

## ***Cultural Representations of Addiction and Resilience***

3 credits, liberal arts, advanced

### **A. Purpose/Description**

This course examines cultural representations of “addictions and resilience”. Documentaries, docudramas, and magazine articles endeavor to understand the ravages of drug addiction. Hundreds of millions of dollars are spent annually on supportive services and pharmacological interventions. Public policy forums feature earnest attempts to understand how and why rural and urban communities, the wealthy and the impoverished, are afflicted by what is described as an international, public health crisis.

At the same time, colleges like the University of Southern California will soon require a course titled “Thrive: Foundations of Well-Being” wherein students are asked to critically engage topics like success, happiness, and how to face adversity. Harvard University’s Psychological Resilience course interrogates notions of psychological well-being, while King’s College in London features a Centre for Integrated Research on Risk and Resilience.

This course will use an interdisciplinary framework to interrogate how the topics of addiction and resilience are represented, and how these representations intersect and diverge. How is resilience represented by and for individuals, groups, neighborhoods, and organizations, struggling for effective approaches to overcome addiction? What are the most important determinants of resilience? Is there social disapproval for addictions in some groups versus others? Are the expectations for recovery different depending on the characteristics of the individual? How can we better understand how individuals confront addiction? Using non-fiction literature including essays, songs, and short stories – as well as film and videos - this course will be an interdisciplinary approach to interrogating addiction and resilience narratives. This varied approach aims to familiarize students to the variety of perspectives on these complex and evolving topics.

### **B. Learning Outcomes**

On completion of this course students will be able to:

- i) Identify the way that addiction has been constructed and portrayed in a wide social/cultural setting
- ii) Evaluate why certain individuals and communities are more resilient to addiction
- iii) Analyze the idea of addiction in literature and film

### **C. Learning Activities**

Students will read a variety of non-fiction essays and short stories. This reading will be supplemented by journal articles electronically with full text access from the ESC library.

There will be a number of in-class written reflections and short response reflection papers. Students will also be asked to produce a final project on a related topic.

#### **D. Methods & Criteria of Evaluation**

Students will be evaluated on the basis of written work—both in terms of classroom-based writing and in the more formal projects they submit. Students will be expected to demonstrate a good understanding of the issues raised across the course, the importance of the various findings described in the text, articles, or films, and the various implications for interdisciplinary inquiries. This course balances the use of in-class discussion and a more formal written assignments. Discussion participation is a *significant* component of the course requiring active involvement in classroom discussion sessions. The final project will be designed to help students focus and integrate their learning.

The final grade for this course will be based on the weight given to each of the following categories of learning activities:

Discussions:	45 points
Written Assignments:	25 points
Final Project:	30 points
_____	100 point total

#### **E. Plan for Formative Assessment**

The course instructor will use formative assessment in order to identify the student's learning needs, improve the quality of work and help support success.

The instructor will provide ongoing evaluation of your learning by providing grades and narrative feedback to you after you submit a learning activity. This feedback I provide is designed to allow you to review and reflect on the quality of your work and the gaps in learning performance. Students will be evaluated on the basis of written work and in the more formal class presentations. Grades are computed as follows:

**Discussion: 45 points.** Discussion participation is a significant component of the course. Participation includes active involvement in discussion session, providing feedback on and responses to your peers, taking responsibility for facilitating class, responding to my questions, and so forth. The content of discussions should meaningfully connect to course topics and reference readings expected for the session.

We do not have a great deal of time together. Therefore, to meaningfully contribute to this intensive course you must attend every class and turn up to class on time and ready to work. Significant tardiness and absenteeism will negatively impact final grade.

**In-class writing exercises: 25 points** We will complete short reflection/ written assignments in class. These might be shared with peers as well as turned in for grade.

**Final Project: 30 points** Format and theme to be determined.

The course instructor will use formative assessment in order to identify the student's learning needs, improve the quality of work and help support success. The instructor's evaluation of student learning and participation will be provided in the forms of grades and specific feedback for discussions, written assignments and exams/quizzes. This feedback will identify strengths of the work submitted, such as organization, depth of explanations, completeness, and will identify areas for improvement.

The numerical average of your grades will determine your final course letter grade:

- 93 - 100 equals an A
- 90-92.99 equals an A-
- 87-89.99 equals a B+
- 83-86.99 equals a B
- 80-82.99 equals a B-
- 77-79.99 equals a C+
- 73-76.99 equals a C
- 70-72.99 equals a C-
- 67-69.99 equals a D+
- 63-66.99 equals a D
- 60-62.99 equals a D-
- 0-59.99 equals a F

### **Disability Services and Accommodations**

If you have been injured, have a medical condition or a diagnosed disability, you may be eligible for accommodations in this course. To request accommodations, please contact the Office of Accessibility Resources and Services via email at [Disability.Services@esc.edu](mailto:Disability.Services@esc.edu) or by phone at (800) 847-3000 extension 2244. Accessibility Resources and Services will inform your instructor(s) of your need for accommodations once your request has been processed and approved. For more information, please visit the website at [www.esc.edu/disability-services](http://www.esc.edu/disability-services) (09/25/17)

The instructor's evaluation of student learning and participation will be provided in the forms of grades and specific feedback for discussions, written assignments and exams/quizzes. This feedback will identify strengths of the work submitted, such as organization, depth of explanations, completeness, and will identify areas for improvement. Formative assessment will be provided regularly within 7 days after the end of each module.

## ***United States Foreign Policy & Foreign Relations Law***

3 credits, liberal arts, advanced

### **A. Purpose/Description**

The purpose of this course is to give students a comprehensive understanding of American foreign policy and foreign relations law. The course further looks at how the Constitution influences the foreign policy making process and how it limits the choices available to the President and Congress in asserting their authority in foreign affairs. Part I of the course examines the legal authority of the United States Government to conduct foreign affairs and whether the Constitution helps or hinders that authority. Secondly, the course examines how the Constitution allocates foreign affairs power to the President and to Congress and whether checks and balances operate in the same manner in foreign affairs as it does in domestic politics. Particular attention will be given to the rivalry between the Executive and Legislative Branches over which branch has prominence in foreign affairs, and attempt by Congress to assert greater oversight authority in foreign affairs than the President believes is constitutionally mandated. In addition, the course examines the judicial review role of the Federal Courts in overseeing how the President and Congress exercise their respective authority in foreign affairs.

Finally, the course focuses on the relationship between the Constitution and International Law, and the limitations International Law imposes on the Federal Government's ability to conduct foreign affairs. The course will address such controversial issues as the President's authority to send American troops into combat without Congressional authorization; Executive Agreements; U.S. participation in multinational military operations; U.S. violation of International Law; Congressional authority to declare war in light of the ban on the use of force in Article 2 (4) of the United Nations Charter; and the President's obligation to disregard U.S. treaty obligations.

### **B. Learning Outcomes**

On completion of this course students will be able to:

- Distinguish between the Constitutional and International Law authority of the U.S. Government to conduct foreign relations;
- Define the respective authority of the President and Congress in foreign affairs;
- Understand the sources of authority for the United States to engage in foreign affairs;
- Understand the Separation of Powers Doctrine as it applies in foreign affairs;
- Understand how Checks & Balances work in foreign affairs;
- Understand the role of the federal courts, particularly the Supreme Court, in interpreting international law and Constitutional texts specific to foreign affairs;
- Understand the various provisions of the Constitution dealing with foreign relations;
- Understand the important cases that help clarify the foreign affairs powers of the federal government, and allocate power to each branch;

- Articulate the Constitutional and international legal obligations of the United States Government;
- Understand the foreign policy making process in the United States Government;
- Understand the domestic sources of U.S. foreign policy;
- Understand how the external environment shapes U.S. foreign policy;
- Understand U.S. foreign policy in specific issue areas;
- Articulate U.S. foreign policy toward particular countries and issues;
- Understand the core values of U.S. foreign policy.

### **C. Learning Activities**

Requirements for the course are two exams, a series of short written assignments on topics to be determined by professor, and a research project (case study) on American foreign toward a specific region (Africa, Latin America, Middle East), or a major power (China, Russia), or on a global issue, i.e. the environment, terrorism, weapons proliferation, global poverty. Written assignments are 3-5 pages in length; Research Project is 10-15 pages.

#### **Required Texts:**

Jack L. Goldsmith and Curtis A. Bradley, *Foreign Relations Law*, New York: Wolters Kluwer/Aspen Publishers, (2009).

Max Hilaire, *Discourse on International Law & International Relations: Critical Global Issues of Our Time*. Prague: Wolters Kluwer Publishers, (2019)

### **D. Methods & Criteria of Evaluation**

All assignments will be graded on the basis of content, level of discourse, demonstration of knowledge of the readings, lecture notes and other material, level of argument, and ability to articulate and incorporate core concepts of U.S. foreign relations into the broader analysis of U.S. foreign policy goals and objectives.

Final grades will be computed based on the following formula:

**First Exam: 25%**

**Second Exam: 35%**

**Class Participation 15%**

**Research Essay: 20%**

**Attendance: 5%**

### **E. Plan for Formative Assessment**

The course instructor will use formative assessment in order to identify the student's learning needs, improve the quality of work and help support success.

The instructor will provide ongoing evaluation of your learning by providing grades and narrative feedback to you after you submit a learning activity. This feedback I provide is designed to allow you to review and reflect on the quality of your work and the gaps in learning performance. Students will be evaluated on the basis of written work and class participation.

### **F. Disability Services and Accommodations**

If you have been injured, have a medical condition or a diagnosed disability, you may be eligible for accommodations in this course. To request accommodations, please contact the Office of Accessibility Resources and Services via email at [Disability.Services@esc.edu](mailto:Disability.Services@esc.edu) or by phone at (800) 847-3000 extension 2244. Accessibility Resources and Services will inform your instructor(s) of your need for accommodations once your request has been processed and approved. For more information, please visit the website at [www.esc.edu/disability-services](http://www.esc.edu/disability-services) (09/25/17)