

### **Comparative Foreign Policy**

David Arase

This course will provide a basic framework for understanding how states construct foreign policy, and then will apply this framework to compare the foreign policies of different countries. First, we will characterize foreign policy theoretically as well as thematically using parameters such as relative power, geopolitical circumstances, domestic political institutions, ideology, historical experience, and cultural values. Later we compare the foreign policies of major countries. The aim is to familiarize you with the foreign policy strategies key powers and explain them using a consistent set of parameters to reveal both what is unique to each actor, and what is generic to all state actors in the international system.

### **East Asian Regionalism**

David Arase

We start off with an overview of East Asia in order to get a sense of its diversity and the main themes of its historical, political, economic, and social development. Then we identify key actors (the US, Japan, ASEAN, and China) and their respective visions of regional order, i.e., the existing US-led liberal rule-based order; Japan's vision of Asia in a harmonious developmental division of labor; ASEAN with its notion of a peaceful consensual order based on mutual interest and regional dialogue; and China's recent proposal for a Chinese-led community of common destiny. Next, we look at how strategic mistrust and rivalry is fed by conflicting security interests in key the hotspots of Southeast and Northeast Asia: the South China Sea and the Korean peninsula. Finally, we end the course considering whether economic and other areas of interdependence will be able to restrain strategic competition and prevent the demise of the peaceful free trade order in East Asia that has lasted since Nixon visited China in 1972.

### **Comparative Economics: US & China**

Paul Armstrong-Taylor

This class is designed for students who want to understand economic issues, but are allergic to economic classes. Rather than start with theories, equations and graphs, we will start with a topic of interest – for example, should students have to borrow to pay for college – and consider what economics can tell us about it. We will look at statistics and theory only to the extent we need to answer our question. Instead of a bunch of theories disconnected from the real world, students will leave the course with a toolkit for studying a wide range of important issues. The course is broad. Topics covered will include demographics (is the one-child policy really responsible for China's low birth rate and will ending it help?), growth (why did China grow so fast for so long and can it continue?), inequality (what is driving rising inequality in the US and China, and should anything be done about it?), education (are student loans a good idea?), healthcare (why are healthcare costs so high in the US and antibiotics so overprescribed in China?), finance (what caused the financial crisis in the US and could China have a similar crisis?), the environment (why is it hard for China and the US to cooperate on global warming?), and many more.

### **Economics of Strategy**

Paul Armstrong-Taylor

Economics, particularly game theory, provides a powerful and flexible way to address a wide range of questions. In this class, I want to introduce students to some fascinating ways of thinking about topics

that are not obviously related to economics – as well as a few that are. “Strategy” will be a common theme, but one that is interpreted quite broadly.

Students will learn about a range of topics including negotiation (how to get a good deal on a car), international relations (why do democracies rarely fight each other), business (why do internet startups worry about market share rather than profits), ethics (why are many ethical principles common across cultures), personal issues (why, in almost all cultures, do men marry later than women?). However, rather than just solving a list of problems, students will build a set of tools to tackle strategic problems that they, or their organizations, may face. The focus will be on learning how to apply ideas flexibly rather than learning theory. To do this, students will participate in games and experiments, make presentations, solve problem sets and develop deeper ideas in papers.

### **Financial Crises**

Paul Armstrong-Taylor

The recent financial crisis arising from the collapse of the subprime mortgage market led to a worldwide recession and triggered a secondary crisis in the Eurozone. The financial and human cost was enormous. Unfortunately, crises have been around as long as capitalism, and have afflicted all countries, rich and poor. Why are they so endemic, what causes them and why are we unable to prevent them? These questions, which we will address in this course, are among the most important questions in economics, not only for academics but for policy makers and investors.

In the course, we will study the subprime and Euro crises in detail, and consider whether China could be next. We will study other historical crises, from the Great Depression to the Japanese housing bubble, and identify some common features – in particular the role of debt. We will then formulate a framework for thinking about crises, drawing in particular on the work of Hyman Minsky and Richard Koo. Our approach will be pragmatic – we will look for ideas that are helpful in understanding the real world – and, as a consequence, we will draw on a wide range of sources including not only academic papers, but ideas from policy makers, investment banks, and others.

By the end of the class, students will have deep, practical understanding of how financial and economic systems work and their inherent risks. This knowledge may be of more practical use than most standard macroeconomic courses.

### **American Foreign Policy in Asia**

Gaye Christoffersen

This course analyzes the formulation and practice of American foreign policy, with emphasis on its continually changing relation to the domestic political process, and how this impacts America's Asia policy. The course will be divided into four segments designed to consider societal environment, political institutions, decision making, and then will apply these theoretical concerns to US-China relations.

### **Comparative Politics**

Gaye Christoffersen

This course provides an introduction to the varying ways in which societies around the world organize and govern themselves. Students examine different political systems, including democratic, communist, authoritarian, and the developmental state. They also explore how and why political systems change. To understand global societies and political systems in more detail, students study in depth the contemporary political systems of selected countries such as Russia, China, Japan, the US, India, Central Asian, and Southeast Asian countries.

### **Macroeconomics**

Jacob Kurien

This is an introductory course that explains basic economic concepts and principles of macroeconomics. We will study the tenets of major schools of thought, understand economic interrelationships and examine models of economic behavior. We will also analyze and evaluate

economic policies. It is anticipated that on completion of the course, students will be able to examine and analyze macroeconomic issues.

### **Money, Banking and Financial Institutions**

Jacob Kurien

The course should provide students an overview of the economics of Money and Banking and the role of Banking & Financial Institutions. The course covers the theory of money and banking and the macroeconomic impact of monetary policy on the real world. For a globalized economy, financial integration of global markets play a crucial role in promoting growth and development.

### **International Humanitarian Law/Law of Armed Conflict**

Roda Mushkat

- Provide a detailed overview of international humanitarian law (IHL)/law of armed conflict [LOAC] within a broad public international law context.
- Introduce students to the origins, development, sources, and core principles of IHL/LOAC.
- Study and assess the principles and rules applicable in armed conflict situations.
- Examine the implementation and enforcement of IHL/LOAC.
- Discuss critically current developments and challenges for IHL/LOAC.

### **Legal Foundations of International Relations**

Roda Mushkat

This course introduces the student to the basic legal concepts and principles governing State behavior in the global arena, the nature and sources of international law, the law of treaties, international legal personality, territorial sovereignty, jurisdiction, immunities, State responsibility, compliance with, and enforcement of, international law. Current events in both the international and regional domain are also examined from an international legal perspective. The methodological elements and the linkages with international relations are highlighted.

### **Air Pollution and its Control**

Roger Rauffer

The atmosphere is a biophysical layer of gases that supports and protects life as it exists on this planet, and changes in its composition at various scales – local, regional, national and international – can have significant deleterious effects to the health and welfare of species (including humans). Such changes can be brought about by both natural causes and anthropogenic activities, and since energy plays a particularly crucial role in the latter, it is of vital concern in the Energy, Resources and Environment (ERE) program at HNC.

This course is designed as a survey course, addressing the topic of air pollution and its control – paying particular attention to the technical and regulatory factors necessary to successfully implement an air pollution control program. Dealing with air pollution is obviously a complex undertaking in any society, having important technical, economic, social, cultural and political components. There are literally thousands of individual pollutants, emitted from a wide range of stationary and mobile emissions sources (and from natural sources as well) – and societies have very different governance systems, with different levels of technical and political capacity for addressing such concerns.

One particularly important component is the role of economics. This course does not focus directly on that component, since it will be addressed separately in its own follow-up HNC course (i.e., Economic Instruments for Pollution Control) to be offered in the Spring semester. Economic concerns will be broadly addressed, however, as they pertain to regulatory issues (e.g., for setting air quality goals; for designating technology standards, etc.).

After introductory material about impacts and goal-setting, this course will address combustion and its by-products (since more than 85% of energy use is associated with that chemical reaction). Major pollutants (e.g., particulate, SO<sub>2</sub>, NO<sub>x</sub>, volatile organics, CO, etc.) will then be discussed, as well as

technology for control, and the major regulatory issues associated with such control. The latter are examined on a comparative basis for the U.S., Europe and China. The course will conclude with sessions about atmospheric dispersion modeling, the air pollution regulatory process, and a more detailed focus on China's air pollution controls.

### **Global Energy Fundamentals**

Roger Raufer

This class is an essential element in meeting the goals of the ERE program; it is geared to provide a suitable energy background to students who have previously not had much exposure to the energy policy arena. It will provide an overview on all of the subjects within the energy fields, as well as their impacts on the environment, economic growth and social development. Critical to this learning will be an emphasis on the interactivity among all the subjects and their impacts. Students will emerge from the course with a basic understanding of the major issues in these fields as well as an appreciation of the types of policies that may be applied to address a variety of threats resulting from the growing global demand for energy.

The course serves multiple functions. First, it is a survey course that provides students with an understanding of the major energy issues. Just as importantly, the course develops the capacity of students, as they learn this material, to be able to analyze options for meeting the challenges facing the energy arena. Students learn how to make “back-of-the-envelope” calculations regarding the scope of a given problem or a proposed solution. Students also learn how to evaluate problems and suggest solutions within a two-page policy format that is used widely both in the public and private sectors.

In addition to the lecture sessions, all participating students will be **required** to take an on-line “Basics of Energy” class, which explains the science behind all facets of the energy field. This on-line class consists of nine modules, each of which is accompanied by a quiz. Students must pass each of the nine quizzes as a component of the Global Energy Fundamentals course.

In preparation for the weekly classes, students will need to complete all required readings. Weekly readings are divided into ‘required’ readings and optional ‘background’ readings for those students who are interested in acquiring more information on specific topics.

### **Critical Developments in American History**

Joe Renouard

This course explores significant developments in American history since the nation’s founding. It is designed to help students understand some of America’s most important (and sometimes controversial) traditions, customs, laws, and cultural practices. We will consider the nation’s development against the backdrop of the classic conflicts of the modern world: democracy vs. elitism, individualism vs. collectivism, majority rule vs. individual rights, and federal vs. local power. We will also explore a set of fundamental questions throughout the term: How did a small set of colonies on the Atlantic seaboard become a unified nation and, in time, a global superpower? What factors enabled America to become a rich nation? How have Americans balanced the desire for social order with a respect for individual liberties and “democratic” values? How has the definition of citizenship and “American-ness” changed over time? Is the United States a republic? Is it an empire?

### **Labor, Industry, and the Consumer Culture**

Joe Renouard

This course explores patterns of production and consumption in the modern world. It focuses on the industrial and post-industrial consumer society of the United States, but much of the subject matter can be applied to other nations, including China. Simply put, the course examines what we have been making, buying, and selling since the industrial era of a century ago. We will examine the hallmarks of the consumer culture (advertising, branding, debt, credit); we will discuss prominent proponents and critics of the consumer economy (Thorstein Veblen, J.K. Galbraith, Vance Packard, Milton Friedman); and we will explore some of the more innovative and controversial means of engagement with our globalized consumer culture (ethical consumerism, fair trade, corporate social

responsibility, environmental critiques, “anti-consumerism,” “culture jamming,” and the “simple life” philosophy).

Labor, Industry, and the Consumer Culture charts several broad transformations in ways of living and working: from rural to urban, agrarian to industrial, urban to suburban, industrial to post-industrial, materialist to “post-materialist,” and modern to “postmodern.” The subject matter is interdisciplinary; we will consider sources and methodologies from history, economics, psychology, the social sciences, and recent journalism. We will pay particular attention to the ways in which modern consumer culture reinforces, or challenges, such ideals as individual fulfillment, civic responsibility, and democratic citizenship.

### **China and America: A Cross-Cultural Dialogue**

Joe Renouard/Liu Woyu

This course explores Sino-American encounters, contacts, perceptions, impressions, comparisons, understandings, and misunderstandings from the late-Qing era to the present. It is built around two central questions: In the eyes of Chinese people, what is America and who are the American people? And in the eyes of Americans, what is China and who are the Chinese people?

Unlike a standard “US-China relations” course, which would emphasize diplomacy and politics, this course will focus on socio-cultural relations among immigrants, missionaries, traders, tourists, students, and the countless ordinary people who comprise the two nations. However, this course may interest students of US-China diplomacy, as it will examine the broader interpretive and cultural context within which the political relationship has always been embedded.

This course is an experiment in bilingual learning and teaching. On Mondays, all requirements (readings, lecture, discussion, debate) will be carried out in English. On Wednesdays, all requirements will be carried out in Chinese. The American half of the course will use English-language sources (original writings, pamphlets, films, etc.) to explore how Americans have perceived and represented China and its people. The Chinese half will do much the same with respect to Chinese perceptions of Americans.

To 21<sup>st</sup>-century students, such past and present representations of the “other” can seem strange, banal, humorous, troubling, or even outright offensive; they can also be thought-provoking, illuminating, and fascinating in their own way. Such representations often say more about the creator and the audience than they do about the subject. The source material will betray tendencies toward oversimplification, exoticism and “orientalism,” paternalism and imperialism, racialization, missionary evangelism, mutual love/hate, and multifaceted conceptualizations of both “East” and “West.” As we will see, nearly all representations and interpretations have multiple layers of meaning and signification.

### **Environmental Justice Philosophical, Legal, and Comparative Perspectives**

Thomas W. Simon

In this course we examine the philosophical foundations of environmental issues, primarily through competing theories of justice and ethics. In short, we attempt to take on the big questions: what is the relationship between humans and nature, are there environmental rights, what is the relationship between environmental problems, such as global warming, and justice? We raise questions about how the environment impacts on different people’s lives. Does pollution follow the poor? Are some communities far more vulnerable to the impacts of flooding or climate change than others? Are the benefits of access to green space for all, or only for some? Do powerful voices dominate environmental decisions to the exclusion of others?

We view environmental problems through a number of different perspectives: case studies, films, ethics, law, justice and literature. Students should attain a basic understanding of different approaches to environmental issues: scientific, economic, sociological, political, legal, philosophical, and literary. They should then acquire the ability to uncover the underlying foundational core of various environmental issues. The course has no pre-requisites. The course counts for elective credit in ERE.

## **History and Philosophy of Law in the West**

Thomas W. Simon

There is a great deal of talk about the importance of critical thinking but little action. Most of this course focuses explicitly on improving critical thinking. Each week the course will devote one class to a substantive topic in philosophy of law and another class to legal reasoning and critical thinking. The sections on jurisprudence will provide students with a rare opportunity to challenge and enrich their own beliefs about human nature, the relationship between law and morality, and about themselves. Students will become familiar with a rich variety of theories of law, classical and contemporary. Most of the sections on substantive law concern criminal law. Further, parallel to the attention given to jurisprudence, through weekly exercises, students also will learn valuable critical thinking skills as applied to law. Although there are two relatively major assignments involving an oral presentation and a written submission, the bulk of the course will consist of weekly problem solving and other exercises.

## **Politics of Rural Development**

Adam K. Webb

This course provides an introduction to the political issues surrounding rural development. Half of humanity remains in the countryside, often mired in extreme poverty. With tightening links between rural and urban areas, the challenges of the countryside also spill over to affect people who do not live there. The rapid pace of change in rural China over the last thirty years is itself very worthy of discussion, and we shall cover many examples from here. But the course will place these trends and challenges in broader global perspective, with cases drawn from around the world. We can consider what lessons China might learn from, and offer to, other countries facing similar choices. There will be plenty of opportunity to consider not only theories, but also the practical aspects of development in rural communities.

## **Ethics and Public Policy in Global Perspective (Seminar)**

Adam K. Webb

This seminar engages with ethics and public policy. Its global perspective is manifest in the choice of topics, which involve interactions across borders or at least have prompted contentious public debate in multiple societies. It is bound to no particular ethical tradition. It aims at understanding these debates as participants in a global space, rather than primarily in an exchange of cultural assumptions. I aim to help you become familiar with various tool kits for thinking about ethics in relation to practical social and policy questions, and to think through critically their strengths and weaknesses. This seminar, much like public policy, should thrive on open debate and the diverse insights and experiences that we all bring to bear on the issues.