

Miyazaki International College
Course Syllabus
Fall 2018

Course Title (Credits)	POL307-1 Comparative Foreign Policy (3)
Course Designation for TC	N/A
Content Teacher	
Instructor	Jeong-Pyo Hong, Ph.D.
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Office hours	14:30-16:00 Tuesday and Thursday
Language Teacher	
Instructor	
E-mail address	
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Office hours	

Course Description:
<p>This course examines foreign policy in historical and contemporary world affairs. Students will study from theoretical approaches drawn from international, domestic, and individual levels of policy analysis to the current real foreign policies of five super powers: the United States, China, European Union, Russia, and Japan.</p>
Course Objectives:
<p>This course is designed to provide students of world politics with a comparative and comprehensive yet concise overview of foreign policies of the five great powers in the early 21st century. The content objective of this course is to deal with important lessons about a nation's style of foreign policy and how the nation's behavior has been influenced by the inescapable demands posed by the volatile international system, by its national long-standing cultural values, and by the perceptions of its leaders and their definitions of friends and enemies. In short, in this course, students will study how nations behave as international actors.</p> <p>The language component of this course aims to help students express their knowledge and opinions about the politics of Japan. 1. Develop skills in reading English materials and texts for content meaning and argument. 2. Enhance listening and speaking skills for the expression and comprehension of ideas in English. 3. Promote basic English writing skills, in the composition of paragraphs, short summaries, and longer essays.</p>
Course Schedule:

Day	Topic	Content/Activities
1	Introduction	Overview on Contents and Presentation assignment
2		What is Foreign Policy?
3	American Foreign Policy	Madeleine K. Albright and Condoleezza Rice
4		American Approaches to Foreign Policy
5		The Cold War (1)
6		The Cold War (2)
7		Superpower Détente (1)
8		Superpower Détente (2)
9	Sino-American Relations	<u>The Creation of the American Century</u>
10		The New Cold War (1)
11		<u>American Decline?</u>
12		The New Cold War (2)
13		<u>Challengers and Relative Decline</u>
14		End of the Cold War (1)
15		<u>The Rise of China</u>
16		End of the Cold War (2)
17		<u>Absolute Decline: Is America Like Rome?</u>
18		Did USA win or USSR lose the Cold War? (1)
19		<u>Power Shift and Global Complexity</u>
20		Did USA win or USSR lose the Cold War? (2)
21		<u>Conclusion: Discussion</u>
22		American Unipolar System: 1991-2008
23		<u>Japan-USA Security Alliance</u>
24		Pivot to Asia by Leid Lidow (1)
25		<u>China's Economic Empire</u>
26		Pivot to Asia by Leid Lidow (2)
27		<u>Foreign Policy in the Fourth Industrial Revolution Era</u>
28	THAAD and the Korean Peninsula	Trump's Transactional Diplomacy
29		<u>Could the maritime conflicts and North Korea's Nuclear-Missile provocation start a Sino-American war?</u>
30		What Will Be a New World Order?
	Final Exam	

Required Materials:

Textbook will be distributed the students of the course. Handouts that will detail these and other assignments for this course also will be provided throughout this term. Copies of all your in-class writings and homework should be kept in a notebook (or a file) and brought to class each day.

The main texts are as follow:

1. Donald J. Trump (2015). *Great Again: How to Fix Our Crippled America*. Threshold Editions.
2. Graham Allison and Robert D. Blackwill (2013), *Lee Kuan Yew: The Grand Master's Insights on China, the United States, and the World*, Massachusetts: the MIT Press.
3. Joseph S. Nye, Jr. (2016), *Is The American Century Over?* Cambridge: Polity Press.
4. John Spanier Steven W. Hook (1998), *American Foreign Policy Since World War II*, New York: A Divison of Congressional Quarterly Inc.
5. Klaus Schwab (2017). *The Fourth Industrial Revolution*. New York: Penguin.
6. Michael Pillsbury (2016). *The Hundred-Year Marathon*. New York: ST. Martin's Griffin.
7. Salvatore Babones (2017). *American Tianxia: Chinese Money, American Power, and the End of History*. UK: Policy Press, University of Bristol.
8. Samuel B. Griffith (1961). *Mao Tse-Tung on Guerrilla Warfare*. New York: Praeger Publishers.
9. Yutaka Kawashima (2003), *Japanese Foreign Policy at the Crossroads: Challenges and Options for the Twenty-First Century*, Washington, D.C.: Brookings Institution Press.

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 are absent from classes and related activities. So, attendance and punctuality are both important requirements in this class. Students are required to attend classes regularly and participate actively. 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 three absences will be viewed very seriously.

Class Preparation and Review:

Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.

Grades and Grading Standards:

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|------------------------|-----|
| 1. Writing Assignments | 20% |
| 2. Dialogue | 20% |
| 3. Presentations | 30% |
| 4. Quizzes | 30% |

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
- 4: Advanced communicative proficiency in both Japanese and English

Notes:

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 		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	Insufficient effort or evidence of achievement.
	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 and 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.	
	Awareness of Current Events & Global Issues					
English Language Ability	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 advanced 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	
	Writing					
	Oral Communication					
Japanese Language Ability	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 advanced 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	
	Writing					
	Oral Communication					