

COURSE SYLLABUS
Introduction into International Relations

Pol*F103 CRN 1353 3 credits,

(a MAP-Middlesex Accelerated Program course)

January 27 to March 3, 2019

Distance learning, On-line course

Richard Patrick, Instructor

A. OVERVIEW---Welcome Statement

(COURSE SYLLABUS; see part B, below)

As we start up the course, please read carefully the info for learning about International Relations. These are usefull/helpful general guidelines for your **learning and study pace**.

Key study tasks and learning tools/sources:

1. Read and re-read this Syllabus,
2. Read regularly, **the Announcements and Calendar's** study activities which informs of the within each week's requirements,
3. Study the assigned **readings in the Course Content Weekly folders**. There really is a lot of info to learn in this concentrated course that is NOT "spread out" as in traditional, longer semester for a slower paced learning. So be diligently persistent with vigilance in focussing on the many concepts, ideas, and issues in the readings!!! A useful strategy is think about the topics of each week's Discussion posting as you undertake all the general reading and focus on terms related directly to the questions. Later Discussion questions will require you to retrieve of the previous ideas.

The Weekly folders contain info regarding the required Discussions posting on every Wednesday and Sunday (by late evening) of the 5 week MAP course. The 1st exam open to take on the 3rd weekend, Feb.16, Saturday or Feb. 17, Sunday.

4. Discussion questions are a **“reality check”** on your having read, and really understood the assigned material. Your postings also are indications of how much you are keeping up with major, relevant international news that is readily available. Again, be aware that a given week's Discussion, in its wording, may require connecting to previous chapters' concepts. Thus, you **may need to re-read/refresh yourself in synthesizing ideas from various readings**. As you increasingly answer more questions, you increasingly will/should improve in making such connecting with higher scores---as have past students. From instructor feedback to particular postings, more improved postings happen. See below details on the scoring allotments to your applied learning.

Be aware that I realize, as your instructor, that some of you are not current with nor fully understanding all the Discussion concepts nor have equal capacities to think through the logic of a statement. This course is precisely about getting you to become educated about “how the world works.” And the Discussion topics are practice sessions or lab exercises in your building up an “intellectual data bank” in

your mind for the Midterm and Final and for an overall educated mind for your future studies and professional endeavors.

Progress or growth in your thinking should be reflected in your exams and will resultingly count more in your eventual course grade—as I explained in the syllabus. So do not fret or allow yourself to vex while tackling the intellectual challenges of Discussion questions. Consider them them a challenging puzzle in the statements in which you must sort out how ideas go together or fit logically and based on verifiable info.

Each chapter has tons of info and is crammed with concepts for applying in Discussion postings. Some concepts will be deferred to later study units. Certainly re-reading parts of already assigned chapters for future postings will be useful for higher scores.

There is, of course, no absolute source of “the truth” which is why I suggested in the syllabus the listed link on critical thinking. Think critically in formulating generalization with verifiable, insightful, and fresh, but reasonably "balanced" statements.

Postings may not consistently be "brilliant interpretations," but they do have to demonstrate your reading/understanding of the assignment. In so doing, your posting scores should/will be passing and/or higher. Major concepts are listed on the side of the chapter pages and in the back of the text

Many **video links** are indicated for the assignments and their provide some “fresh, very lively information and additional viewpoints to the topics/questions you have to think about. The speakers in the short videos are eminent scholars and/or public figures who are very knowledgeable about IR. Video links also show you interesting panel discussions with competing, opposing views. The video links provide additional, complement with more timely info on sketchy concepts as well update gaps. The internet sources should be re-studied as we consider various topics. In short, the presenters’ perspectives will broaden your understanding of IR.

Being diligent in through a genuine effort in your studying is essential. In support. And I provide follow up info on the Wednesday and Sunday Discussions regarding relevant info that was overlooked and needs still to be learned and understood.

I also provide at the bottom of the Discussion units listing, a separate open unit for questions, any questions, regarding an assignments and the ideas/concepts related to it. No matter how basic the question is, if it is on your mind and needs to be answered to proceed with an assignment, then indeed, **PLZ**, post your question and/or send me an email about what you are questions. Clearing up questions is a key to fuller understanding and success in this course. So step right up with your questions.

Virtual office hours and availability by email:

Keeping within the framework of on-line, distance learning, instructor's "office hours" are between 7 and 10 on Sundays. During these times you specifically can email me for course study concerns and I will respond with suggestions regarding specific questions. Note too that the Discussion listing at the further encourages questions about relevant course topics. By prior mutual agreement, further, I am willing to come go the college campus at a specific time and place to discuss pre-arranged questions regarding your academic performance.

In Summary

Thus, as you begin your start up in this course be sure to do the following:

1. Regularly read the course syllabus,
2. Check the **Announcements** and Calendar frequently!
3. Read each week's study folder for each of the 5 weeks as it contains info on assignments.
4. Post your **Discussion** comments by the required deadline or earlier.

Again, I welcome you to this course. With the appropriate effort from both our parts, you will discover that on-line, distance learning can be a convenient, stimulating, effective, and productive experience in advancing your education and its objectives.

P.S and very important!!! For students receiving any financial aid assistance: Plz be alert that the **first graded assignment is the official indication** to Financial Aid staff that you are active in the course and should definitely not be considered as a "No Show" which might affect your financial assistance. Posting the non-graded Intro about yourself is not a bona fide indicator of course participation. Thus, posting an Intro, but lapsing in timely first postings during Week 1 and absence of postings in the first week from you could signify absence from the course. So be forewarned!!!

B.

SYLLABUS

I. Scope of course

This course examines international politics and has a focus on the United States in its superpower role. Relationships between nations which range from constructive engagement and peacemaking to war making will be examined. The Vietnam, Middle East, Balkan, Northern Ireland, and other conflicts will serve as case studies for understanding the forces shaping international politics. Present day topics concerning the United Nations, international terrorism, global capitalism, and others will be studied.

Course text: How the World Works, R. Bova, 3rd. ed., Pearson pub.

II. Welcome

Welcome to this course. It is constructed to be supportive and encouraging of your interest in the study of global international relations. Whatever advice you may want to communicate to me at any time to enhance your success in the course will be taken into consideration.

This course has been constructed to foster discovery and learning about range of topics and issues. It requires individual effort from each of you. Please recognize and remember that there is an ongoing expectation that you are willing and able to be an independent learner within the unique circumstances of an on-line distance learning course. Let me assure you that I will be regularly communicating with you as to how you might/can be self initiating for achievement in the course.

III. Pol*103 International Relations learning objectives

I am hearten by your interest in wanting to learn about significant political events at the global level. Indeed the world is in tumult with upheavals that have immediate and/or potential impacts on the United States.

In guiding your learning, the general objectives are 1. expand your awareness of international tensions, challenges, and issues, 2. become more informed and knowledgeable about them, 3. learn the course's concepts to apply in analyzing them, and 4. perhaps even become active in related civic organizations with an international scope and goals.

The course can provide a framework for other college majors such as in businesses with international clients, military studies, criminology with a national or international security focus, etc. It is part of the Gen Ed Competency: Social Phenomena

You will discover in this syllabus below that there many specific objectives for each unit we study. These objectives inform you on what the course in about and what you should achieve, with motivated, diligent effort by the end of the semester. No one should be in a fog as to what can be learned in this course.

Studying IR broadly

With a world in tumult and the U.S. being confronted by assorted perceived threats, our study of global events is no easy task, nor will we easily form generalizations in making sense of “how the world works.” What we will be doing is learning ideas/concepts towards some understandings—which changes as global events shift. So, again, I commend all of you for having an interest and motivation in our daunting study of global international relations.

Given the complexities our our subject matter, I provide and require you to learn from more than just the material of the course text book—which is a useful/helpful beginning base. This course provides many internet links and readings for studying IR broadly, more deeply, and for useful insights. You are required to view the internet links and there will be Discussion questions for your postings as a framework for your thinking.

Note importantly that the Final and assigned research paper topic require a **synthesis of the concepts of the course to the questions are posed**. And be assured that I will provide guidelines and sample topics with questions as support for you to engage in a “higher level” of understanding beyond glib, simplified, conventional notions. Note, too, that higher scores/grades for your study are based on your motivation and effort to engage in synthesized understanding. The expectation is that you must go beyond relying on Wikipedia and similar shortcut sources. Past students have achieved solid successful learning and grades. You can/will likely also do so.

Reclamation of “buried” facts

The assigned reading begin with Chapter 2 and its version of “history.” Revisionism is an approach in thinking anew about old facts with more recent tools/concepts and thus gaining more “nuggets” of understanding. In other words, we are like miners going into history's underground to reclaim overlooked, passed-up resources. The generalizations of your discussion postings and the exams will have higher scores or “value added” if you **bring newly-minted concepts to polish-up old issues in IR to present-day questions**.

For example, we will dig into the concept of “liberal institutionalism” in polishing-up that “mineral vein” towards more productive usage of that conceptual resource.

Internet links and other related sources will be provided as some of the tools in your re-visioning/re-thinking ongoing IR issues/questions.

IV. Grading standards and application

Scores and grades are for assigned, required activities and are useful/necessary as indications of the quality of your efforts and learning. Areas for scores and grades: discussion board postings, the research paper, and exams. I provide feedback by assigning a numerical score to each of your discussion postings. When warranted, my feedback will be provided as to how a particular posting could be improved for a higher score.

The following is the grading schema for the learning activities indicated in the syllabus.

Graded assignments are in two parts: Wednesdays' is feedback from me to you as a "reality check" that you have read the assigned pages, have understood key concepts at varying levels of accurate comprehension, and can apply concepts to some questions. I will grade your submission on a 1 to 10 scale, per the grading format which is explained in the syllabus. The Wednesday assignment structures your studying and hopefully encourages you to keep up to speed in this short, compressed MAP course. The posting assignment that is due on Sundays is more of the same insofar as you demonstrating understanding concepts in 1 or 2 short answer questions. There will a 3rd question which challenges you to think more deeply and extensively about a key major topics of the week. The longer span of days, Thursday until Sunday evening should allow you "put more into" your analyses. It expects that you might/will even do some Internet related research, cite the extra sources, and offer broader, insightful commentaries. The extra time should result in higher scores towards boosting your postings average.

The Sunday assignment is to be posted for all to read and for all to hopefully learn from each other's analyses and insights. Notes from these posting should be taken to be used in the open-book, open notes Mid-term and Final exams.

Your scores for both assignments should be indicators of how much you are understanding and in which areas you might need to go back and re-read concepts towards doing better on the exams which contains questions related to what have been emphasized.

The exams and course paper are assigned the standard "A" through "F" grades. Exams are weighed at 60% of the course grade, discussions averaged and the paper are weighted at 20% each. Discussion postings are scored from 10 to 0 points.

Note that your course grade is not solely from the averaging of scores. As is an instructor's responsibility, I look for signs of a **pattern of progressive improvement for determining a course grade**. So having a momentary slump does not destined you to a low grade, but the converse also can occur.

In other words, a high term paper does not resultantly "save" a weak exam product that might indicate weak understanding of important course concepts. As indicated in the "Welcome" section, "synthesized learning" from applying and integrating concepts to the course's questions is the key.

Discussion postings scoring general criteria

In responding to required questions for discussing, your comments should connect with the assigned reading material and related ideas you have obtained other significant sources, such as from the Internet which must be cited.

Try to be concise and stay on topic as to the question posed. If the question logically leads to another area, make the connection clearly as you develop your position.

Do not ramble or sermonize, as in a rant. I know we each may feel strongly about various issues, but endeavor to develop your position logically, and based on facts or data, that can be verified from sources you cite.

Be a critical thinker. Ask yourself if you're being objective about the topic. Your moral or normative orientations are relevant, but you need to decide how much they should shape your position on a particular question or issue.

I recommend that you check this link to a Ted Talk which is very informative about the useful elements in critical thinking: "<https://youtu.be/dItUGF8GdTw>"

Overall, then, I will be assessing your comments as to a. reflecting that you accurately read the assigned material that is related to the question, b. your inclusion of facts that make for sound generalizations, c. the logic of your position, and d. independent and original thoughts brought to the discussion question for all of us to be challenged by as a community of learners.

If you self-question my allotted score to a posting, ask yourself if the posting actually does include all the required elements required of a question when you might want to appeal a score.

As to points which will be allotted to a particular posting, the following are other considerations/criteria in my grading your discussion analyses. When a posting is rated a 8 or higher, then I do not usually provide further explanation.

A discussion posting which is allotted a 10 to 9, which is an “A,” entails what I spelled out above. It references terms from the assigned readings, and from news events. An “A” posting has details and logically, more fully develops ideas. It also contributes new with independently thought out ideas in response to the topic or questions.

Analysis which is rated an 8.9 to 8 or “B” includes some terms, but may also have errors in what is said and is not entirely accurate as to what is described. Some of the generalizations may not be adequately developed and thus is less informative and persuasive.

A “C,” that is, a 7.9 to 7 rated posting is somewhat general and displays only sketchy information about the topic. Comments less than a 7 lack elements of these 3 levels of and is thus very weak and is typically underdeveloped in constructing generalizations. Lower grades may also be because the required discussion was posted very late or not at all.

More on scores and grades:

A—90-100—10-9 points (to a posting)

Analysis is excellent with many connections to course concepts. Has supporting examples or evidence, unusual insights, and independent reasoning in the explanation.

Information is factually correct and provides verifiable details from cited sources. Conclusions logically following from the provided information.

B—80-89—8-8.9 points (to a posting)

Good explanation which uses pertinent supporting examples and reasoning. Most information is factually correct and several valid generalizations, but also has some weak or under-developed propositions

C—70-79—7-7.9 points(to a posting)

A mix of some solid and some weak generalizations which meets minimum required by the assignment, but some statements are questionable and insufficiently developed. Sketchy or minimal application of pertinent course concepts.

D—60 – 69—6-6.9 points (to a posting)

Posting does not meet the minimum required for assignment by lacking application of concepts and not pertinent to the topic or question. Factual inaccuracies or reasoning flaws, and response is too general and lacks specific evidence overall.

F— 59-0—5.9-0 points (to a posting)

Posting does not directly address the discussion questions or assigned topic. The response fails to support assertions with relevant examples, major flaws in reasoning, explanations are unclear, displays inadequate understanding of main concepts. Did not complete the assignment.

(Note: This grading format is solely for the instructor's political science courses.)

The following is per college's MAP grades format:

Grade Scale

A = 93-100

A - = 90-92.49

B+ = 87-89.49

B = 83 -86.49

C+ = 77-79.49

C = 73 - 76.49

C- = 70-72.49

D+ = 67 - 69.49

D = 63 - 66.49

D- = 60 - 62.49

F = 59 and below

And by the way, I encourage valid, considerately made corrections to anyone's comments made in the postings. I certainly am not infallible and if I state something that is erroneous, or from anyone else for that matter, then, please make your contribution in correcting any misinformation with verifiable info.

As to your concerns about your grades, I will, of course, discuss any of your questions via e-mail and, if the matter is a generalized concern, I will post any clarifications in my Instructor's Add-ons (follow-up) file.

While grades are an understandable concern, please be reassured that I am open to constructive, confidential e-mail discussions as to a fair grade regarding your various efforts. So try not to stress over them too, too much. While most of our email communication will occur through the course's formatted system, more confidential matters can be communicated via my other email address: richard.Patrick00@gmail.com.

Paper Assignments

A short paper is required and I will indicate its requirements and due dates through the Announcement and Course Content files.

To re-emphasize, the guidelines indicated above for discussion postings concerning critical thinking, logic, verifiable facts, etc. also apply to the paper assignments.

Extra credit---While I prefer students to focus more on putting the time in to doing well on the assigned activities and thus get maximum points, some may be interested in extra credit and there may be optional,

related study which might be undertaken, but after mutual, written agreement between instructor and student.

V. Other college policies and standards

For information on the college academic policies and your “due process” as a student, please check out the following link as well as note these other provisions.

<http://mxcc.edu/catalog/academic-policies>

The following provisions are required by the college for your notification. Academic Standards." At Middlesex CC we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' Proscribe Conduct Policy in Section 5.2.1 of the Board of Trustees' Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribe activities. Plagiarism is defined as the use of another's ideas(s) or phrases(s) and representing that/those ideas as your own, either intentionally or unintentionally."

ADA Accommodations Note. "Students with physical or learning disabilities, who may require accommodations, are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodation only to those students who have completed this process."

Withdrawal Policy---“ You may withdraw from this class any time before the end of the 11th week of the semester. A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a “W” on your transcript. If you fail to complete this process on time, you will receive a letter grade at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran’s benefits and deadlines happen fast in this compressed course. Please make this decision carefully and with the help of your advisor. See the Academic Calendar and the College Catalog for specific dates and procedures regarding the withdrawal process.”

VI. College Internet Access

You may look for journal articles in electronic databases from the college or from home. To use computers at the college, you must set up a computer account. You will need your student ID number, also known as your Banner number. Ask a staff person the library or the computer lab about how to do this. When using a computer from outside the college, you will gain access to the databases through a Proxy Server. You can contact the college’s reference librarians for assistance in learning how to access its resources from outside the college.

You will find many excellent and useful databases listed there. Two databases which may be most useful are MasterFile Premier and Advanced Academic ASAP. Each database includes online help.

VII. Main Course Study Requirements

1. Each week you must **often check “Announcements,”** in the course's web site for your assigned, required study activities, related readings, and due dates. This is a must; so regularly check the "Announcements" as it will contain updates and reminders regarding weekly activities.
2. IMPORTANT: I provide further elaboration/feedback on course concepts and discussion topics in an “Instructor’s Add-ons” file, which you must read regularly.

3. Be aware that some of the ideas/info from postings and especially the Instructor's Add-ons will later reappear in some variation in the exam questions. Taking notes from other student comments of our shared discussion postings can be useful information for more fully formed answers in the exams.

4. On-line study is an active work-in-progress. There will be occasional modifications due to emerging newsworthy items and issues that are relevant to our study. Rest assured that notice of modifications will be given in advance and will not deviate significantly from the general learning activities

5. Also, I want to alert you in advance that sometimes a particular article may be difficult to read due to formatting or other screen presentations features of your computer. You may have to enlarge the print on some articles for better readability and attempt other adjustments to the transmitted material.

Required viewing of internet links may necessitate that you copy and paste the cited link as sometime just clicking on it with your cursor doesn't do the job. But persist to make it work out for your learning. The several required YouTube links may require that you copy and paste to activate the URL.

I suggest that you call the Distance Learning at 860-343-5756 for assistance in these technical difficulties. But by hanging in there and getting assistance, you'll improve in dealing with these factors.

X. Instructor Communication and Contact

Most nearly daily course communication should be through the "Announcements" file on the Home page and course email system. I will endeavor to respond to your general messages within 24-48 hours. There will be an opportunity prior to the exams for on-campus, voluntary, review with classmates which I post in Announcements as to when and where.

Graded assessment on assignments, and particularly exams, will be posted in your Grade book. Your discussion postings scores are indicated with the posting.

XI. Course units with reading and internet links and learning objective

WEEK 1 I. Seeing global challenges/issues and self-introductions

Objective---1. to become focused with attention to global issues as a basis for motivating learning in the course by means of exploring these and the Discussion unit questions: "Why enrolled in the course? Interests? Related courses taken? Issues which arouse curiosity and concern at the global level? What are my concerns in those issues?, etc.,etc."

2. FYI on instructor's Intro assignment on background, interests, and advocacy of constructive politics related to international relations with civic engagement

II. 20th century history info for studying International Relations

"Those who do not learn history are doomed to repeat it."—Santayana

Reading—**Chapters 1 and 2**, course text

View Internet links:

1. On unipolarity and global power distribution: 1 Prof. W. Wohlforth https://youtu.be/V7ULmu_G-Uk and Prof. Monteiro <https://youtu.be/ZfaAb76KZ4E>
2. Prof. Mead on "The Rise of Geopolitics:" <https://youtu.be/4M8UxV9Zmq0>
2. "structural realism" by Prof.J. Mearsheimer: <https://youtu.be/RXII Dh6rD18> ,

Learning objectives:

- A. Identify key historical developments in the foundations/precedents for the present "international system".

- B. Learn central concepts such as "offensive realism," "structural realism," "constructivism," and "eurocentricism," and others (in assigned chapters' reading)
- C. Specify factors the factors in the making of various security arrangements in history and indicate shortcomings to each.
- D. Apply central concepts and others such as unipolarity/hegemonic stability, "populistic nationalism," "Cold War," international sheriff/"robocop," "superpower retrenchment/retreat," "MAGA," etc. in answering Discussion questions.

WEEK 2

III. Thinking about world politics

Learning objectives:

Part 1

1. Apply in Discussions IR's models: "offensive and defensive realism, liberal institutionalism, constructivism, Neo-marxism, feminism" to present day global tensions/issues.
- 2.. Critique/evaluate the IR premise of "unitary, rational state actor" and executive branch, institutionalized human agency
3. Explain why the "Kantian Triangle" formula has a "eurocentric" bias in terms of prescribing "peace" and its limitations

Part 2

1. Identity and assess the influential clout of domain power influencers on foreign policy constructing.
2. Differentiate between proxy, irregular, hybrid, asymmetric, and other interventions
3. Explain the differences between Jus as bellum and Jus in bello ethical explanations for warmaking and apply according to normative philosophical, political, legal, "darwinian," "mediated" propaganda," economic, and other justifications
4. Assess claims of "democratic peace theory" and identify how it applies to unstable regions of the world.
5. Apply concepts in Discussions such as "hard, soft, and smart power" forms/variations to 21st century hybrid warmaking.
6. Identify the variation and scope of 21st cyberwar in propaganda, disinformation, "fake news weaponizing," counter-espionage etc.
7. Locate historically and describe military interventionisms in its forms of total war, proxy wars, clandestine insurgency, counter-terrorism agency, mercenarism, etc.

Reading—**Chapters 3 and 4**

Chapter 4, "War and Violence..."

1. pages 274-283, "The Internet and Global Communications,
2. Review selectively, as needed chapters 1,2,3 and especially p. 88,
3. View: "the Israel lobby," <https://youtu.be/rzXS3tmZrcU> (copy and paste as URL link,

Domains of foreign policy Influencers, Interest groups, lobbyists, public opinion, media, Congress, electoral "bases," populism's evangelicals and bureaucrats' politics---"strange bedfellows" in foreign policy making

Encircling Russia: <https://youtu.be/-pUj3Vqptx8>

Video: "the Israel lobby," <https://youtu.be/rzXS3tmZrcU>

Military interventionisms: total war, proxy wars, clandestine insurgency, rebellions, and counter-terrorism conflicts and cyberwarfare

Reading and viewing:

1. Chapter 4—“War and violence...,”
2. Chap. 6---pp195-200
3. optional: former Sec. of Defense General Mattis on “Irregular Warfare, Hybrid Threats, and the Future Role of Ground Forces:” <https://youtu.be/E1ZM3CfWh1I>

Learning objectives

1. Explain the differences between Jus as bellum and Jus in bello ethical explanations for warmaking and apply.
 2. Differentiate between "hard, soft, sharp, and smart power" forms/variations t21st century hybrid warmaking.
 3. Identify the variation and scope of 21st cyberwar in propaganda, disinformation, "fake news weaponizing," counter-espionage etc.
 4. Locate and describe military interventionisms in its forms of total war, proxy wars, clandestine insurgency, counter-terrorism agency, mercenarism, etc.
- WEEK 3 Presidential politics in global economics

Learning objectives:

1. Assess how economics can be a productive tool for American f.p. with examples and explain how/why.
2. Assess how economics has been a counter-productive tool iin American f.p. with examples and explain how/why.

Reading—

1. Chapter 7
2. Sanctions---reading: pp.. 193-195

FIRST EXAM—Feb. 17, Sunday, or early option, Feb. 16 ,—One 4 hour session

Week 4 Politics, "Grand Strategy," strategies and presidents

Learning Objectives:

Part 1

1. Learn about strategy---meanings, usage, and application in presidents' foreign policy.
2. Explain why war is an extension of politics according to Clausewitz
3. Differentiate between varieties of strategy, middle range strategy, and aspirational "Grand Strategy"
4. Identify the problems and shortcomings in implementing strategy(ies) to foreign affairs tensions and conflicts.
5. Demonstrate understanding of strategy and grand strategy in course research paper and Discussions

Part 2.

1. Identify domain influencers on Trumpian and other presidents' foreign policy constructing .
2. Identify personality/character traits which correspond with President Trump’s foreign policies and practices.
3. Become informed about major foreign policies of President Trump.

4. Assess President Trump's similarities and divergences in his foreign policies and practices from recent, preceding presidents.
5. Identify personality/character traits which correspond with President Trump's foreign policies and practices.

Part 3

1. Identify the range of instruments and process for a "Rule of Law" approach and assess its usefulness.
2. Understand the role of International Court of Justice in a superpower's global politics.
3. Analyze countries' politics underlying problems to enforcing human rights norms.

Study assignment---See Course Content folder for Week 4 and related Discussion unit

Learning videos:

- a. PBS summary on President Trump's foreign policy (year 1)--<http://www.pbs.org/video/trump-abroad-1514504364>
- b. E. Cohen: <https://youtu.be/VHWlmF6wXQU>
- c. <https://www.nytimes.com/2017/12/28/us/politics/trump-world-diplomacy.html>

WEEK 5

Course paper due March 1, Friday or earlier

FINAL EXAM—March 2nd or 3rd—(Saturday or Sunday in one-4 hour session)

See Week 5 Content folder