

The University of California – San Diego: Department of Political Science

Crisis Areas in World Politics – 142P (4 Units) Summer Session I (2021)

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Delivery	Remote - Synchronous
Webinars	Mondays and Wednesdays (08:00-10:50) Pacific Time

Copyright Statement

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Introduction

The end of the Cold War in 1990 and the demise of the bipolar confrontation between the US and USSR offered the vision of a new era of peace and stability in the world. Driven by the western ideas of political liberalism and the free market, the international community would develop cooperation and agency through strong and effective multilateral institutions, and by utilising international law would reduce if not remove the key ideological, cultural and socio-economic sources of international conflict. The situation in 2020 to the contrary reflects the development of a complex series of regional conflicts in the world. Understanding the nature of these conflicts and the agendas of the actors involved in them are critical in our attempts to and resolve these conflicts.

Successful completion of this course will facilitate:

- A critical appreciation of the causes and modalities of conflict in the contemporary world and attempts to prevent, manage and resolve international crisis.
- An overview of several crisis areas in the contemporary world and a critical appreciation of the dynamics of these conflicts and the actors involved.

Delivery Method

I will post a slide presentation together with recommended readings and videos to the module website in advance of each session. The expectation will be that you attend the webinars on a regular basis, have watched the presentations and undertaken preparatory reading and/or watched the recommended videos I have posted to the website. The anticipated private study time commitment for this course is 6-12 hours per week.

Date	Class Information	
Mon 28 Jun	Session 1 Discussion	Introduction – The Post-Cold War World and Conflict What impact has the end of the Cold War had on the nature and dynamics of conflict? -The specific focus in this session will be to introduce the learning

aims and discuss academic expectations.

Wed 30 Jul	Session 2 Discussion	Studying Conflict What do we know about the causes of conflict, how to prevent it from happening and how to stop it when it does? -The specific focus in this session will be on the theoretical and methodological approaches to conflict analysis.
Wed 07 Jul	Session 2 Discussion	The US and the New World Order To what extent is conflict in the Middle East a consequence of the misuse of US hegemonic power? -The specific focus in this session will be on the Israel-Palestine conflict, Syria and Yeman.
Mon 12 Jul	Session 3 Discussion	Weapons Proliferation How effectively has the international community managed the issue of weapons proliferation? -The specific focus in this session will be on Iran and North Korea.
Wed 14 Jul	Session 4 Discussion	China and Multipolarity How far does Chinese foreign policy manifest the rise of a new non-western global multipolar order? -The specific focus in this session will be on the South China Seas, Taiwan and Hong Kong.
Mon 19 Jul	Session 5 Discussion	The Rising Powers and Multipolarity (The Kashmir Conflict) How dangerous is the Kashmir conflict in terms of rising power relations in Asia? -The specific focus in this session will be on the security strategies of India, Pakistan and China in the Kashmir region.
Wed 21 Jul	Session 6 Discussion	The United Nations (Sub-Saharan Africa) How effective has the United Nations been in addressing conflict and state stability in sub-Saharan Africa? -The specific focus in this session will be on the Central African Republic, Nigeria and Ethiopia.
Mon 26 Jul	Session 7 Discussion	The European Union (The Shared EU-Russia Neighbourhood) To what extent has the European Union been able to project peace and stability in its eastern neighbourhood? -The specific focus in this session will be on Ukraine, Belarus and Azerbaijan.
Wed 28 Jul	Session 9 Discussion	Conclusions - Managing Conflict How effective has the international community become at responding to crisis and conflict? -The specific focus in this session will be on the patterns of conflict analysis drawn from the case studies covered during the course.

Course Assessment

Performance on the course is assessed through a combination of a webinar presentation and a course paper.

- Webinar Presentation (40%) – All students will present a 20 minute talk on an allocated case study and to provide a one page briefing document setting out the background context (which could be a combination of the historical, political and/or theoretical considerations), an overview of the actors involved and their agendas/strategies, and evaluation of the issues and debates surrounding the conflict/policy being analysed. Presentation duties will be allocated in the first session.
- Submission Deadline: the briefing document will be required 24 hours in advance of the presentation.
- Course Paper (60%) – All students will submit a 3,000 word paper on a case study of their choice. This could be the same as the webinar presentation or a different case study. The normal academic expectations concerning structure and presentation will apply, and the emphasis will be on demonstration of research and critical analysis.
- Submission Deadline: Friday 30 July 2021.

The expectations of the two assessment components will be discussed in detail in session 1. I do not use a grade curve. So if every student deserves A+, that's what every student will receive. In broad terms, this is what I expect to see for each band.

- A Excellent in terms of analytical focus, critical engagement and the balance of analysis, the range of materials used, and the style of writing and presentation.
- B Good but not excellent. The difference between good and excellent is typically the level of focus and critical reflection i.e. showing deep awareness and understanding of the different sides to a discussion, evidence of reading and appropriate use of materials, in particular primary sources, a well-polished style of academic writing with correct use of grammar and punctuation together with full and correct references for attributed materials.
- C Generally satisfactory in terms of the above but with some significant weaknesses in either some or all areas.
- D Generally poor in terms of the above with some areas not meeting minimum standards.
- F Does not meet minimum standards.

I use the following grading scale when recording grades.

A+ (98%)	4.0	B+ (88%)	3.3	C+ (78%)	2.3	D (65%)	1.0
A (95%)	4.0	B (85%)	3.0	C (75%)	2.0	F (0-55%)	0.0
A- (92%)	3.7	B- (82%)	2.7	C- (72%)	1.7		

I will seek to grade all work and provide written and/or oral feedback within 3 days of submission and request your patience on occasions when there are small delays.

Assessment assignments are due on the dates indicated above by 24:00 hours Pacific Time. Work submitted within 24 hours of the deadline will be penalized by a deduction of 10 marks. Work submitted within 48 hours of the deadline will be penalized by a deduction of 20 marks. Anything received beyond 48 hours will receive a mark of 0%.

If you are struggling to submit work by the required deadlines, please speak with me as soon as possible so that we can discuss what support is required. Extensions will be granted only on documented grounds of family medical emergencies.

You are expected to maintain high standards of academic integrity at all times. In other words, your work must be your own. Instances of plagiarism, cheating or other dishonest practice will be referred to the Departmental Office with a request that disciplinary action be taken against you. It is your

responsibility to acquaint yourself with the University regulations on academic integrity and further information is available below.

Overall Course Expectations

What you can do to support your success in the course:	What I will do to support your success in the course:
Read the syllabus and stay current with course information	Be prepared and bring my enthusiasm for teaching to each session
Keep up with readings and lab assignments, as each one builds on the previous one.	Respond to emails within one working day, and provide timely feedback on assignments / submissions.
Contribute to the learning environment with fairness, cooperation, and professionalism	Establish a learning environment with fairness, cooperation and professionalism, and will take action if these principles are violated.
Treat your classmates, instructional assistants and myself honestly and ethically	Treat you honestly and ethically, and will address any concerns you might have
Commit to excel with integrity ¹ . Have the courage to act in ways that are honest, fair, responsible, respectful & trustworthy.	Uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Manage your time, so you can stay on track with the course and complete tasks on time	Only assign work that is vital to the course, and will work to meet the standard credit hour allotment for the course.
Communicate with me if you determine that a deadline cannot be met due to extenuating circumstances	Consider requests for adjustments and will make reasonable exceptions available to all students when approved

General Learning Resources

There is no textbook for this course. I will however provide recommended reading and other materials for each class via the Canvas website. For those of you who are interested, I would suggest making use of the following publications as they provide a useful general overview on Security Studies and current conflict zones:

- Security Studies: An Introduction, Paul D. Williams and Matt McDonald, London: Routledge, 2018.
- The World in Conflict: Understanding the world's troublespots, John Andrews, London: Economist Books, 2020.

Academic Support

Should you require academic support, please contact me by email and I will respond as soon as possible. I am happy too to make time available for individual Zoom consultations where there is a need. Please remember though I am in the UK and there is a significant time difference, and keep in mind that I am a visiting lecturer and will not always be aware of the specific rules and regulations in

operation at UCSD. There may therefore be situations where it would be more appropriate to contact Natalie Ikker, the Undergraduate Student Affairs Advisor.

Resources to Support Student Learning

- **Library Help, eReserves and research tools:** <https://library.ucsd.edu/ask-us/triton-ed.html>
- **Writing Hub:** <https://commons.ucsd.edu/students/writing/index.html>
- **Supplemental Instruction:** <https://aah.ucsd.edu/supplemental-instruction-study-group/index.html>
- **Tutoring:** <https://aah.ucsd.edu/content-tutoring/index.html>
- **Mental Health Services:** <https://caps.ucsd.edu>
- **Community Centers:** Learn about the different ways UC San Diego explores, supports, and celebrates the many cultures that make up our diverse community. <https://students.ucsd.edu/student-life/diversity/index.html>

The Inclusive Classroom

The TAs and I are fully committed to creating a learning environment that supports diversity of thought, perspectives, experiences, and identities. We urge each of you to contribute your unique perspectives to discussions of course questions, themes, and materials so that we can learn from them, and from each other. If you should ever feel excluded, or unable to fully participate in our class for any reason, please let me know, or please consult the Department's "[Report and Issue](#)" page for additional campus resources to support you, and diversity, equity, and inclusion in our classroom, and beyond.

Additional resources to support equity, diversity, and inclusion in our classroom, and beyond, may be found here:

<https://diversity.ucsd.edu/>

<https://students.ucsd.edu/student-life/diversity/index.html>

<https://regents.universityofcalifornia.edu/governance/policies/4400.ht>

Academic Accommodations and the Office for Students with Disabilities

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (<https://osd.ucsd.edu/>). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department **well in advance** of any exams or assignments. The OSD Liaison for the Department of Political Science is Joanna Peralta; please connect with her via the [Virtual Advising Center](#) as soon as possible.

Academic Advising

Students who have academic advising questions related to the Political Science major, should contact the department's Undergraduate Advisor, Natalie Ikker, via the [Virtual Advising Center](#). Academic advising questions often include (but are not limited to): add/drop deadlines, course enrollment policies, planning major and minor requirements, quarter-by-quarter plans, department petitions and paperwork, and referrals to campus and student support services.

Office of Equity, Diversity, and Inclusion

858.822.3542 | diversity@ucsd.edu | <https://diversity.ucsd.edu/>

<https://students.ucsd.edu/student-life/diversity/index.html>

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

Office for the Prevention of Harassment and Discrimination

<https://ophd.ucsd.edu/>
ophd@ucsd.edu or (858) 534-8298

UCSD Office of the Ombuds

<https://ombuds.ucsd.edu/>

To reach a Confidential Ombudsperson, please call 858-534-0777.

Academic Integrity

Each student is expected to abide by UCSD's policy on Integrity of Scholarship (<https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>) and to excel with integrity in our course (<https://academicintegrity.ucsd.edu/excel-integrity/index.html>).

UCSD's Principles of Community

To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UC San Diego faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

The Principles of Community (<https://ucsd.edu/about/principles.html>) and Student Code of Conduct (<https://students.ucsd.edu/files/student-conduct/ucsandiego-student-conduct-code-interim-revisions1-16-18.pdf>) support equity, diversity, and inclusion in our classroom.

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