Miyazaki International College

Course Syllabus

Spring 2022

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| Course Title (Credits) | ASN362-1 North American Foreign Policy (3 credits) |
| Course Designation for TC |  |
| Content Teacher | |
| Instructor | Sunghee Cho, Ph.D. |
| E-mail address | scho@sky.miyazaki-mic.ac.jp |
| Office/Ext | MIC1-406/ Ext. 3731 |
| Office hours | Tuesdays 3:00-4:00 & Thursdays 10:00-12:00 |
| Language Teacher | |
| Instructor |  |
| E-mail address |  |
| Office/Ext |  |
| Office hours |  |

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| Course Description: | | |
| This course introduces American foreign policy, how it is formulated and implemented, and the issues that have influenced its development since the end of World War I. | | |
| Course Objectives: | | |
| After taking this course,  -Students will understand domestic and international factors that influence the US foreign  policy, and major US foreign policies by each administration as well as the overall  US relations with various regions of the world.  -Students will develop clear communication skills to express and discuss their opinions in English both through individual work and pair/group work. | | |
| Teaching Methodology: | | |
| Course objectives will be achieved through a variety of active learning teaching strategies, including but not limited to:   |  |  | | --- | --- | | Active Learning Teaching Strategy | Course Schedule | | Interactive Lectures with notetaking | Most classes | | Pair and Group work | Most classes, but particularly Lesson 23 | | Presentations | Lesson 10-13, and Lesson 24-28 | | Case Studies | Most classes, but particularly Lesson 10-13 | | Written Paraphrases and Summaries | Homework (Occasionally) | | Response and Reaction Writing | Homework (Occasionally) | | | |
| Day | Topic | Content/Activities |
| 1 | Introduction | Introduction/ Discussion of Syllabus |
| 2 | Understanding American Foreign Policy | American Foreign Policy Goals, National Interests, and Ideas |
| 3 | American Foreign Policy Institutions | Congress |
| 4 | Presidency |
| 5 | Bureaucracy |
| 6 | The Public |
| 7 | American Foreign Policy Tools | Diplomacy |
| 8 | Military and Economic Tools  (+Group Work Time) |
| 9 | American Foreign Policy in the Historical Context | The Two World Wars |
| 10 | The Cold War (1)  (Short Presentations: The Blockade of West Berlin, and the Korean War) |
| 11 | The Cold War (2)  (Short Presentations: The Bay of Pigs and The Cuban Missile Crisis) |
| 12 | Détente  (Short Presentations:  Nixon’s Visit to China) |
| 13 | The End of the Cold War  (Short Presentation:  The Iran-Contra Scandal) |
| 14 | Review | Review |
| 15 | Midterm Exam | Q&A & Midterm Exam |
| 16 | American Foreign Policy in the Historical Context | Clinton Administration |
| 17 | 9.11 Terrorist Attack and the War against Terrorism |
| 18 | Obama Administration |
| 19 | Trump Administration |
| 20 | American Foreign Relations with Asia | East Asia (1) Japan, and Two Koreas |
| 21 | East Asia (2) China |
| 22 | East Asia (3) China and Taiwan  (Due: Individual Paper) |
| 23 | Group Work | Group Presentation Preparation |
| 24 | American Foreign Relations with Asia | Southeast Asia  (Presentation: The US and the South China Sea) |
| 25 | American Foreign Relations with Europe | Western Europe  (Presentation: The US and the NATO) |
| 26 | Russia and Eastern Europe  (Presentation:  The US, Russia, and Ukraine) |
| 27 | American Foreign Relations with Latin America | Latin America  (Presentation: The US, and Mexico) |
| 28 | American Foreign Relations with the Middle East | The Middle East  (Presentation: The US and Israel) |
| 29 | American Foreign Relations with Africa | Africa |
| 30 | Review | Wrap-up and Review |
|  | Final Exam |  |
| Required Materials: | | |
| There is no required textbook for this course. Short articles or relevant reading materials will be provided by the instructor. Bring a folder to keep these materials and other handouts and prepare for notetaking. | | |
| Course Policies (Attendance, etc.) | | |
| -The success of this course depends on all of us working together. You are not just a passive bystander in this course. You should enjoy your participation, which is the key to the success of our course! As a very basic step, you are expected to finish reading materials or homework given by the instructor before class and be ready to join our class!  -Five unexcused absence will result in our recommendation for your withdrawal from the course.  -Be on time. If you are more than 20 minutes late, it will be marked as absence.  -You are also required to turn in your homework on time. Late homework will not be accepted.  -Plagiarism is a serious issue. The violation of the Academic Honesty Guideline of the Institution can lead to serious consequences such as failing the assignment or failing the course. | | |
| 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 | | |
| Participation and In-class Assignments=5%  Homework=20%  Group Presentations=15% (First Short Presentation (5%), and Second Presentation (10%))  Two-page individual paper=15%  Midterm Exam=20%  Final Exam=25% | | |
| Methods of Feedback: | | |
| In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc. | | |
| 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: | | |
| I retain the right to modify the syllabus as necessary as the semester unfolds. | | |

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|  | | 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 o 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 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 |
| 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 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 |
| Writing |
| Oral Communication |