

3-9-2018

Session 1: Roster? Previous course w/ Travis = writing? Glossaries Notebooks

Course website: www.omnifoo.info/pages/IRWriting.html

Review how to answer my questions

Fields & Disciplines in a U.S. University: How to study politics in the U.S.

Language Skills: In U.S., according to linguists, we should study in order: 1. Listening 2. Speaking 3. Grammar 4. Reading 5. Writing

& Our focus in this course

Build

Letters build syllables build words build phrases build clauses (main, subordinate, containing a subject and a predicate) build sentences build paragraphs build essays, articles, book chapters, etc.

Subordinate clauses: Because I like it.

But we can't. (aka Also known as "sentence fragments")

Extend a Sentence

Amy, my favorite classmate, and I left for the cafeteria, which is far from our home, happily last night because I wanted to sleep, but she wanted to stay. (now a "run-on" sentence)

Dictation

HOMEWORK: Write 1-3 paragraphs about the most interesting thing you did, thought about, or that happened during your winter vacation. (To be turned in on Wed., we will discuss your work 1-on-1 next week)

3-16 -1 wrong by 1 letter, add punctuation unnecessarily, capitalization error -2 wrong word or -s, extra word, no punctuation

-3 first letter correct, or nonsense -4 empty/blank/no word

*Return practice dictations *Correction Marks *Dictation

*Sentence Structure Exercise *Expressing regret with the past participle

I wish I had (not) v-ed. V-ed = 过去分词

If only I had (not) v-ed, Sth. else would/could (not) have v-ed.

*U.S. Foreign Policy handout & Presidential "Doctrines" of FP

"The Bush Doctrine" unilateral, pre-emptive (or even preventive) self-defense/AKA neoconservatism

"The Obama Doctrine" return to multilateralism & traditional self-def., pivot away from the Middle East to Asia, finish wars before starting new ones, military action may not be effective, "Don't do stupid stuff."

"America First"

*isolationism VS. internationalism *internationalism/multilateralism VS. unilateralism

Collective goods problem: we all share one collective interest, but our

Individual interests compel us to act against the collective interest

HOMEWORK: Write 3 sentences about what you regret about your winter vacation, 1 paragraph about what specifically you want to improve about your writing, what you want to study in this course, and what topics you want to write about for your formal essays. Read 3 articles on Trump's foreign policy listed on course website

<http://www.omnifoo.info/pages/SentenceStructureExercise.html>

SENTENCE STRUCTURE EXERCISES

Are 1-10 below grammatically correct, complete sentences? Why or why not? (Be careful to note sentence fragments & run-on sentences!)

1. In written Chinese, it seems there isn't a rule which limits the number of clauses in a sentence, so as long as you put a comma to separate them, you can keep adding clauses indefinitely as long as there is a clear relationship between the clauses, but if you change the topic you should still start a new sentence.

2. Although we're tired, we still have to do our homework and wash our laundry, and if we get a good night's sleep, we'll feel better in the morning.

3. Because we know that everyone has done their homework and gotten a good night's sleep. =fragment/incomplete sentence It is two clauses, but is it a main/independent clause or a subordinate.

4. After the 2016 election, the U.S. will have a new "president-elect," Obama will step down in January, and the new president will be inaugurated. = a list of things that will happen A, B, and C will all happen.

5. Obama and his two daughters , who have been in the public eye for the entire eight years their father has been in office. Fragment, lacks predicate

6. Islands, shoals, and reefs in the South China Sea are claimed by no fewer than four different nations: The PRC claims everything within its declared "Nine-Dash Line", Taiwan (RoC) makes similar claims, Vietnam claims the Spratly Islands, and The Philippines claims the Mischief Reef. OK, LIST

7. But there is little agreement on what body has the jurisdiction to decide the legality, and thereby validity, of each nation's territorial claims under international law. Fragment. Don't start sentences with conjunctions in formal writing.

8. We may like to talk about sensitive issues in class, but it might get us in trouble, so it's best that we do so in person, after class is over. RUN-ON

9. Let's all pay close attention to the presentation and take careful notes! ok

10. Somewhere above the ground but below the clouds, at the same time and place every morning, without hesitation of any kind and not unlike others of her kind, she flies through the sky, towards nothing in particular for the sole purpose of personal enjoyment. Ok but AWK

We want to compound two things, and we want to use a comma.

3-16 File not saved!

3-21

*Correct dictations *Check homework *Syllabus Update *Dictation

*Presidential foreign policy "doctrines" Tactics (actions and means to pursue and achieve the strategy) VS. Strategy (the main overarching goal, category of the goal whether economic/fp/military/national)

isolationism VS. internationalism (engagement),

unilateralism VS. internationalism/multilateralism

The Bush Doctrine: unilateral pre-emptive self-defense, neoconservatism, promotion of liberal democracy, military force is effective and wise, American power & hegemony is beneficial to the world, The USA must be *active* in maintaining its credibility

The Obama Doctrine: Credibility is less important than "not doing stupid stuff" prudence > credibility, diplomacy > hard power, the U.S. military may only make things worse, pivot to Asia, only use military to protect *vital* U.S. interests, Don't oversimplify a complicated world

Trump's "America First" = Doctrine or Slogan? = "America Alone"?

*3 texts: Type (i.e. research = academic article, books, news articles, editorials/Op-Ed/Comments, tweets), Source (academic journals, trade journals i.e. Foreign Affairs & Foreign Policy, newspapers/magazines, books, social media, tv/radio = broadcast media), Title, Author, Topic, Main Idea/Argument, Intended Audience, Credibility () & Bias (pro- or anti-)

*Cohen: Trump's fp so far shows continuity (surprisingly, because his campaign rhetoric). Why? 1. Trump's rhetoric was radical/extreme (populist isolationism). 2. Congress has checked his power. 3. He was lucky not to face serious crises. 4. "Grownups" and administration staff have resisted his extreme proposals. (But often replaced by "yes-men")

*Khan: Staffing positions in State Dept. remain empty

*McLaughlin: strongly conservative ideology

*HOMEWORK: Answer 1 of the 3 questions on the course website, read Pillar's excerpt & Alarcon's book chapter on USFP, read/review handout on "bilateral interstate relations"

3-23

*More big news: reciprocity / "tit-for-tat" responses & policies

\$50 billion in direct tariffs on Chinese imports, China responds in kind

Protectionism, mercantilism (economic realism, zero-sum); Trade balance was, in 2017, \$375 billion in China's favor (trade deficit), Trump believes that China treats U.S. goods & companies unfairly: requiring sharing of technology & intellectual property, requiring joint ventures with Chinese companies to do business here. Why unsustainable deficit? U.S. current account balance deficits & national debt are growing too quickly

Production chain: primary products (natural resources, agricultural), manufactured goods LOW & HIGH-level, high-tech/innovative/design/services

Trade war? Is this the end of U.S.-led globalization & free trade?

National Security Advisor is now John Bolton. (Former UN Ambassador under W. Bush, hawk, Neocon)

15th anniversary of the Iraq War = cost \$3 trillion, 43% of Americans still think it was a good idea

*Dictation *Exchange & comment on your classmate's homework paragraph. First, write something nice. Then, write whether you agree or disagree with his/her statement and why. *Finish 3rd text on Trump's first-year accomplishments

3-28

*Dictation

*Two texts: Pillar, Alarcon Can you handle reading academic articles like these?

*Pillar A "Manichean" view of international politics = dualistic, quasi-religious battle of "good VS. evil". The U.S. always needs an "evil other" to justify its hawkish defense policies/spending, to distract from domestic problems? If the U.S. lacks such an enemy, it will be compelled to *create* one.

*Alarcon. Methods = elite interviews (i.e. members of Congress, fp experts). Elites generally agree with the U.S. exceptionalist, providentialist. Many Christians support Israel as part of a religious belief, against Muslims, to start the "End Times" of eschatology. Generally continuity from late-20th Century presidents, believing in universal values.

*The "big picture": How do real American policy-makers in Congress & regular Americans view international affairs the U.S. role in the world?

*Liberalism in IR presentation

MIC preview: Cartoon from Reagan's presidency, "Boomtown"

*HOMEWORK: Answer one of the 5 questions on the course website about the Pillar & Alarcon readings. Read the three texts about the U.S. "Military-Industrial Complex"

3-30

*Dictation *Exchange homework *3 Texts on the U.S. Military Industrial Complex

Background question: Why have a military? Defend against external threats. Deter invasions. Protect interests abroad. Project & seek power by invading other countries. (Under George W. Bush, the Project for a New American Century sought "total systems dominance") Make money, grow the economy.

Is it a choice or a necessity? Why spend taxpayers' money on it?

*Video: "Boom Town" from the Reagan era (1980s)... National Debt (since the 1980s, the U.S. gov't has spent much more than it receives in taxes → debt rises)

Pax Americana

*Video: *NYTimes* reviews U.S. military spending *Video: How the MIC works

4-3

*Dictation*Continue discussion of the MIC

*Video: The U.S. federal government's budget process & Trump's "America First" budgets.

*Handout on bilateral interstate relations

The relationship between ___ and ___ can also be called ___ - ___ relations.

*Article(s) on Peter Navarro and his role in U.S. trade policies

HOMEWORK: Answer one of the questions on the course website. Read the bilateral interstate relations handout. I will collect your homework notebooks on Sunday. Jess & Cathy represent your class for the comprehension quiz on the MIC.

The West wants China to be a "responsible stakeholder" in the liberal world order.

Under globalization, U.S. manufacturing jobs in the auto and other industries have been outsourced to developing countries like Mexico, China, etc. While generally favoring U.S. military retrenchment, Trump continues to increase military spending.

Unfair on fire

4-8

*Dictation*Bilateral interstate relations (Cont.) *3 Types of paragraphs: Introduction, Body (Needs topic sentence), Conclusion

*Topic Sentences *Summary VS. Analysis *Write a topic sentence for a paragraph summarizing either Khan's article or Pillar's excerpt. *No homework.

4-11

*Dictation*Bilateral Interstate Relations handout (Cont.)

*Realism presentation

*Threats: Real & Imagined... How do we know if something/someone is a threat?

*Review different kinds of threats (security & existential)

*One popular definition of a threat: A threat has *both* the capacity and intention to harm (AKA "malign intent"). A threat is not just a dangerous situation or activity; it is an agent sending threatening signals and engaging in aggressive/threatening behavior.

*Perception of threats: We may perceive or fail to perceive real threats. We may perceive threats which are imaginary (not real). Perception is subjective!

*Realism treats all threats as objective and real, assuming that we can only *know* a state's capacity but never really *know* its intentions.

*Write an example of a threat you think is real and one you think is imagined or exaggerated.

*In-class exercise: write a paragraph summarizing one of the readings for this course (i.e. a MIC article, Alarcon's chapter or

Cohen's article) or put today's discussion of threats into your own words. *Collect notebooks

HOMEWORK: Read about Thucydides' Trap and Brzezinski's interview about Xi Jinping's reference to it. Be ready to answer these questions: 1. Why is Thucydides' Trap a "trap"? 2. What evidence is there for the existence of such a trap? 3. What creates the trap? 4. Think of a future where the U.S. and China fall into the trap and another in which the trap is avoided. What is done differently? 5. Why is much of the world, especially Realist political scientists, skeptical of China's claims never to "seek hegemony"?

4-13

*No dictation today, but test dictation Wed. *Brzezinski's interview: Can the U.S. be an "honest broker?" Is there an arms race with Japan? Is "accommodation" possible?

*Allison on Thucydides Trap ...Questions: Why is Thucydides' Trap a "trap"? 2. What evidence is there for the existence of such a trap? 3. What creates the trap? 4. Think of a future where the U.S. and China fall into the trap and another in which the trap is avoided. What is done differently? 5. Why is much of the world, especially Realist political scientists, skeptical of China's claims never to "seek hegemony"?

*Realism in IR Theory presentation

HOMEWORK: Read excerpts on Hegemonic Stability Theory. Optional...read Navarro's interview with Mearshimer & my paper on China's rise in the int'l system.

4-18

*Return homework notebooks...please ask if any correction marks or comments are unclear.

*Test Dictation: arrange seating and clear desks

*Essay 1 topics & prompts (Rough draft due Fri., May 4th).

*Chinglish Elimination exercises from your homework

*What's the difference? What does it mean? Is it Chinglish or OK?

HOMEWORK: Read Schweller & Pu's article, "After Unipolarity"

4-20

*Return graded test dictations.

**Chinglish Elimination exercises from your homework

*What's the difference? What does it mean? Is it Chinglish or OK?

*Hegemonic Stability Theory: Theory or ideological justification?

*Begin discussion of Schweller & Pu's "After Unipolarity"

HOMEWORK: Write one paragraph on whether you agree or disagree with the assessment of Schweller & Pu's article (that when China's power surpasses that of the USA it will shirk responsibility to maintain the current, liberal world order and let it decay naturally rather than support or spoil the system). Choose a topic and draft a possible introduction paragraph with a "hook"

4-25

*Dictation*Finish Chinglish Elimination exercises

*Introduction paragraphs and "hooks"

*Hegemonic Stability Theory: Theory or ideological justification?

*Begin discussion of Schweller & Pu's "After Unipolarity"

Moldelski

Exchange homework paragraphs.

HOMEWORK: Read Watanabe & Zhao's articles on U.S.-Chinese engagement policy and prepare for a mini-quiz on Watanabe's article.

4-27

*Movie Preview *Dictation

*Midterm plans: review games & small conversation groups or not?

*Watanabe & Zhao's articles on U.S. engagement with China

*Practice comprehension mini-quiz on Watanabe's article

HOMEWORK: Complete the Watanabe comprehension quiz. Answer one of the following questions in your notebook: 1. Zhao, as an ethnically Chinese U.S. professor and citizen (presumably), does a difficult balancing act between Chinese and American perspectives in his article. Since his goal is to understand "American responses," it's necessary to cite articles critical of China and present the U.S. view fairly. Is his analysis neutral, pro-America, or anti-China, and why do you think so? 2. Watanabe & Zhao both present U.S. actions toward China which may seem to you like containment as hedging against the worst-case scenario or a shift from cooperative to competitive engagement. What evidence in the past, present, or future would you and they point to for the conclusion that the overarching policy "paradigm" had become containment rather than engagement, and why? 3. If "China hawks" on the "blue team" (along with Trump's base) see accommodation of a rival and most Chinese see the U.S. as already heeding Mearshimer's advice to contain China, what implications do these opposite observations have for IR as an empirical field of study, based on a real, observable and factual truth? To what extent are Watanabe and Zhao finding a scholarly middle-ground? 4. Zhao notes U.S. calls for containment are based in part on fears that Chinese Realists have tricked or deceived naïve U.S. liberals into helping the state that will undo U.S. global hegemony. Would they be satisfied with anything less than the full liberalization/Westernization of China? Do you think Watanabe & Zhao's U.S. ties compromise their analyses to the point of trying to trick China about true American intentions? Why/why not?

5-4 VOCAB: judgment, value statement, set phrase, literal
PC (politically correct, to avoid offending people), generalizations

*Exchange & comment on your neighbor's rough draft.

*Watanabe Practice Quiz results: Hi= 92, Lo= 44, Avg. =73

(Compared to Sophomores: Hi = 84, Lo= 44, Avg. = 67)

*Turn in rough drafts (remove your name from pg. 1...write it at the end.)

*General Statements VS. Stereotypes

*Count Nouns VS. Non-Count Nouns

*Basic Chinese to English translations of general statements

*How often? # times a/per 时期. never

almost never sometimes, rarely often half the time

Usually >50% almost always >75% always 90-100%

*Wed. midterm review game?

5-9 Midterm Review Game (4 teams of about 5 students each)

*Give an Example *Word Scramble *Team Answer

*Paragraph Unscramble *Chinglish Elimination *Translation

*Topic Sentence Competition

HOMEWORK (Due Wed., May 16th): yield, Make, Let, allow

5-11 Small Conversation Groups outside Julian's 3FL Office

9:35 Ocean, Mandy, David, Baron

10:05 Cindy, Liz, Wendy, Christine, Grace

10:35 Amy, Elen, Ciel, Olivia, Agnes

11:05 Jess, Ink, Cathy, Hazel, Danna, Xena

5-15

*Return Essay 1 Rough Drafts (explain illegible comments after class)

*Discuss news in pairs for three minutes *Explain point distribution & Final Draft revision requirements (Due May 25th)

*Academic Article Structure handout

*Correct Yield/Make/Let/Allow Exercise Together, turn it in

HOMEWORK: Read Introduction pg. 1-20, Ch. 6 of Powers & Jablonsky's "Real Cyber War: The Political Economy of Internet Freedom" (to be distributed on pdf from this classroom's computer.)

Fri.: Begin discussing varieties of sovereignty, including China's innovative "information sovereignty" OR watch documentary "Inside Job" on the 2008 global financial crisis. IR Lunch: Waltz & Brooks on Realist IR

5-23

*Return "Yield/Make/Let/Allow" exercise & award prizes for top 3 scores.

*IR Lunch 2: Liberalism Sign Up & Schedule (Next week)

*Watch "The Fog of War" or begin discussion of Powers & Jablonski readings in "Real Cyber War: The Political Economy of Internet Freedom"

*Final drafts due Fri.

HOMEWORK: If watching "The Fog of War," also distribute handout on Rationality & Accountability, assign readings on Trump's

Sec. of Defense, Jim Mattis

5-25 *What's in the news?

*Collect ESSAY 1 final drafts (with rough drafts, which may be turned in Wed. if you don't have them)

*Structure & Agency in IR

→ Do leaders control history? *or* Does history control leaders?

*Comparing "The Fog of War" to "The Unknown Known" & their profiles of U.S. Sec. of Def. Robert McNamara & Donald Rumsfeld

*Rationality in IR, in general Rationality = goal-oriented behavior, determined by rational "cost-benefit analysis"

What is irrationality? = your actions harm your interests

First-strike use of nuclear weapons = irrational under MAD

Terrorists/suicide bombers = killing themselves advances their goals, so they are rational

*Accountability = soft: being responsible, doing what you say you will do (credibility); hard: holding Sb. accountable for mistakes (punishing mistakes)

Were the firebombings and use of nuclear weapons against Japan a good decision or a mistake?

HOMEWORK: Read Introduction pg. 1-20, Ch. 6 of Powers & Jablonski's "Real Cyber War: The Political Economy of Internet Freedom"

5-29 *Turn in remaining rough drafts of ESSAY 1 *IR Lunch: Liberalism?

*Reflections on Fri. afternoon's presentation, related to Structure & Agency in IR

*Dictation *Finish rationality & accountability

*Sovereignty = a norm which implies equality between units (according to Stephen Krasner):

Before states, the world was made of empires. Did empires have sovereignty? Perhaps, between empires, but otherwise they had "spheres of influence" (similar to regional hegemony).

1. International = recognition 2. Westphalian (since 1648): Resolved the division between Catholicism & Protestantism by allowing each to be practiced within sovereign states without foreign intervention. Do not interfere in the domestic affairs of other sovereign states. 3. Domestic: Max Weber's monopoly on legitimate force. (Not inviolable/absolute: civil war, genocide violates R2P= Responsibility to Protect one's citizens/residents, may invite or require HI= Humanitarian Intervention) 4. Interdependence: Control what enters one's borders (goods, migrants, information)

*Test dictation on Fri.

6-1

*Movie Preview: "Get Out" 6:30 tonight

*Test Dictation

*Powers & Jablonski on information sovereignty.

Cyberwarfare < information systems power

"Lo and Behold" – Werner Herzog's history of the internet

The Age of Information = The Information Revolution → 100% global connectedness/connectivity → cosmopolitanism

Theft of information : espionage

Is information a traded good? Does U.S. hegemony extend to the internet?

Will the internet unite the world as "cyber-utopians" predicted, or will the internet be "Balkanized" and "cartelized"?

Compare cyber-utopians to tech-utopians: Tech-utopians believe technology will solve all of humanity's problems VS. dystopians = the machines/robots will enslave humanity

"The Great Firewall of China", "The Green Dam," etc.

Filtering → intranets The internet Vs. an intranet

Media: news (incl.) VS. entertainment

"Cute Cat Theory" (pg. 163)

Do the authors see more similarities or differences between internet control in China & the USA?

CCTV = closed circuit TV

HOMEWORK: Answer one of the following questions based on the Powers & Jablonski readings in a paragraph. 1. The authors draw a distinction between "the internet," which is the whole system, to which liberal, Western countries allow full or nearly full access, while countries like North Korea and China with more restricted access effectively have "intranets" connecting computers and devices within the country to each other but shutting out information deemed harmful by the government. To what extent do you find this distinction accurate and fair (or inaccurate and unfair)? 2. Advocacy of universal, liberal values seems to be a much lower priority for Pres. Trump than any other in the age of the internet. How would his presidency change the analysis of Powers & Jablonski, who probably would have anticipated Hillary being president and continuing U.S. advocacy of global "internet freedom?" 3. On pg. 15-17, the authors cite China's Global Times to suggest that the dominance of English websites helps the U.S. in its goal of internet hegemony. To what extent do you think the U.S. wants to dominate the web in the same way it has dominated global politics, and does China need to fight back against it? 4. "Cyber-utopians" in the 1990s and today envisioned the entire world being connected to and by the internet, but filtering and other controls the authors mentioned may

"Balkanize" (divide into small, separate pieces). China leads the way in claiming the internet is subordinate to state sovereignty and not an international/transnational concern, a privilege rather than a right. To what extent do you find this goes against China's stated support for free trade, globalization, and its own spread of Chinese culture via One-Belt-One-Road and Confucius Institutes? 5. The USA looks at the Chinese internet as being similar to how you probably think of the internet in North Korea. Explain why this relative comparison is inaccurate and/or anti-China, using evidence from Powers & Jablonski's text. Read Gordon's review of a book on how drones change the ethics of war. NY Times on fully-automated, weaponized UAVs. My advisor at the Univ. of California, Irvine, Daniel Brunstetter, recently reviewed a book of arguments for and against the U.S.'s use of drones in counter-terrorism.

6-6 *IR Lunch 2: Liberalism Sign Up & Schedule

*Preview for Werner Herzog's documentary, "Lo and Behold"

*Dictation

*Opening question: Why does terrorism (or climate change/global warming, Wal-Mart, etc.) pose a special challenge for IR theory?

*3 Texts: NY Times, Brunstetter, Gordon

*Drones (Unmanned Aerial Vehicles/UAVs): Surveillance VS. Combat (armed drones)

-War = military force? -Post-9/11 problem of non-state actors

-"Global War on Terror" → use of force outside of declared war zones

-Violations of sovereignty? -Assassination?

-How have U.S. drone strikes been justified, and are you convinced?

-Presidential "kill lists" replace capture & detainment

-Advantages of drones over conventional weapons: cheap, save soldiers' lives, precise, secretive, prestigious (high-tech)

-Despite these advantages, Brunstetter's book review warns that even from a military perspective, drone strikes as a tactic might be "counterproductive" to overall counter-terror strategy. Why?

"Blowback" = using drone strikes may recruit or create more terrorists than it kills

-Similar to nuclear weapons, which are not used for anything but deterrence (MAD) since WWII, the USA wields "meta-power" to make the rules about how drones are to be used (and not used)

-Drone proliferation: does every state, every *individual* have a right to own a combat drone (CUAV)?

6-8 *Dictation *ESSAY 2 topics *Questions about terms on drones/terrorism handout? *Just War (from handout)

-3 ways to consider the morality/ethics of war: Realism (**amoral**: unavoidable, inevitable, natural result of conflicts of interest. We only know the winners & losers, not which side was right or wrong); Just War (some wars are good/justified; others are evil/unjust); Pacifism (all wars are evil, unjust. War: What is it good for? Absolutely nothing! Even fighting in self-defense is wrong.) "an eye for an eye"

"capital punishment"

A person who wants war is a "warmonger"

-Just War Theory: *jus ad bellum*, *jus in bello*, *jus post bellum* VS. Just use of force (measures "short of war": such as drones strikes, "Special Operations/Special OPs", *jus ad vim*) Are drones revolutionary? Do they require new categories of justified use of force?

-& Drones: principle of last resort, proportionality, "the battlefield," distinguishability between soldier & civilian

-Drones cause a change in paradigmatic war analogy...War was like a duel between two fighters. Now it is like "a hunter closing in on its prey" (Gordon/Chamayou) Mutual vulnerability made things a "fair fight"

-Is public support necessary for war? How do states get public support for war (in Chomsky's terms, to "manufacture consent")? What if the public does not support it?

*Test Dictation Wed.? *Homework: Write a paragraph on your moral position on war. Read about the Sino-Vietnamese War of 1979. Choose a topic for Essay 2 & write an introduction paragraph

*IR Lunch students depart after class to the restaurant

6-13 *Sign up for IR Lunch 3 (Constructivism)?

Essays (editorials/term papers) as undergrads. As graduate students, you'll conduct "original research" with more data.

Data (useful, organized information which we use to support an argument/thesis) VS. information

MDM = "Market-dominant minority" from Amy Chua's "World on Fire"

*Test Dictation *Just War survey

*War: How do we know who wins and who loses? Objectives achieved or not? Does the winner's military occupy the loser's territory? Did one country surrender to the other? Who asked to sign the peace treaty? Was one side forced to sign the peace treaty? Which side had more input in the terms of the peace treaty?

"War doesn't show who was right—just who's left."

Skirmish = small military conflicts which do not meet the level of casualties for a "war"

Why so much interest in Western scholarship since 2010 in this "little" war?

Sinophobia = fear of China, new access to formerly secret documents (data), We want to know how China justifies decisions to go to war, the past may be the best prediction of the future.

*The 1979 Sino-Vietnamese War: Basic facts (lasted only 3 weeks, 20-40,000 deaths disputed)
“The Forgotten War” = for China, it’s the Sino-Vietnamese War of 1979, for the USA it’s the Korean War.
timeline, 3 texts: Zhang, Khoo (Qiang Zhai), Path

*Mertha text

HOMEWORK: Have rough draft of ESSAY 2 ready to turn in. Recommended: Which 1, 2, or 3 possible causes of the Sino-Vietnamese War do you find most convincing? Which was *least* important or not convincing to you?

6-15 *Collect Essay 2 rough drafts *Return test dictations

*Party with Political Science class in my apartment Sat. dinner or Sun. lunch?

*Just War Survey results

*Morality: intentions VS. consequences

*Continue discussion of Sino-Vietnamese War of 1979: timeline, 3 texts: Zhang, Khoo (Qiang Zhai), Path

Possible causes: *China responds to Vietnam’s invasion of Cambodia/overthrow of KR ally *Vietnam preferred USSR, China’s enemy after the Sino-Soviet Split *Deng > Hua *Deng needed to show his leadership of the PLA and the nation * “teach Vietnam a lesson” punish Vietnam *Vietnam mistreated & expelled Chinese in Vietnam

*Disputed border, skirmishes escalated *Neorealism’s “principle enemy theory” *Stop “Vietnamese imperialism” *China cut economic aid

*PLA needed practice

Samantha Power : Obama’s UN ambassador, writes on genocide “A Problem from Hell”

Quoting exercise (Handout)

Recommended Homework: Which 1, 2, or 3 possible causes of the Sino-Vietnamese War do you find most convincing? Which was *least* important or not convincing to you? Use a direct quotation in your paragraph to answer.

6-20 Vocabulary Game

ROUND 1: Say as much as you need to make your team guess the word on the card (but no gestures!)

ROUND 2: Say only three words (but no gestures!)

ROUND 3: Gestures only (no talking!)

Prize = Russian candy

6-22 Small Conversation Groups at 4FL tables

9:45 Jess, Cathy, Hazel, Danna, Xena

10:30 Ocean, Mandy, David, Baron

11:15 Cindy, Liz, Wendy, Christine, Amy, Ciel

12:00 Elen, Ink, Olivia, Agnes, Grace

6-27 Return Essay 2 Rough Drafts (visit office for comments & questions, homework check if interested, after class on Fri. See course website for new drone stats if you're writing on that topic.)

Decide final draft due date: Fri., July 6th (& return of Essay 1 final draft). IR Lunch (Constructivism)?

*Final drafts will be kept by NENU as your “final exam” for this course. It will receive a simple # score.

*Add an abstract to your final draft (recommended)

*Bibliography (related to the topic but not necessarily cited, ordered alphabetically by authors’ last names) VS. Works Cited/References sections

*Citations: in-text, footnotes, end notes

*Your final draft must quote two sources directly, one in English and one translated from Chinese with the original Chinese text included in a footnote (or endnote) “put quotations in quotation marks” If not in “”, paraphrase! Avoid plagiarism!

[1] Daniel Brunstetter, 2011

[2] Gordon, 2015

[3]

Final Review Game (Part 1): *Give an Example

*Word Scramble *Chinese-English Translation

*Yield, Give in/Make, Force/Let, Allow

*Team Answer *Topic Sentence Pageant

6-29

Fri. final review game (part 2), Writing game at 10:45

*Chinglish Elimination *Texts: Waldron “There Is No Thucydides Trap” , “Why Trump Hasn't Fired Mattis” *Team Answer

*Bad Bibliography? *A/An/The or Blank?

*Rhyme Battle *Team Answer

final draft due date: Fri., July 6th (& return of Essay 1 final draft)

Questions about homework or rough draft comments? 11:30 (after class in Julian’s office)