

Miyazaki International College
 Course Syllabus
 Spring 2018

Course Title (Credits)	POL304-1: International Relations (3)
Course Designation for TC	N/A
When and Where	Tuesday and Thursday, 09:05-10:35 MIC-1-522
Content Teacher	
Instructor	Jeong-Pyo Hong, Ph.D.
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Language Teacher	
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Course Description

This course introduces major theories of International Relations as a discipline. It is designed to help students study the world community, its politics, government and war and peace. Topics include current international relations such as North Korea's nuclear-missile issues, the 3.11 disaster, and the 9.11 terrorism problems requiring action on a global scale, the role of states, international organizations, Japan and its international relations, and the future of international society.

Course Goals/Objectives

The primary purpose of this course is to help students develop conceptual bases with which to analyze various issues in international relations and to investigate ways of approaching peace. It is also a secondary goal to have students exposed to various current issues in world politics, such as war and peace, human rights, globalization, terrorism, environmental issues etc.

Tentative Course Schedule		
Week	Day Topic	Contents/Activities
01	I. Introduction	What is international politics? What are International Relations? What are characteristics of international system? Why is no world government? What dese the state mean?
		What are state sovereignty and anarchy?
02		What is Ideology? Is nationalism the primary cause of war?
		How can stability (if not peace) be achieved? Why is there such tremendous social and economic inequality between different regions of the world?
03	II. Major Approaches to IR <i>Three Paradigms of IR</i>	What are three major approaches to IR? How are they different from each other?
		How does each of them interpret anarchy and state sovereignty?
04	<i>Realism</i>	What are basic characteristics of realism?
	<i>Security Dilemma and Balance of Power</i>	What is security dilemma? How does it work?
05	<i>Liberalism and Cooperation</i>	What are basic characteristics of liberalism?
	<i>1:Game Theory Approaches</i>	Why do liberals consider cooperation among states to be relatively easy?
06	<i>Liberalism and Cooperation</i>	What are international regimes?
	<i>2:International Regimes and Cooperation</i>	How do they facilitate cooperation among states?
07	<i>Constructivism: An Approach on Cooperation vs. Conflict</i>	What is constructivism?
		How does it explain cooperation and conflict among states?
08	III. Foreign Policy	

	<i>Foreign Policy: Decision Making</i>	What do perception and misperception mean in IR? How do they influence foreign policy? What are Sub-state Actors in FP?
09	<i>The First Level Analysis: New Issue</i>	What are levels of analysis? Transactional Diplomacy
10	<i>The Second Level Analysis: Bureaucracy, Domestic Politics and Foreign Policy</i> #Case study 1	How do domestic political systems or other factors influence the formation of foreign policy? North Korea's nuclear-missile issue
11	<i>The Third Level Analysis: World System</i> #Case study 2	What kinds of the world system are there? How do the levels of analysis explain the recurrence of wars in history? The World Order
12	IV. War and Peace <i>Why Do Nations Go to War?</i> <i>Normative IR Theory</i>	Why do wars occur? Why do states go to war? Are people innately aggressive? Engagement with the hidden ethical assumptions of a range of IR approaches
13	<i>Terrorism</i>	What is terrorism? What is the difference between terrorism and war?
14	<i>IR Theory and Globalization</i>	How can we investigate ways of approaching peace? (or topic of students' choice) What is democratic peace? Meaning of Globalization
15	<i>Green Theory</i> <i>Cooperation and Integration</i>	The ways in which environmental issues have influenced IR Is A United Nations of Northeast Asia Possible?
Required Materials		
• Goldstein, Joshua S. (2006). <i>International Relations</i> , New York: Pearson		

Longman.

- Dunnw, Tim, Kurki, Milja, and Smith, Steve (2013). *International Relations Theories: Discipline and Diversity*. Oxford: Oxford University Press.
- Michie, Jonathan (2017). *Advanced Introduction to GLOBALIZATION*. UK: Edward Publishing, Inc.

Students will be provided copies of short articles from textbooks, newspapers and magazines as texts. It is required that students do all the readings and assignments before coming to each class.

-Readings

-Participation in Class Room Activities

-Presentation on Readings

-Independent Research Project

-Organization of all course materials in a course binder

Course Policies (Attendance, etc.)

MIC believes that teaching and learning are reciprocal activities that require regular interaction between students and teachers. Such interaction cannot occur when students actively participate discussions and related activities. So, active participation and discussion are both important requirements in this class.

Exceptions can only be made if there are compelling situations due to illness or for other emergencies. In order for an absence to be excused, a letter of explanation in English is required from you and standard form is needed from your doctor. More than four absences will be viewed very seriously. If a student has more than four unaccounted absences, an instructor will issue a warning. Unless the student shows improvements after the warning, the student will be in a danger of failing this course. "Unexcused" absence means absence from class without adequate reasons such as illness accidents and job hunting.

Getting a solid education at MIC is your responsibility and has dramatic implications for the quality of life that you will lead in the 21st century in Japan and abroad. Education is an investment that you make in yourself. It is up to you to complete assignments on time and during class. During class, I hope that you will ask many questions and challenge ideas pertaining to Japan, East Asia,

and global relations. If you need any assistance for any problems, I will listen and offer suggestions and feedback. Discussions made are your decisions. Work diligently, participate discussions and activities, and you will excel then succeed.

Class Preparation and Review

Students are expected to spend at least one hour preparing for every hour of lesson, and one hour reviewing and doing Homework. Please refer to Hong's *How to Series: Essence of Professional Communication*.

Grades and Grading

-Participation and Presentation:	20%
-Class and homework assignment:	20%
-Short essays:	20%
-Mid-term:	20%
-Final:	20%

Methods of Feedback:


Feedback will be given orally to students. Mid-term papers will be checked and returned with comments.

Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):

- 1: Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
- 2: The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
- 3: The ability to identify and solve problems

Notes:

<p>文部科学省から採択された 大学教育再生加速プログラム</p> 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows an understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	Insufficient effort or evidence of achievement
	Awareness of Current Events & Global Issues					
	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
English Language Ability	Writing					
	Oral Communication					
	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions	
Japanese Language Ability	Reading					
	Writing					
	Oral Communication					