



## UNSW Course Outline

# POLS5129 The Foreign Policies of the Great Powers - 2024

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## General Course Information

**Course Code :** POLS5129

**Year :** 2024

**Term :** Term 1

**Teaching Period :** T1

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Social Sciences

**Delivery Mode :** Multimodal

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Postgraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course examines the foreign policies of a number of influential powers, including the United States, China, India, Britain and France, from 1945 to the present. In doing so, it focuses on the problems, threats and challenges that confronted these powers during the Cold War and in the

period following the collapse of the old bipolar system; it assesses how these powers perceived these problems, threats and challenges, how they reacted to them and what policies they put in place to offset them. Hence, it also discusses the processes, the institutions and the actors involved in foreign policy making at national level. In addition, this course not only analyses the geopolitical, military, economic and domestic constraints under which these powers acted, but it also considers the economic and military capabilities they relied on in pursuance of their foreign policy objectives. Last but not least, it considers important developments in world politics of the 20th century such as the world wars, the changing world economy, the Cold War, decolonization and conflict in the developing world, European integration and contemporary trends following the end of bipolarity. The course is specifically designed for those postgraduate students who are interested in contemporary diplomacy and statecraft, and who are keen to understand how the world's major powers sought to pursue their national interests in a highly complex post-war international system.

## Relationship to Other Courses

N/A

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : An appreciation of key aspects of the foreign policies of the 20th centuryâ€™s major powers
CLO2 : To promote an awareness of the historical, political, strategic and economic factors that have shaped the foreign policies of these powers.
CLO3 : To develop studentsâ€™ skills in areas of research as well as to develop studentsâ€™ capacity for critical analysis

Course Learning Outcomes	Assessment Item
CLO1 : An appreciation of key aspects of the foreign policies of the 20th centuryâ€™s major powers	<ul style="list-style-type: none"><li>• End of Semester In-Class Test</li><li>• Presentation</li><li>• Foreign Policy Review</li></ul>
CLO2 : To promote an awareness of the historical, political, strategic and economic factors that have shaped the foreign policies of these powers.	<ul style="list-style-type: none"><li>• End of Semester In-Class Test</li><li>• Presentation</li><li>• Foreign Policy Review</li></ul>
CLO3 : To develop studentsâ€™ skills in areas of research as well as to develop studentsâ€™ capacity for critical analysis	<ul style="list-style-type: none"><li>• Presentation</li><li>• Foreign Policy Review</li></ul>

# Learning and Teaching Technologies

Moodle - Learning Management System

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
End of Semester In-Class Test	30%	Start Date: Not Applicable Due Date: Monday 29th April to Friday 3rd May
Presentation	15%	Due Date: during your chosen presentation week
Foreign Policy Review	55%	Start Date: Not Applicable Due Date: 03/04/2024 11:00 PM

### Assessment Details

#### End of Semester In-Class Test

##### Assessment Overview

You will be required to complete an end-of-semester test consisting of multiple choice and true/false questions. The test is designed to assess your knowledge and understanding of the material covered in class.

##### Course Learning Outcomes

- CLO1 : An appreciation of key aspects of the foreign policies of the 20th centuryâ€™s major powers
- CLO2 : To promote an awareness of the historical, political, strategic and economic factors that have shaped the foreign policies of these powers.

##### Detailed Assessment Description

The end-of-term test is intended to assess what and how much you have learned from your classes and weekly readings. The test's questions will focus on key themes, policies, chronologies, and actors (governments, leaders and countries) discussed during this course. Questions will be either multiple-choice or in true/false format.

Failure to complete this task will result in a 0 grade for this assignment (and this assignment only). Please be advised that this is NOT an open-book test and that any evidence of cheating will be punished. Please also make sure that you do not miss the test.

## Assessment Length

20 minutes

## Submission notes

The test will take place online in Moodle

## Assessment information

N/A

## Assignment submission Turnitin type

This is not a Turnitin assignment

## Presentation

### Assessment Overview

You are required to make an oral in-class presentation of no more than 6 minutes. You will receive written feedback and a marked rubric within ten working days of submission. The rubric will be available at the start of the semester to allow you to work towards clearly communicated standards.

### Course Learning Outcomes

- CLO1 : An appreciation of key aspects of the foreign policies of the 20th centuryâ€™s major powers
- CLO2 : To promote an awareness of the historical, political, strategic and economic factors that have shaped the foreign policies of these powers.
- CLO3 : To develop studentsâ€™ skills in areas of research as well as to develop studentsâ€™ capacity for critical analysis

### Detailed Assessment Description

You will have to choose a weekly discussion topic (i.e. if you have chosen to do your presentation, let's say, in week 5, your presentation will have to address the discussion topic scheduled for that week). Marks will be awarded in terms of the oral presentation's overall quality (e.g. clarity of spoken delivery and ability to present a clear case; in addition, the presentation has to have a clear structure with an introduction, the main body in which you develop your argument, and a conclusion). Failure to complete this task will result in a 0 grade for this assignment (and this assignment only). Once you have chosen your presentation topic, make sure that you submit your video-recorded presentation via VoiceThread in Moodle (VoiceThread is an interactive collaboration and sharing tool that allows students to record and share their presentations online in Moodle). Please also make sure that your video-recorded presentation is submitted promptly. By this, I mean at least 24 hours before the seminar class associated with

the topic of your presentation. This arrangement will give me and the rest of the class enough time to watch your recording before we all come to class. Finally, in preparing your presentation, you are expected to read beyond the “essential weekly readings” and email me the list of your references the day before your presentation. Failure to do so will result in a lower mark, as your convenor/ tutor needs to be able to assess the number and quality of your sources.

#### **Assessment Length**

6 minutes maximum

#### **Submission notes**

submit your video-recorded presentation on VoiceThread in Moodle

#### **Assessment information**

Some students like to use PowerPoint as a visual aid to their presentation. You are, of course, welcome to use it if you feel that helps you make a better presentation. That said, the use of PowerPoint is not compulsory. In my view, the key criteria for an excellent presentation are the clarity of spoken delivery, the ability to present a clear and coherent case with flair, and absence of factual mistakes and wild and unsupported claims. This is the kind of attributes I look for in a presentation.

#### **Assignment submission Turnitin type**

This is not a Turnitin assignment

## **Foreign Policy Review**

#### **Assessment Overview**

You will be required to write a foreign policy review of 2,000 in length (footnotes/endnotes and bibliography excluded from the word count). This is also the final assessment in the course.

#### **Course Learning Outcomes**

- CLO1 : An appreciation of key aspects of the foreign policies of the 20th centuryâ€™s major powers
- CLO2 : To promote an awareness of the historical, political, strategic and economic factors that have shaped the foreign policies of these powers.
- CLO3 : To develop studentsâ€™ skills in areas of research as well as to develop studentsâ€™ capacity for critical analysis

#### **Detailed Assessment Description**

A foreign policy review is a major piece of writing used by Foreign Ministries worldwide to guide policy development. A review will analyse political (but also economic and strategic)

developments, compare policy options, and propose specific policy recommendations. This exercise tests your understanding of real-world problems and ability to produce sound policy judgements. In addition, it aims to make you think about contemporary foreign policy issues and encourage you to appreciate some of the difficulties that policymakers face in formulating a coherent foreign policy towards a country, region or a multilateral political issue. You will write a policy review following the format provided by the course coordinator on Moodle. The review must be based on solid empirical evidence and demonstrate a coherent policy approach. It should canvass alternative policy options and provide sound reasons for the policy approach advocated. In 2024, POLS5129 will focus on a hypothetical case study based on a real-world issue—that of Russian subversion in the Baltics (this case study is drawn from Model Diplomacy, an interactive programme created by the prestigious US think-tank, Council of Foreign Relations). In the context of this assignment, you will be required to “put yourself in the shoes” of a key American policymaker of your choice and to advise your (American) President on the best course to take in dealing with Russian subversion in the Baltics. In other words, all policy reviews will address the following fundamental policy question (although you will address it from different “angles”, depending on your chosen role): How should the United States Government respond to Russia’s actions? In any case, your course convenor will provide more detailed information on how to do the foreign policy review in a separate information booklet circulated through Moodle at the start of the term. The review will be assessed on the following criteria: 1) evidence of research, 2) coherence, accuracy and conciseness of written expression, 3) soundness of proposed recommendations. The review must be no more than 2,000 words long (footnotes/endnotes excluded). In drafting it, you must ensure you have consulted a wide range of sources, from academic books and refereed essays/papers to newspaper articles. There is no hard and fast rule on many readings you are expected to do. For this assignment, the expectation is that you will have no less than 5 scholarly sources (i.e. books, book chapters and academic articles) and several newspaper articles (at least 20) in your review. Also, be aware that failure to provide footnotes/endnotes/citations and a bibliography will lead to your review failing. Although it is true that, in real life, foreign policy reviews do not have footnotes/endnotes, your foreign policy review is still an academic assignment, and, as such, it has to be appropriately referenced. Please note that sloppy and inaccurate referencing will also be looked upon unfavourably, resulting in significant point deductions.

#### **Assessment Length**

2000 words excluding footnotes/endnotes/in-text references and bibliography

#### **Submission notes**

submit in Moodle

### Assessment information

Please note that for the purpose of attendance monitoring, the final assessment for this course is the foreign policy review, which is worth 55% of your overall grade for this course. This is the assessment item that will be graded 0 if you do not meet the attendance requirement for this course.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## General Assessment Information

A significant aspect of POLS5129 is the examination in depth of a hypothetical case study based on a real-world foreign policy problem. The 2024 case study, "Russia and NATO in the Baltics", has been selected for its current salience and enduring value. Its key aim is to engage students with the complex dynamics of a major foreign policy problem and to help them better appreciate the challenge of formulating and implementing foreign policy in a highly complex and interdependent world. To achieve this goal, POLS5129 assessment mix relies significantly on the foreign policy review as an invaluable tool to foster independent research, critical thinking, effective communication, and problem-solving. With this in mind, the course instructor has also built a significant part of the course content around the above case study. He has done so not only to facilitate the students' task of dealing with very complex foreign policy problems but also to ensure that they fully enjoy and benefit from this learning experience.

### Grading Basis

Standard

### Requirements to pass course

An overall mark of > 50%

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Seminar	<p><b>COURSE INTRODUCTION</b>  This is an introductory seminar which will cover the content and the 'mechanics' of the course.  Please make sure that you have read the course outline and the simulation kit</p>
Week 2 : 19 February - 25 February	Seminar	<p><b>US FOREIGN POLICY</b></p> <p>Presentation (and Discussion) Topics  (please choose only one topic)</p> <ul style="list-style-type: none"> <li>• What were the key aspects of US policy towards Europe in the years immediately following the end of the Second World War?</li> <li>• Given the emergence of an increasingly assertive China, should Europe and NATO still be major factors in US foreign policy in the years ahead?</li> </ul> <p>Essential Readings</p> <p>Lundestad, Geir, <i>The United States and Western Europe Since 1945: From "Empire" by Invitation to Transatlantic Drift</i> (Oxford: OUP, 2003), chapters 3, 9 and 10</p> <p>Kupchan, Charles, 'NATO's Hard Road Ahead', <i>Foreign Affairs</i>, June 2022</p> <p>Daalder, Ivo and Goldgeier, James, 'Europe Strong and Safe', <i>Foreign Affairs</i>, January 2022</p> <p>Fontaine, Richard, 'Taking on China and Russia: To Compete the US Will Have to Pick Its Battles', <i>Foreign Affairs</i>, November 2022</p>
	Online Activity	<p><b>FOREIGN POLICY IN FOCUS</b></p> <p>NATO's Anxious Birth</p> <p>You are required to watch the following video covering in greater depth one of the themes covered in this course. The video can be accessed at <a href="https://www.youtube.com/watch?v=ggdYQPXDG8Y">https://www.youtube.com/watch?v=ggdYQPXDG8Y</a></p> <p>This video discusses why there was nothing inevitable about the creation of NATO in 1949. In 200 words, please address the following question: 'What was so complicated about establishing NATO?'</p> <p>Please be reminded that this online learning activity will count towards your participation/attendance in-class activities (see attendance requirements above). This means that students failing to submit their written answer to the above question (or writing poor one) will be considered as having not completed this learning task.</p>
Week 3 : 26 February - 3 March	Seminar	<p><b>RUSSIAN FOREIGN POLICY</b></p> <p>Presentation (and Discussion) Topics  (Please choose only one topic)</p> <ul style="list-style-type: none"> <li>• How aggressive was Soviet Russia during the Cold War?</li> <li>• Is today's Russia an aggressive and revisionist power that needs to be contained by the US and NATO?</li> </ul> <p>Essential Readings (all available in Leganto)</p> <p>Oliker O., Chivvis C., Crane K., Tkacheva O. and Boston S., 'Russian Foreign Policy in Historical and Contemporary Context', Rand Corporation, pp. 1-8, available at <a href="https://www.rand.org/content/dam/rand/pubs/perspectives/PE100/PE144/RANDPE144.pdf">https://www.rand.org/content/dam/rand/pubs/perspectives/PE100/PE144/RANDPE144.pdf</a></p> <p>Roberts, Geoffrey, <i>The Soviet Union in World Politics: Coexistence, Revolution, and Cold War, 1945-1991</i> (New York: Routledge, 1999), pp. 1-9</p> <p>Pechatnov, Vladimir, 'The Soviet Union and the World, 1944-53', in Melvyn Leffler and Odd Arne Westad (eds), <i>The Cambridge History of the Cold War: The Origins vol.1</i> (Cambridge: Cambridge University Press, 2010), pp. 90-111</p> <p>Stoner, Kathryn, <i>Russia Resurrected</i> (Oxford: Oxford University Press, 2021), chapter 2 (pp. 31-68)</p> <p>Fix, Liana and Kimmage, Michael, 'Russia's Last Stand: The Promise and Peril of Russian Defeat', <i>Foreign Affairs</i>, January/February 2023</p>
Week 4 : 4 March - 10 March	Seminar	<p><b>BRITISH FOREIGN POLICY</b></p> <p>Presentation (and Discussion) Topics  (Please choose only one topic)</p> <ol style="list-style-type: none"> <li>1. In 1962 former American Secretary of State Dean Acheson famously remarked that Britain had lost an empire and had not yet found a role. In your view, was he right? And if he was, why? (please refer to the readings by Brian Harrison &amp; William Hitchcock)?</li> <li>2. Why have successive British governments been sceptical about European integration?</li> <li>3. What are the key challenges of Brexit for British foreign policy?</li> </ol> <p>Essential Readings</p> <p>Harrison, Brian, <i>Seeking a Role: The United Kingdom 1951-1970</i> (Oxford:</p>

		<p>Clarendon Press, 2008), pp. 101-122.</p> <p>Harrison, Brian, <i>Finding a Role: The United Kingdom 1970-1990</i> (Oxford: Clarendon Press, 2008), ch 1 (sections: 3. 'EEC-Equivocation' &amp; 4. 'Imperial Aftermath').</p> <p>Hitchcock, William, 'Reversal of Fortune: Britain, France, and the Making of Europe, 1945-56', in Paul Kennedy and William Hitchcock (eds), <i>From Twentieth Century</i> (London: Yale University Press, 2000), pp. 81-88.</p> <p>Hall, Peter, 'The Roots of Brexit', <i>Foreign Affairs</i>, June 2016</p> <p>Reynolds, David, 'No Island is an Island—Not Even Britain', <i>Foreign Affairs</i>, May 2020</p> <p>Freedman, Lawrence, 'Britain Adrift: United Kingdom's Search for a Post-Brexit Role', <i>Foreign Affairs</i>, May/June 2020</p> <p>Shapiro, Jeremy and Witney, Nick, 'The Delusions of Global Britain', <i>Foreign Affairs</i>, March 2021</p>
	Online Activity	<p><b>FOREIGN POLICY IN FOCUS</b></p> <p><b>Putin's Playbook: Russia's Foreign Policy Priorities</b></p> <p>You are required to watch the following video covering in greater depth one of the themes covered in this course. The video can be accessed at <a href="https://www.youtube.com/watch?v=SIOIY5C6hE">https://www.youtube.com/watch?v=SIOIY5C6hE</a>.</p> <p>This video discusses Russia's foreign policy under President Vladimir Putin and its increased involvement with countries around the world, including those in neighbouring Eastern Europe and Eurasia, as well as in Western Europe, the United States, and the Middle East. In 200 words, please address the following question: 'What are the key foreign policy goals of Putin's Russia?'</p> <p>Please be reminded that this online learning activity will count towards your participation/attendance in class activities (see attendance requirements above). This means that students failing to submit their written answer to the above question (or writing poor one) will be considered as having not completed this learning task.</p>
Week 5 : 11 March - 17 March	Seminar	<p><b>THE SIMULATION AND THE FOREIGN POLICY REVIEW - HOW TO DO A POLICY REVIEW</b></p> <p><b>Essential Readings</b></p> <p>POLS 5129 Policy Review and Simulation Information Guide</p>
Week 6 : 18 March - 24 March	Seminar	<p><b>FRENCH FOREIGN POLICY</b></p> <p><b>Presentation (and Discussion) Topics</b> (Please choose only one topic)</p> <ul style="list-style-type: none"> <li>• How would you describe France's foreign policy during the Cold War? In your view, what were its main features?</li> <li>• De Gaulle is said to have pursued a 'revisionist' foreign policy. What did his revisionism amount to, and what did he try to achieve by reassessing France's Cold War policy?</li> <li>• President Emmanuel Macron's France is a complex and, at times, difficult EU and NATO partner. Why?</li> </ul> <p><b>Essential Readings (all available in Leganto)</b></p> <p>Cogan, Charles, <i>French Negotiating Behaviour: Dealing with la Grande Nation</i> (Washington, DC: Institute of Peace Press: 2003), pp. 80-105</p> <p>Hitchcock, William, 'Reversal of Fortune: Britain, France, and the Making of Europe, 1945-56', in Paul Kennedy and William Hitchcock (eds), <i>From Twentieth Century</i> (London: Yale University Press, 2000), pp. 88-102</p> <p>Bozo, Frederic, 'France, "Gaulism", and the Cold War', in Melvyn Leffler and Odd Arne Westad (eds), <i>The Cambridge History of the Cold War: Volume 2</i> (Cambridge: Cambridge University Press, 2010), pp. 158-178</p> <p>Rieker, Pernille, <i>French Foreign Policy in a Changing World: Practising Grandeur</i> (Cham: Springer, 2017), pp. 1-5</p> <p>Kempin, Ronja (ed.), <i>France's Foreign and Security Policy under President Macron</i>, Research Paper 4 (Berlin: German Institute for International and Security Affairs, 2021), pp. 10-14 and 35-41</p>
	Online Activity	<p><b>FOREIGN POLICY IN FOCUS</b></p> <p><b>Trump and Putin in historical perspective: How we got into the New Cold War</b></p> <p>You are required to watch the following video covering in greater depth one of the themes covered in this course. The video can be accessed at <a href="https://www.youtube.com/watch?v=PRHMXhEHmA&amp;t=547s">https://www.youtube.com/watch?v=PRHMXhEHmA&amp;t=547s</a>.</p> <p>This video discusses Russian-American relations in a historical context and explains why they have worsened in the last decade. In 200 words, please address the following questions: 'Why are Russian-American relations experiencing tensions? Is it correct to talk about the emergence of a new cold war between these two countries?'</p> <p>Please be reminded that this online learning activity will count towards your participation/attendance in class activities (see attendance requirements above). This means that students failing to submit their written answer to the above question (or writing poor one) will be considered as having not completed this learning task.</p>

Week 7 : 25 March - 31 March	Seminar	<p><b>CHINESE FOREIGN POLICY</b></p> <p>Presentation (and Discussion) Topic (please choose only one topic)</p> <ul style="list-style-type: none"> <li>• How would you describe China's role in Asia during the Cold War?</li> <li>• Does China pose a major threat to regional stability?</li> <li>• In your view, what does Xi Jinping's foreign policy aim to achieve?</li> </ul> <p>Essential Readings (all available in Leganto)</p> <p>Mitter, Rana, 'China and the Cold War', in Richard H. Immerman and Petra Goedde (eds), <i>The Oxford Handbook of the Cold War</i> (Oxford: OUP, 2013), ch. 8</p> <p>Benvenuti, A., Chung, C.-P., Khoo, N., &amp; Tan, China's Foreign Policy: The Emergence of a Great Power (London: Routledge, 2022), ch. 7</p> <p>Westad, Odd Arne, 'The Sources of Chinese Conduct: Are Washington and Beijing Fighting a New Cold War?', <i>Foreign Affairs</i>, September/October 2019</p> <p>Goldstein, Avery, 'China's Grand Strategy under Xi Jinping: Reassurance, Reform, and Resistance', <i>International Security</i>, vol.45, no. 1 (2020), pp. 164-201</p> <p>Economy, Elizabeth, 'Xi Jinping's New World Order: Can China remake the International System?', <i>Foreign Affairs</i>, vol. 101, no. 1 (2022), pp. 55-67</p> <p>Squared Intelligence, Debate: It's Time to Treat China Like an Adversary, not a Partner (2021), available at <a href="https://youtu.be/OVJrtzbK4zE">https://youtu.be/OVJrtzbK4zE</a> (YouTube video)</p>
Week 8 : 1 April - 7 April	Seminar	<p><b>INDIAN FOREIGN POLICY</b></p> <p>Presentation (and Discussion) Topics (please choose only one topic)</p> <ul style="list-style-type: none"> <li>• In your view, what are the main aspects of India's foreign policy under Nehru?</li> <li>• In your view, what are the main aspects of India's foreign policy since Nehru?</li> <li>• Why is a rising India still not punching above its weight?</li> </ul> <p>Essential Readings (all available in Leganto)</p> <p>Kennedy, Andrew, 'Nehru's Foreign Policy: Realism and Idealism Conjoined', in David Malone, Raja Mohan and Srinath Raghavan (eds), <i>The Oxford Handbook of Indian Foreign Policy</i> (Oxford: Oxford University Press, 2016)</p> <p>Mansingh, Surjit, 'Indira Gandhi's Foreign Policy: Hard Realism? ', in David Malone, Raja Mohan and Srinath Raghavan (eds), <i>The Oxford Handbook of Indian Foreign Policy</i> (Oxford: Oxford University Press, 2016)</p> <p>Mohan, Raja, 'Foreign Policy after 1990: Transformation through Incremental Adaptation', in David Malone, Raja Mohan and Srinath Raghavan (eds), <i>The Oxford Handbook of Indian Foreign Policy</i> (Oxford: Oxford University Press, 2016)</p> <p>Sridharan, Eswan, 'Rising or Constrained Power?', in David Malone, Raja Mohan and Srinath Raghavan (eds), <i>The Oxford Handbook of Indian Foreign Policy</i> (Oxford: Oxford University Press, 2016)</p> <p>Ganguly, Sumit, 'Modi's Foreign Policy Revolution? In India, Radical Change Is Hard to Come', <i>Foreign Affairs</i>, March 2018</p> <p>Ayers, Aylissa, 'Will India Start Acting Like a Global Power? New Delhi's New Role', <i>Foreign Affairs</i>, vol. 96 no. 6, (2017), pp. 83-92.</p>
Week 9 : 8 April - 14 April	Seminar	<p><b>GERMAN FOREIGN POLICY</b></p> <p>Presentation (and Discussion) topics (please choose only one topic)</p> <ul style="list-style-type: none"> <li>• In your view, which are the major achievements and shortcomings of German foreign policy after 1945? And why?</li> <li>• How is the post-Cold War era reshaping German foreign policy? Given Germany's past, is a greater role in international affairs to be welcomed?</li> </ul> <p>Essential Readings (all available in Leganto)</p> <p>Joffe, Joseph, 'Germany: The Continuities from Frederick the Great to the Federal Republic', Robert Pastor (ed.), <i>A Century's Journey: How the Great Powers Shape the World</i> (New York: Basic Books), pp. 110-138</p> <p>Willis, Roy, 'Germany, France and Europe', in Wolfram Hanrieder (ed.), <i>West German Foreign Policy 1949-79</i> (Boulder: Westview Press, 1980), pp. 93-94 and 96-103</p> <p>Kundani, Hans, 'Germany as a Geo-economic Power', <i>The Washington Quarterly</i>, vol. 34, no. 3, 2011, pp. 31-45</p> <p>Nicholson, Parke, 'The Myth of a Mighty Germany: Berlin Isn't as Powerful as You Think', <i>Foreign Affairs</i>, June 2015</p> <p>Leonard, Mark, 'The Real End of Pax Americana: Germany and Japan Are Changing—and so is the Postwar Order', <i>Foreign Affairs</i>, June 2022</p> <p>Ischinger, Wolfgang, 'Germany's Ukraine Problem: Europe's Largest Country Needs Time to Adjust to a Dangerous New World', <i>Foreign Affairs</i>, August 2022</p> <p>David-Wilp, Sudha and Kleine-Brockhoff, Thomas, 'How Putin's Aggression Is Changing Berlin', <i>Foreign Affairs</i>, March 2022</p>
Week 10 : 15 April - 21 April	Seminar	SIMULATION

		<p>In this seminar, we will conduct a simulated NSC meeting to debate and discuss the issues raised in your foreign policy reviews (that is, on how the United States should respond to Russia's subversion in the Baltics). You will take on the roles of various policy advisers, discussing policy options and recommending possible courses of action (based on the foreign policy review that you will have already written by then). The instructor will play the role of the President of the United States and will moderate the discussion.</p> <p>In preparation for this brief exercise, you should re-read your foreign policy review and come to class prepared to participate and give your advice.</p>
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## Attendance Requirements

### SEMINARS

A roll is taken in class. You must attend at least 8 seminars out of 10. That said, please remember that ***attendance at the week 10 simulation is compulsory***. A student may be excused from attending the simulation in exceptional circumstances and on producing an original or certified copy of a medical certificate or other forms of appropriate evidence.

### ONLINE STRUCTURED LEARNING ACTIVITIES (SLAs)

Completion of these activities will be monitored on Moodle. ***You must complete at least 2 out of the scheduled 3 Structured Learning Activities (SLAs)***. Each SLA involves watching a video on a topic relevant to this course and providing a 200-word answer to a question associated with this video.

## General Schedule Information

SEMINARS: Tue 18:00-20:00, Location: MorvB G6, Weeks: 1-10

## Course Resources

### Prescribed Resources

There is no set text for POLS5129. Students should refer to the bibliography that is included in this guide. Essential weekly readings will be available through Leganto.

### Recommended Resources

Useful reference books for this course are:

Kennedy, Paul, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000* (New York: Random House, 1987)

Keylor, William, *The Twentieth-Century World and Beyond: An International History* (New York:

Oxford University Press, 2006)

Kissinger, Henry, Diplomacy (New York: Touchstone, 1994)

McKercher, B.J.C. (eds.), Routledge Handbook of Diplomacy and Statecraft (New York: Routledge, 1992)

Young, John and Kent, John, International Relations since 1945: A Global History (Oxford: Oxford University Press, 2004)

## Additional Costs

N/A

## Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, UNSW's "My Experience Survey". Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Andrea Benvenuti		room 146, 1st floor, School of Social Sciences, Morven Brown Building, UNSW	(02) 93858545	I am happy to discuss all matters relating to ARTS3783 at any time during the teaching term. To arrange a face-to-face or an online meeting, please email me a few days in advance. I will discuss a mutually convenient time with you.	Yes	Yes

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

### [Use of AI for assessments | UNSW Current Students](#)

## Submission of Assessment Tasks

### Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## School Contact Information

### School of Social Sciences

**Location:** Room 159, Morven Brown Building (C20), Kensington campus

**Opening Hours:** Monday – Friday, 9am – 5pm (except public holidays)

**Telephone:** +61 2 9385 1807

**Email:** [soss@unsw.edu.au](mailto:soss@unsw.edu.au)

**Web:** <https://www.unsw.edu.au/arts-design-architecture/our-schools/social-sciences>