

Global Studies Seminar A

国際社会研究演習

`*International Security Issues – Seminar No.1*`

Assessment Information

Course Leader: Dr. Senan Fox
Telephone number: 264 -5764
Email Address: senanfox@staff.kanazawa-u.ac.jp
Personal Website: <http://www.senanfox.com>
Room: Room 309 (General Education Hall - GEH) (総合教育 1 号館)
Consultation Times: Email Dr. Senan Fox in advance if you wish to meet him to discuss your studies.

Assessment Details:

A student's final grade will be assessed as follows:

- 1) **Seminar Class Weekly Homework Assignments = 20%**
- 2) **1 Seminar Presentation = 20%**. Your presentation will be graded according to the quality of your presentation. For example, its structure - i.e. was it well planned (for example, bullet-points and titles)? Did it include background information about the topic? Did the student use the whiteboard and include pictures and visual data to enhance the presentation? Did it benefit and assist other students in the seminar?, Did the student use maps, handouts, or other documents in the presentation? Does the presentation include factual information, statistics, illustrations, primary source information (such as extracts from historical documents, quotations from NGOs, leaders, combatants, ordinary people, the views of respected scholars etc.)? Students should avoid vague generalizations that do not refer to any facts or evidence or present a simple chronological narrative of the issue, which does show any analysis or independent thinking. Students would also be careful with timekeeping – make sure not to arrive late or to go beyond the presentation time limit (about 20 minutes in total). It is also a good idea to practice in advance of the real presentation in order to avoid IT problems or other complications. Please send the teacher a presentation handout to provide to other students before the presentation seminar.

Presentations should be structured in a clear and easy to follow manner. For example,

a) INTRODUCTION - (a brief statement about the issue – for example, ‘a brief statement of five to ten sentences about what the Yugoslav Wars of the 1990s were’).

b) HISTORICAL BACKGROUND – (a chronological description of the background to the issue)

c) REASONS FOR THE OUTBREAK OF CONFLICT OR THE INCREASE IN TENSIONS BETWEEN THE OPPOSING SIDES (perhaps include a brief chronological description of the present day conflict or the present situation – for example, a case study of ‘Russia’s support for the separation of Crimea from Ukraine in 2014’).

d) CHALLENGES TO PEACE AND RECONCILIATION (For example, what are the prospects for peace between the opposing sides? What factors and issues prevent peace and reconciliation? What factors and issues assist the process of peace building and reconciliation? What are the main challenges to peace and reconciliation between the opposing sides?)

e) SUMMARY AND CONCLUSION (The presenting student should summarize the findings and results of his or her presentation. The student should also display a solid analysis of the issue and of its key characteristics, and propose possible solutions and ways in which the opposing sides could develop peaceful relations and minimize tensions.

“Presentations need to be very straightforward and logical. It is important that you avoid complex structures and focus on the need to explain and discuss your work clearly. An ideal structure for a presentation includes:

- *a welcoming and informative introduction;*
- *a coherent series of main points presented in a logical sequence;*
- *a lucid and purposeful conclusion.”*

For more advice on making presentations, please see the following link:

<http://www2.le.ac.uk/offices/ld/resources/presentation/structuring-presentation>

3) **One Essay Assessment = 60%** (see details below)

Essay Assessment

1. For this course, students are asked to complete **one** essay (entirely in English).
2. **At least 50% of the books and sources used must be English language sources.** Non-native English speakers can use Japanese or other non-English language books and sources but the maximum percentage of sources allowed is 50% of the total number of books and sources used. For example, if a student used six books in total then three non-English language books are allowed. Please reference non-English language sources in both English and the source's language (for example, Japanese). Of course, if a student wishes, he or she can write the essay using only English language sources.
3. Please use sources from the university library, Senan Fox's office, Senan Fox's website (<http://www.senanfox.com>) or elsewhere. Please see advice and suggestions on essay writing below.
4. The essay must be **at least 1200 words long (minimum)**. This word limit does not include the bibliography (the list of books and other sources used to write the essay).
5. The deadline for submitting the essay is **the seminar day in Week 13 at 5pm**.
6. Students must submit **both a hard-copy and an email with the essay attached** to a) Dr. Senan Fox's office – **(Room 309 (General Education Hall – GEH / 総合教育一号館))** and b) to Dr. Senan Fox's email address – **senanfox@staff.kanazawa-u.ac.jp** before the deadline.
The submitted essay hard copy and the email attachment essay must be exactly the same essay.
7. Late submissions without a justifiable reason (after the deadline) will be penalized.
8. Please **choose only one question** from the topics shown below.

Essay Questions

Students must choose **one essay question** from the list shown below.

Seminar 2: *The Arab-Israeli Conflict (and Israeli-Palestinian Conflict)*

1. Critically evaluate one or more of the key events in the Arab-Israeli conflict since 1945 (for example, the 1948 Arab-Israeli War, the Six Day War in 1967, the Yom Kippur War in 1973, the Egypt-Israel Peace Treaty of 1979, the Israeli invasion of Lebanon in 1982, the First and Second Intifadas in 1987-1993 and 2000-2005, the Oslo Accords in 1993, the Camp David Summit in 2000 etc.)
2. Provide a balanced discussion of the historical background to the creation of the State of Israel in 1948.
3. What are the central challenges to finding peace between Palestinians and Jews living in Israel and Palestine?

Seminar 3: *The End of the Cold War (after 1989)*

1. What, in your opinion, were the central causes of the end of the Cold War? Provide specific examples.
2. Using one or more examples (choose a country or countries), discuss the effects of the ending of the Cold War (after 1989).
3. What was the political significance and what were some of the major

consequences of the fall of the Berlin Wall in November 1989?

Seminar 4: *Ethnic Conflicts and Tensions in the former Yugoslavia*

1. Provide the historical background to the ethnic make-up, and the relationship between the different ethnic groups in Yugoslavia, before the outbreak of the Yugoslav Wars (1991 – 1999).
2. Is it fair to say that the actions of Slobodan Milosevic and Serbia were the main cause of the Yugoslav Wars (1991 – 1999)?
3. What is the meaning of the term ‘ethnic cleansing’? Provide a specific example, and discuss why some groups were involved in ‘ethnic cleansing’? What were the consequences of ‘ethnic cleansing’ during the Yugoslav Wars (1991 – 1999)?

Seminar 5: *Iran*

1. What was the Islamic Revolution of 1979 in Iran? What were its causes and consequences for regional and global security?
2. Using specific examples, discuss why post-1979 Iran’s relationship with Israel and the United States is so negative?
3. Why, in your opinion, would Iran want to possess nuclear weapons? Why are Israel and the United States so opposed to Iran developing a nuclear bomb? Provide details and examples to reinforce your argument.

Seminar 6: *the Middle East (the ‘Arab Spring’)*

1. What is the meaning of the term ‘Arab Spring’? Using one or more examples (choose a country), discuss how the ‘Arab Spring’ developed into a regional movement.
2. Critically evaluate the positive and negative consequences of the ‘Arab Spring’ in at least one Middle Eastern country.
3. What is the background to, and causes of, the current conflict in Syria?
4. Using specific examples, discuss the reaction of the United States and other ‘Western’ states to the ‘Arab Spring’. Did they support it from the beginning? Did they support ‘Arab Spring’ protesters in each country?

Seminar 7: *Korean Issues*

1. What are the historical reasons for the division of Korea between North Korea and South Korea?
2. Discuss the different reasons why North Korea is a threat to the peace, security, and economic prosperity of North-east Asia and the wider world.
3. Using specific examples, why, in your opinion, has North Korea become so determined to develop nuclear weapons since the 1990s?

Seminar 8: *The rise of China*

1. Explain and discuss the positive and negative domestic aspects of China’s economic rise since 1978.
2. Critically assess Deng Xiaoping’s role in guiding China’s economic and foreign policies from 1978 until the early 1990s. Provide examples and details.
3. Using specific examples, critically evaluate the major challenges of China’s rise in terms of global security and stability since 1989.

Seminar 9: *Radical Islam (and Islamic Fundamentalism)*

1. What is the difference between ‘Radical Islam’ and ‘Islamic Fundamentalism’?
2. Providing examples, discuss the reasons why ‘Radical Islam’ is a threat to global security.
3. What was the relationship between Osama bin Laden and Al Qaeda and the September 11th 2001 (‘9/11’) terrorist attacks in New York City?
4. What is the Islamic State (IS) (also known as the Islamic State of Iraq and the Levant (ISIL)? How did it develop? What are its goals and objectives?

Seminar 10: *Russia (and the collapse of the USSR)*

1. What were the key reasons for the collapse of the Union of Soviet Socialist Republics (USSR) in 1991?
2. Using specific examples, discuss how the collapse of the USSR positively and negatively influenced the wider world in the 1990s.
3. Critically evaluate the influence of Vladimir Putin (and the background to his rise to power) in Russia today.
4. What were Russia’s reasons and motivations for supporting Crimea’s separation from Ukraine in 2014?

Seminar 11: *Ethnic Tensions and Conflicts in Africa*

1. Critically discuss the historical background and causes of the Rwandan Genocide in 1994.
2. What was the reaction of powerful states such as the United States to the Rwandan Genocide? Provide specific examples.
3. Choosing one example (an African country), discuss the challenges to peace, social justice, and economic development in Africa today.

Seminar 12: *The South China Sea disputes*

1. What are the central reasons for the South China Sea disputes?
2. Is it fair to say that China is the main cause of tension in the South China Sea?
3. Why have the South China Sea disputes become more troublesome in the last twenty years?

Seminar 13: *US – Latin America Relations*

1. Discuss the historical background and reasons for the United States’ strong interest in Latin American affairs and politics.
2. In your opinion, has US influence and intervention in Latin American domestic politics been positive or negative? Provide specific examples.
3. Discuss the US’ historical role in the affairs of one of the following countries: Chile, Cuba, Guatemala, Nicaragua, or Panama.

Seminar 14: *The Wars in Iraq and Afghanistan*

1. What were the background causes and reasons for the US-led invasions of Afghanistan in 2001 and Iraq in 2003?
2. Have the invasions been successful in their objectives? Give specific reasons to support your answer.
3. Why were there so many protests around the world against the invasion of Iraq in 2003?

Seminar 15: *Seminar Conclusion and General Discussion (the World Today)*

Suggested Course of Action

The following guidelines are a suggested course of action if you wish to successfully complete the essay assessment and to perform to your best ability. **These guidelines are not compulsory nor will they be graded** (essay plans and initial drafts for example) but it is recommended.

1. Think carefully about the essay question that you would like to choose. Think about the types of books and other sources you will use when writing the essay. Please use the reading material used in the seminar. You are also welcome to use other sources (in the library, from the internet, from Dr. Senan Fox's office, Dr. Senan Fox's website etc.). If you have any questions or uncertainties, then please ask Dr. Senan Fox.
2. Submit an essay plan in advance of the deadline to Dr. Senan Fox. Arrange a meeting with Senan to discuss the essay in more detail and to receive feedback. Think carefully about how you will structure the essay. Ask yourself the following:
 - 'What books or other sources will I use?'
 - 'Have I taken care not to use unreliable sources such as 'Wikipedia'?
 - 'What argument will I make?'
 - 'Have I taken care not to simply write a narrative-type essay with no argument and no independent thinking or opinions?'
 - 'Will I agree with the question, disagree with the question, or find a middle ground when writing the essay?' (for example, agree then disagree and then conclude with my own opinions),
 - 'How many paragraphs will I include in the essay?'
 - 'Have I included the views and opinions of scholars and writers in my essay?'
 - 'Have I correctly referenced all sources used in my essay, for example, (Drifte, 2003:187) or footnotes or endnotes? Can I show the reader from where exactly I found information that is not my own? (Author, Book Publication Year, Page Number).
 - 'Does my bibliography include full information about all books and other sources used when writing the essay?'
3. Submit a rough initial draft of the essay to Dr. Senan Fox. Use this time to ask more questions, to receive feedback, to make extra changes, to find some new books and sources, and to improve the essay before the real submission in Week 13 (on the day of the seminar before 5pm).