparing for, actively involved in, or recovering from organized violence in the form of war.”¹ Indeed, war and its spectre has been a recurring feature of world politics since antiquity. By way of introduction to this topic, this paper surveys, in broad terms, the role of war in international politics since 1945. The paper is divided into two sections. Section one covers the major theoretical perspectives on this topic. Section two deals with the trajectory of war since 1945. These include the Korean and Vietnam wars, the intra-Communist bloc wars, and the various crises (nuclear and non-nuclear) involving the U.S, the Soviet Union, and where relevant, China, Korea, Vietnam and Cuba. We will seek to assess the relative cogency of alternative explanations for the Cold War. We then discuss two major issues relating to the prospect for war in the post-Cold War era. We examine China’s rise and the impact that this has had for U.S.-China relations. Then, we review the issue of nuclear proliferation in the post-Cold War era, with particular reference to the North Korean case. This paper is particularly valuable for students who plan to engage in further work within this broad topic at the third year level and beyond. There are no pre-or co-requisites.

Semester 1, 2018

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Office: 4N4 Burns Building

Office Hours: Monday 10 – 12 pm, Friday 3 - 4 pm

Phone: 4795783

Email: nicholas.khoo@otago.ac.nz

Tutor: TBD

Assessment/Assessment Due Dates

Research Essay: 30% **due by 12 pm, Monday 23 April**

The essay will be between 2500 to 3000 words in length.

Exam: 70%, Date to be determined by Exams Office

Students are required to answer two essay questions for the final examination.

¹ Hans Morgenthau, *Politics Among Nations: The Struggle for Power and Peace Rev. Ver.* (London: McGraw-Hill Higher Education, 2006), 50.

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COURSE SPECIFIC INFORMATION

Lecture: Friday, 10.00-11.50am

Office Hours: Monday 10 – 12 pm, Friday 3 - 4 pm

Tutorial Sessions: Attend one stream: Monday 1.00-1.50pm or Tuesday 11.00-11.50am

LECTURE PROGRAMME (Based on University of Otago Calendar, located below)

- WEEK 9 Introduction (2 March)
- WEEK 10 Perspectives on War in World Politics: Realism and Liberalism (9 March)
- WEEK 11 Perspectives on War in World Politics: Constructivism and Marxism [**Tutorial Week**] (16 March)
- WEEK 12 Emergence of the Cold War (1945-1949) (23 March) [**Tutorial Week**]
- WEEK 13 No Class [Good Friday] [**Tutorial Week**]
- WEEK 14 Mid-Semester Break (2-6 April)
- WEEK 15 The 1950s: Korean War, U.S. Containment Policy, Sino-Soviet Alliance (13 April)
- WEEK 16 The 1960s: Sino-Soviet Conflict, the Vietnam War (20 April) [**Tutorial Week**]
- WEEK 17 **Essay Due 23 April** Nuclear Weapons & the Cold War (27 April)
- WEEK 18 The 1970s: Detente, U.S.-China Rapprochement, Intra-Communist Bloc Wars (4 May) [**Tutorial Week**]
- WEEK 19 The End of the Cold War (11 May)
- WEEK 20 U.S. Unipolarity and China's Rise (18 May) [**Tutorial Week**]
- WEEK 21 Nuclear Proliferation: The North Korean Case (25 May)
- WEEK 22 (1 June): **Review Session**. Focus is on discussing students' questions on material covered in POLS 217.

NOTE: A detailed lecture outline for Week 9, 10 and 11 will be made available on the Course Documents section of Blackboard soon after the lecture on those weeks. This is to encourage attendance in classes and is premised on the principle that there is no substitute for attending class.

OBJECTIVES AND INTENDED LEARNING OUTCOMES

On completion of POLS 217, students will have acquired the following:

- an understanding of the major theoretical approaches to the study of war and politics
- detailed empirical knowledge of selected major wars and war-related crises since 1945.
- an ability to critically evaluate the relevant literature on the relationship between war and politics in international relations since 1945.

A note on email communication: While email communication can be useful, it has its limitations. Experience has shown that it is often a poor substitute for speaking directly with the instructor and the tutor. Students are therefore strongly encouraged to see us during office hours (for the lecturer) and tutorials (for the tutor).

GRADE SCHEME

A+	90-100
A	85-89
A-	80-84
B+	75-79
B	70-74
B-	65-69
C+	60-64
C	55-59
C-	50-54
D	40-49
E	<40

The University of Otago's criteria for marking the essay is as stated below:

A+ 90-100: Absolutely outstanding answer. Factually faultless; strong degree of originality; clearly directed, comprehensive coverage; very extensive evidence of engagement with assigned reading; very well-written.

A 85-89: Outstanding answer. Factually almost faultless; clearly directed; logical; extensive evidence of engagement with assigned reading; original; very well-written.

A- 80-84: Very good answer. Presentation is fresh, logical and perhaps enlightening; originality of thought or approach; clear evidence of engagement with reading; good coverage; very well-written and directed.

B+ 75-79: Comprehensive answer. Clear, logical; thorough; factually sound (sufficiency of facts and/or no serious errors); evidence of engagement with the readings; demonstration of originality; well-written and directed. Competently summarises, but does not move on to critically evaluate the readings.

B 70-74: Adequate answer. Competent but largely limited to lecture and some of the assigned material; perhaps some errors or key facts missing; no originality; expression/style/grammar moderate.

B- 65-69: Answer that demonstrates areas of important weakness, either in terms of argument construction and/or in the ability to understand aspects of the assigned material. Limited engagement with assigned readings.

C+ 60-64: Very weak answer. Lacks a clear argument. Problems in understanding the course literature. Some attempt to answer the question. Limited engagement with assigned readings.

C 55-59: Incomplete answer. Information fairly sparse; some inaccuracies; broadly relevant to the question but poor coverage of lecture material; expression/style/grammar poor. Little, if any engagement with assigned readings.

C- 60-54: Deficient answer. Poorly directed at question; many omissions or errors but some relevant facts correct; understanding poor; expression/style/grammar poor. Little, if any engagement with assigned readings.

D 40-49: Very deficient answer. Largely irrelevant to the question; a few facts correct, but many omissions and errors; expression/style/grammar very poor.

E <40 Totally inadequate answer. Little or no relevance to the question; approach may be wrong; expression/style/grammar weak.

ADVICE ON EMAILING THE LECTURER AND THE TUTOR

- If you are emailing for information on the paper, read the handbook first. Since the lecturer has honed this handbook over many years, the information will in all likelihood be here.
- If your query is addressed in the handbook, the instructor and the tutor will refer you back to the handbook.
- That said, there are many genuine and necessary queries for information.
- If yours is such a case, identify yourself. There is often more than one Jack or one Jill in the class. Knowing your first and last name helps to answer your query.
- Ensure the subject line for the email indicates what your email is about.
- I am sure you like to be treated respectfully. Since it takes two to have a respectful relationship, it is the lecturer's strong preference that he and the tutor be addressed in a more formal rather than less formal manner. Examples of the types of inappropriate informal salutation that the lecturer has encountered in the past include include: "Hey" or "Bro." Since the point of email communication is an exchange of information, It is generally not good practice to send an email
- without identifying yourself, particularly when your email address does not contain your name. Don't laugh, the mistake never fails to get repeated.
- Help yourself to be understood. Ensure your email is brief, to the point, with all the details required for the lecturer to understand your query.
- By definition, a person only has one chance to make a positive first impression. Back yourself. Convuluted and vague emails containing spelling errors are guaranteed not to create a positive impression. Do not use text language. Check for spelling mistakes.
- Like you, the lecturer is a busy person. Do not expect an immediate reply. Allow enough time for an answer.

E-RESERVE AND CLOSE RESERVE INFORMATION

1. There is no coursepack for this paper.
2. All the readings are available in electronic format on the University of Otago Blackboard web-site: <https://blackboard.otago.ac.nz/>
Readings drawn from books will be in the close reserves section of the library. There is a two hour loan period.
3. To familiarise yourself with the E-reserve system, see the University of Otago library guide web-sites: <http://unitube.otago.ac.nz/view?m=IQYR146POHY> & <http://www.otago.ac.nz/library/help/learn/index.html>

Podcast

There are no podcast recordings of the lectures.

STUDENT INFORMATION

THIS IS IMPORTANT

You will find there is a lot of helpful information and resources on the Department's website. In particular, we require you to check out the section called 'Essential Student Information'. You'll find it here: <http://www.otago.ac.nz/politics/study/current-students>. This page provides a number of useful resources such as the Study and Style Guide and the Plagiarism Declaration Form you must attach to your assignments. It supplies detailed information on assessment and student support. In particular, it contains guidance on the topics of plagiarism and deadlines, both of which can incur penalties if not heeded. This also is where you will find instructions for making online discussion posts and submitting assignments electronically if required, as well as guidance on using Otago Connect and Blackboard. So, it is very important you make yourself familiar with this material. Our assumption is that you have read it.

GETTING INFORMATION AND ASKING QUESTIONS

Information about the course is communicated to you through the course outline, through emails sent to your student email address, and through lectures and tutorials. **It is your responsibility to ensure that you read the course outline, attend the lectures and tutorials, and read your emails.**

STUDENT EMAIL

The University's online learning tools use your student email address to communicate with you. If you do not wish to use this address, you should forward all incoming emails to your preferred email address. Instructions on how to do this can be found on the ITS FAQ webpage. If you choose to use your student email address for all correspondence related to the online learning tools which your course uses (the default) then it is essential that you check your student email address regularly.

BLACKBOARD

Blackboard is the learning management system used at the University of Otago. It allows lecturers to upload lecture notes, reading lists, assessment information and other course-related material to each paper's Blackboard site so that students may access them. It may also hold things such as additional literary resources, videoconference podcasts, audioconference podcasts, Otago Connect recordings and facilities for online discussion. It also contains functions that enables students and teachers to interact via class announcements, email, discussion boards and tools used for assessing students, such as on-line tests and assignment submission.

To access Blackboard go to <http://blackboard.otago.ac.nz>, login using your University Username and Password. For further help go to the ITS [Frequently Asked Questions](#)

If you experience any difficulties using Blackboard, contact the ITS Service Desk on 0800 479888 (8.30am to 9.00pm Monday to Friday, 10:00am to 5:00pm Weekends) or email its.servicedesk@otago.ac.nz

REFERENCING SYSTEM

The department does not have a specific referencing style, the emphasis is on the consistent application of the chosen style selected by the student. For recommended referencing styles please go to <http://www.otago.ac.nz/politics/study/current-students/index.html#assessment> and scroll down to Style and Formatting.

SUBMITTING WRITTEN WORK

All assignments shall be submitted **electronically** via the 'Assignment' feature on Blackboard by **noon** on the due dates notified. All hard copies need to be submitted to the appropriate level box on the 4th floor of the Arts Building. For full instructions about how to submit assignments electronically via Blackboard as well as other important information on plagiarism, grading, and deadlines, please see the 'Essential Student Information' web page.

RETURN OF MARKED WORK

Assignments will be handed back in tutorials or lectures in the first instance. After that they will be available for collection from Politics reception (room 4C12, 4th floor, Arts Building) between 9.00 – 10.00am or 2.00 – 3.00pm Tuesday to Friday.

PLEASE NOTE: Assignments/exams will only be available for collection during these hours.

PLAGIARISM

All Assignments submitted in the Department of Politics must be prefaced with a student *Plagiarism Declaration Form*. These forms can be downloaded from the Department website <http://www.otago.ac.nz/politics/index.html> under Quick links.

It is also on the Blackboard site for this course. Students should make sure that all submitted work is their own. Plagiarism is a form of dishonest practice. Many students seem to be unsure of what plagiarism is, or why it is penalised heavily. Here is a definition. According to the Senate of the University of Otago: "Plagiarism is defined as copying or paraphrasing another's work, whether intentionally or otherwise, and presenting it as one's own (approved University Council, December 2004). In practice, this means plagiarism includes any attempt in any piece of submitted work (e.g. an assignment or test) to present one's own work as the work of another (whether of another student or a published authority)."

The Penalty for Plagiarism

Any student found responsible for plagiarism in any piece of work submitted for assessment shall be subject to the University's dishonest practice regulations which may result in various penalties, including forfeiture of marks for the piece of work submitted, a zero grade for the paper, or in extreme cases exclusion from the University. Students are required to submit electronic versions of all assignments they submit. These will be subject to a plagiarism check.

ACADEMIC INTEGRITY

Academic integrity means being honest in your studying and assessments. It is the basis for ethical decision-making and behaviour in an academic context. Academic integrity is informed by the values of honesty, trust, responsibility, fairness, respect and courage. Students are expected to be aware of, and act in accordance with, the University's Academic Integrity Policy.

Academic Misconduct, such as plagiarism or cheating, is a breach of Academic Integrity and is taken very seriously by the University. Types of misconduct include plagiarism, copying, unauthorised collaboration, taking unauthorised material into a test or exam, impersonation, and assisting someone else's misconduct. A more extensive list of the types of academic misconduct and associated processes and penalties is available in the University's Student Academic Misconduct Procedures.

It is your responsibility to be aware of and use acceptable academic practices when completing your assessments. To access the information in the Academic Integrity Policy and learn more, please visit the University's Academic Integrity website at www.otago.ac.nz/study/academicintegrity or ask at the Student Learning Centre or Library. If you have any questions, ask your lecturer.

Academic Integrity Policy - www.otago.ac.nz/administration/policies/otago116838.html

Student Academic Misconduct Procedures - www.otago.ac.nz/administration/policies/otago116850.html

STUDENT SUPPORT

The '**Essential Student Information**' link on the Department of Politics web page provides helpful information on how to access the University Library's resources, as well as a guide to the support services available to students at the University of Otago, including the Student Learning Centre and Disability Support.

For all **administrative enquiries**, please contact:
Malle Whitcombe, Assistant Administrator for Politics.
Email: politics@otago.ac.nz Phone: 03 479 8663

Subject Librarian (Humanities)

Christopher Seay

Office: Central Library: meetings by appointment only.

Phone: 479 8976 Email: christopher.seay@otago.ac.nz

We recommend that you contact the Department as soon as possible if you have any problems participating in the course or accessing resources. Please remember to check your University email account regularly for updates and announcements.

POLITICS DEPARTMENTAL POLICIES

ASSIGNMENT SUBMISSION

All assessments must be submitted through the appropriate box (100-. 200-. 300- or 400-level) in the 4th floor lobby (north). Students must keep a copy of their essay.

A coversheet for attaching to the front of your essays is available on Blackboard, and under the forms section of the departmental website. Ensure that you put your name, student number, paper code, and tutor's name (if appropriate) on the front page of your assignments and essays.

Some papers may have a customised coversheet which you will be required to use instead of the generic department version. Please refer to your course outline prior to submitting your assignments.

EXTENSIONS

Essays must be handed in by the due date unless an extension has been granted by the lecturer in charge of the paper.

The Extension Request form can be downloaded from the Politics webpage, or may be available on Blackboard. Completed forms must be emailed to the Department at politics@otago.ac.nz in advance of the assignment due date. **No retrospective application will be accepted except in the case of serious medical condition, for which a medical certificate is required.**

Extensions will be granted only for the following cases:

1. Ill-health
2. Bereavement
3. Personal difficulties of a serious nature
4. Provincial or national representative activities
5. Job interviews outside Dunedin

Nothing else (such as pressure of other university work) will be accepted as a legitimate reason for extensions. Computer problems do not constitute an exceptional circumstance unless it is an officially notified failure of University equipment.

Your application for an extension **must be accompanied by evidence:**

1. Medical certificate for ill-health
2. Documentary evidence for bereavement
3. Written statement in support of your application from another university officer for personal difficulties of a serious nature
4. Documentary evidence for provincial or national representative activities

No other evidence will be accepted. The evidence must be submitted to the Department at politics@otago.ac.nz, at the same time as, or within three working days after, the application for an extension either in hardcopy or as an email attachment of scanned image.

Applications with evidence does not guarantee the grant of extensions. **The maximum length of an extension is ONE WEEK, i.e. five working days (except the case of serious medical conditions).** Work that is more than one week late without an extension may be commented on but will not be graded.

Late essays in all papers will be penalised by a grade deduction of 5% for each day of lateness. Thus, for example, an essay handed in three working days late which received a grade of 65% (B-) would be lowered to 50% (C-).

QUESTIONS

For specific inquiries about tutorials and tutorial assignments, please write to your tutor in the first place. For more general inquiries about the course as a whole, please write to the course co-ordinator. Please do not write about things that you can easily find out yourself from this coursebook, Blackboard, eVision, or the departmental noticeboard (such as tutorial locations.)

CLASS REPRESENTATIVES

You will be asked to nominate class representatives who will meet with the Head of Department to provide feedback on each course. This is an important role which is valued by the department and can be added to the service section of your CV. OUSA provide training and resources.

CONCERNS ABOUT THE COURSE

We hope you will feel comfortable coming to talk to us if you have a concern about the course. The Course Co-ordinator will be happy to discuss any concerns you may have. Alternatively, you can report your concerns to the Class Representative who will follow up with departmental staff. If, after making approaches via these channels, you do not feel that your concerns have been addressed, there are University channels that may aid resolution. For further advice or more information on these, contact the departmental administrator or head of department.

ADDITIONAL SUPPORT

Any student should feel free to approach their tutor or lecturer, if they are having any problems or concerns with a course.

1. Student Learning Centre

The Student Learning Centre at the University of Otago provides support for students in reading, writing, study skills, note taking and much more. They even provide individual essay consultations and can assist with your grammar and essay planning. Check their website for information and contacts: <http://hedc.otago.ac.nz/hedc/sld.html>

Support for International Students

The Department of Politics encourages international students to seek support if they are having difficulties with their studies or meeting other challenges while they are a student at Otago. The Department of Politics contact is Lena Tan, politics@otago.ac.nz

Students can also contact International Student Support:

Telephone: 479 8344

Email: international.support@otago.ac.nz

Website: www.otago.ac.nz/international

Location: Archway West Building

2. Maori and Pacific Students

Humanities Division contacts:

Ana Rangi is the Kaiāwhina Māori – Māori Student Support Officer for the Division of Humanities. She is of Ngāti Porou/Ngāti Kahungunu/Whakatōhea/Ngāti Kuia/Ngāti Koata descent, and originally from Christchurch. Her contact details are: Room 5C9, 5th Floor, Te Whare Kete Aronui (Arts Building). Email: ana.rangi@otago.ac.nz Tel: 479 8681

Inano Walter is the Humanities Division Pacific Island Student Support Officer. Her hours for working with students are Tuesday to Thursday 9.30 am to 2.30 pm.

Email pacificsupport.humanities@otago.ac.nz

Tel: 479 9616

3. Disability support

If you are experiencing difficulty with your studies due to a disability, temporary or permanent impairment, injury, chronic illness or deafness, you may contact, in confidence, the department's support person, or the University support staff (contacts below) to discuss adaptations in teaching and learning strategies and resources that may be helpful.

University Contact: Disability Information and Support

Email: disabilities@otago.ac.nz

Phone: 479 8235

Website: <http://www.otago.ac.nz/disabilities>

Library Search Video Tutorial

This 3 minute video covers the basics <https://unitube.otago.ac.nz/view?m=qlUl54rkNHj>

Self Help resources

This guide offers tips and techniques in developing independent research & information skills.

<http://otago.libguides.com/selfhelp>

Library Website

The Library website provides online access to resources and services, including the Catalogue, Library Search, Article Databases, Group Room Bookings, Hours, Library Locations, Library News, New Books, Exam Papers, Subject Guides, and more!

Library Website: <http://www.otago.ac.nz/library>

Politics Subject Guides

These guides will help you find information for your assignments including articles, books, websites and more! <http://otago.libguides.com/politics>

Ask a Question

Library staff at any Lending and idesk are available Monday to Friday, 9am to 6pm. Try these people first to answer any questions you might have about using the Library and its resources.

Phone: 64 3 479 8910

Email: ask.library@otago.ac.nz

DISCLAIMER

While every effort is made to ensure that the information contained in this document is accurate, it is subject to change. Changes will be notified in class and via Blackboard. Students are encouraged to check Blackboard regularly. It is the student's responsibility to be informed.

READINGS

WEEK 9 Introduction and Realism (2 March)

John Mueller, "The Obsolescence of Major War" in Richard K. Betts, *Conflict after the Cold War: Arguments on the Causes of War and Peace*, 1st ed. (New York: Allyn & Bacon, 1994), 19-32.

John Mearsheimer, "Why We Will Soon Miss the Cold War," in Richard K. Betts, *Conflict after the Cold War: Arguments on the Causes of War and Peace*, 1st ed. (1994), 44-61.

WEEK 10 Perspectives on War in World Politics: Realism and Liberalism (9 March)

William Wohlforth, "Realism and Security Studies," in Myriam Dunn Cavelty and Victor Mauer eds. *The Routledge Handbook of Security Studies* (New York, Routledge: 2010), 9-20.

David Rousseau and Thomas C. Walker, "Liberalism," in Myriam Dunn Cavelty and Victor Mauer eds. *The Routledge Handbook of Security Studies* (New York, Routledge: 2010), 21-33

Highly Recommended

Kenneth Waltz, "The Origins of War in Neorealist Theory," *Journal of Interdisciplinary History*, 18 no. 4 (Spring 1988), 615-628. A concise statement of the neorealist perspective.

Bruce Russett, "Why Democratic Peace?" in Michael E. Brown et al. eds. *Debating the Democratic Peace: An International Security Reader* (Cambridge, Massachusetts: MIT Press, 1997), 82-115. A statement of the democratic peace perspective.

Richard Rosecrance, "Trade and Power," in Richard K. Betts ed., *Conflict after the Cold War: Arguments on Causes of War and Peace*, 3rd ed. (New York: Pearson Longman, 2008), 274-286. A statement of the liberal perspective on economics in world politics.

John Ikenberry, *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order After Major Wars* (Princeton: Princeton University Press, 2001), 50-79. A liberal interpretation of the role of institutions in world politics.

WEEK 11 Perspectives on War in World Politics: Constructivism and Marxism [Tutorial Week] (16 March)

Ian Hurd, "Constructivism," in Christian Reus-Smit and Duncan Snidal eds. *The Oxford Handbook of International Relations* (Oxford: Oxford University Press, 2008), 298-316.

V.I Lenin "Selections from Imperialism, the Highest Stage of Capitalism," in Jeffrey A. Frieden and David Lake eds., *International Political Economy: Perspectives on Global Power and Wealth* 3rd ed. (New York: Bedford/St. Martin's, 1995), 110-119.

Highly Recommended

Alexander Wendt, "Anarchy is What States Make Of It: The Social Construction of Power Politics," in Robert Art and Robert Jervis eds. *International Politics*, 8th Ed. (New York: Addison-Wesley, 2006), 61-68. An elaboration of the constructivist perspective.

Fred Halliday, *Rethinking International Relations* (Vancouver: University of British Columbia Press, 1994), 47-73. A statement of the Marxist view on world politics. **Due to copyright restrictions, this reading is only available in hardcopy, in the close reserves section of the library.**

WEEK 12 Emergence of the Cold War (1945-1949) (23 March) [Tutorial Week]

John W. Young and John Kent, *International Relations since 1945: A Global History*, 1st edition (Oxford University Press, 2004), 48-97.

Paul Avey, "Confronting Soviet Power: U.S. Policy During the Early Cold War," *International Security*, 36 no.4 (Spring 2012), 151-188.

Vladislav Zubok, "Stalin's Plans and the Soviet Archives," *Diplomatic History*, 21 no. 2 (Spring 1997), 295-305.

WEEK 13 No Class [Good Friday] [Tutorial Week]

WEEK 14 Mid-Semester Break (2-6 April)

WEEK 15 The 1950s: Korean War, U.S. Containment Policy, Sino-Soviet Alliance, Berlin Crisis (13 April)

William Stueck, "The Korean War," in Melvyn P. Leffler and Odd Arne Westad eds., *The Cambridge History of the Cold War, Origins 1945-62, Vol.1* (New York: Cambridge University Press, 2010), 266-287.

Robert Jervis, "The Impact of the Korean War on the Cold War," *Journal of Conflict Resolution*, 24 no. 4 (December 1980), 563-592.

Thomas J. Christensen, *Worse Than a Monolith: Alliance Politics and Problems of Coercive Diplomacy in Asia* (Princeton: Princeton University Press, 2011), 122-159. **NOTE: Only pp.122-145 is available on Blackboard. Due to copyright restrictions, pp. 146–159 is only available in hardcopy, in the close reserves section of the library.**

Daryl Press, *Calculating Credibility: How Leaders Assess Military Threats* (Ithaca: Cornell University Press, 2005), 80-114.

WEEK 16 The 1960s: U.S.-Soviet Conflict, Sino-Soviet Conflict, the Vietnam War (20 April)
[Tutorial Week]

John W. Young and John Kent, *International Relations since 1945: A Global History* 2nd edition (Oxford University Press, 2013), 233-253.

John W. Garver, *Foreign Relations of the People's Republic of China* (New Jersey: Prentice Hall, 1993), 39-65.

Qiang Zhai, "An Uneasy Relationship: China and the DRV during the Vietnam War," in Lloyd C. Gardner and Ted Gittinger eds. *International Perspectives on Vietnam* (College Station: Texas A & M University, 2000), 108-139.

WEEK 17 Essay Due Monday 23 April Nuclear Weapons & the Cold War (27 April)

Robert Art, "The Four Functions of Force," in Robert Art and Robert Jervis ed., *International Politics: Enduring Concepts and Contemporary Issues*, 8th ed. (New York: Pearson, 2007), 141-176.

David Holloway, "Nuclear Weapons and the Escalation of the Cold War, 1945-62," in Melvyn P. Leffler and Odd Arne Westad eds. *The Cambridge History of the Cold War, Crises and Détente*, Vol.1 (Cambridge: Cambridge University Press, 2010), 376-397.

James Hershberg, "The Cuban Missile Crisis," in Melvyn P. Leffler and Odd Arne Westad eds., *The Cambridge History of the Cold War, Crises and Detente*, Vol.2, (Cambridge: Cambridge University Press, 2010), 65-87.

Leslie Gelb, "The Lie That Screwed Up 50 Years of U.S. Foreign Policy," *Foreign Policy*, No. 196 (November 2012), 24-26.

WEEK 18 The 1970s: Detente, U.S.-China Rapprochement, Intra-Communist Bloc Wars (4 May) [Tutorial Week]

John W. Young and John Kent, *International Relations since 1945: A Global History*, 1st edition (Oxford University Press, 2004), 389-405.

John W. Garver, *Foreign Relations of the People's Republic of China* (New Jersey: Prentice Hall, 1993), 70-97.

Vladislav Zubok, *A Failed Empire: The Soviet Union from Stalin to Gorbachev* (Chapel Hill: University of North Carolina Press, 2007), 227-264.

WEEK 19 The End of the Cold War (11 May)

John W. Young and John Kent, *International Relations since 1945: A Global History* 2nd ed. (Oxford University Press, 2013), 365-383, 416-436.

William Wohlforth, "No One Loves a Realist Explanation," *International Politics*, 48 no. 4/5 (2011), 441-459.

Mark Kramer, "Ideology and the Cold War," *Review of International Studies*, 25 no. 4 (1999), 539-576. Focus only on 539-541, 563-576.

Francis Fukuyama, "The End of History?" in Richard K. Betts, *Conflict after the Cold War: Arguments on the Causes of War and Peace*, 1st ed. (New York: Allyn & Bacon, 1994), 5-18.

Fred Halliday, *Rethinking International Relations* (Vancouver: University of British Columbia Press, 1994), 191-215.

WEEK 20 U.S. Unipolarity and China's Rise (18 May)[Tutorial Week]

David Shambaugh, *China Goes Global: The Partial Power* (New York: Oxford University Press, 2013), 157-206.

Thomas Christensen, *The China Challenge: Shaping the Choices of a Rising Power* (New York: W.W. Norton & Company, 2015), 242-287.

Michael Beckley, "China's Century? Why America's Edge Will Endure," *International Security*, 36 no. 3 (Winter 2011/12), 41-78.

WEEK 21 Nuclear Proliferation: The North Korean Case (25 May)

See chapter on "North Korea's Nuclear Quest" in Nicholas Khoo and Reuben Steff, *Security At a Price: The International Politics of U.S. Missile Defense* (Lanham, MD: Rowman & Littlefield, 2017), 97-122.

See 4 December 2017 interview on FOX News with Trump Administration National Security Adviser H.R. McMaster. Focus on last questions dealing with North Korea (from 7 mins 58 sec to end of interview).

<http://www.foxnews.com/transcript/2017/12/03/h-r-mcmaster-talks-north-korea-threat-michael-flynn-deal.html>

WEEK 22 (1 June): Review Session. Focus is on discussing students' questions on material covered in POLS 217.

ESSAY QUESTIONS & INSTRUCTIONS

(Choose 1 of the 2 questions to answer)

1. "The most persuasive way of interpreting the origins of the Cold War is that it was fundamentally an ideological conflict between a communist bloc and a capitalist bloc." Do you agree or disagree? Illustrate your argument with a discussion of the major developments in world politics from 1945-53.

Note: Due to space constraints, you should restrict yourself to evaluating neorealist theory (both offensive and defensive realism) and one of the following theories: liberalism, marxism, or constructivism.

2. Pick one of the non—realist theories we have studied in this paper (either liberal, marxist or constructivist theory). Then, answer this question: "Is neo-realist theory more or less convincing than your chosen theory in explaining the rise of Soviet-U.S. rivalry from 1945-49 and the Korean War (1950-53)?"

Note: Due to space constraints, you should restrict yourself to evaluating neorealist theory (both offensive and defensive realism) and one of the following theories: liberalism, marxism, or constructivism.

Instructions

1. Research Essay: 30% **due by 12 pm Monday 23 April**

Answer one essay question. The expected essay length is between 2500 to 3000 words in length. Material beyond that limit may or may not be read.

2. Demonstrate that you have done the assigned readings. Be sure to cite the relevant assigned readings.

3. If you have any queries about the essay questions, please ask the instructor either during lecture or at office hours.

4. Before asking the instructor questions, you are strongly advised to read the 'Elements of a Strong Essay' and 'Questions About Questions' sections below. If your question is discussed there, you will be referred back to the handbook.

SOME THOUGHTS ON HOW (AND HOW NOT) TO CRAFT A STRONG ESSAY ANSWER

“A scholar's first duty is to make it easy for the reader to figure out what you are saying. If the reader is confused, that's probably your fault.”

Stephen Walt²

Elements of a Strong Essay

1. Thesis Statement: Consists of a well thought-out thesis statement in the first paragraph, that responds directly to the question posed.
2. The Facts: Demonstrates accurate knowledge of the facts relating to the question.
3. Analysis: Moves beyond a knowledge of the facts to become an exercise in analysis. In other words, the answer moves beyond summarizing to develop a distinct argument. Answers that are restricted to a basic summary (however well-accomplished) of the subject matter, are not, strictly speaking, analytical answers.
4. Cites the Assigned Readings: Cites the required) readings. Given the copious readings in this handbook, there is absolutely no requirement for, or expectation, that students cite readings outside this handbook.
5. Simple Prose: A strong essay does not contain abstruse, long and complex sentences. Typically, strong essays utilise simple, straight-forward language to articulate well-thought out sentences, which are themselves guided by their relationship to the thesis statement.
6. Reflects An Attention to Basic Essay Writing Issues: **Double-space your essay; Spell-check the essay; number the pages of your essay.**

What to Avoid in Writing Your Essay

1. Avoid Summarizing with little analysis.
2. Avoid Non-assigned Readings: Avoid citing readings that are not assigned in this handbook.
3. Avoid Convoluting Essays: Relatedly, avoid unclear, complex, long and convoluted sentences. This almost always reflects unclear thinking. The best writers express themselves in use simple and clear writing.
4. Avoid sloppy writing practice. Take care not to submit unedited or partially edited essays that have not been spell-checked.

² Stephen Walt, *Foreign Policy* Blog, http://walt.foreignpolicy.com/posts/2013/05/13/kenneth_n_waltz_1924_2013?wp_login_redirect=0

QUESTIONS ABOUT QUESTIONS

While questions are encouraged, there are certain questions with straightforward answers that have been asked by some students in the past. To save all of us time, I list the more obvious ones below, as well as the answers.

1. Question: Can I have a copy of your lecture notes?

The instructor cannot provide you with the lecture notes. There is a pedagogical reason for this. One of the old-fashioned, but nevertheless critical skills that university level students are required to learn, is to pay attention in the lecture and take accurate notes. Providing lecture notes severely undermines a student's incentive to develop this difficult skill.

2. Question: In my essay and the final examination, will I get a higher mark if I support one theoretical perspective or interpretation of events as opposed to another?

Yes. A key skill that a university education is designed to inculcate in students is the ability to develop an independent point of view, backed up by evidence. Your mark will be as strong as your ability to do this.

Relatedly, I often receive questions (in email or during office hours) asking if a certain approach is "right" or "wrong." There are no right or wrong answers in this paper, only convincing and less convincing ones.

3. Question: Can I pass the paper, or score a certain mark, if I selectively study the assigned material for only a certain number (for example: 6, 7, 8) of the 13 weeks?

No one can answer that question with any certainty. All I can say is that there is a strong correlation in university (dare I say, even life?) between hard-work and marks achieved.

4. Question: Will my mark be stronger if I make relevant reference to the assigned and recommended readings.

Yes.

5. Question: Will my mark be less strong if I make limited or no reference to any of the assigned readings?

Yes.

6. Question: What is the ideal number of references to make in the essay to the relevant readings?

The more the better, but as always, exercise wisdom and a sense of appropriateness. Citing a limited readings repeatedly in order to inflate the number of references is both counter-productive and easy for an examination marker to see through.

7. Question: Should I use readings that are not assigned in this handbook? No. Given the copious readings in this handbook, there is absolutely no requirement for, or expectation, that students cite readings outside this handbook.