

LAST REVIEW: 2010-2011
(i.e. 2006-2007)

NEXT REVIEW: 2015-2016
(i.e. 2011-2012)

STATUS: A
(A, I, D)

COURSE TITLE: Introduction to International Relations

COMMON COURSE NUMBER: INR 2002

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: **48** Lab:
Clinic: Other:

PREREQUISITE(S): Eligibility for ENC 1101

COREQUISITE(S): NONE

PRE/COREQUISITE(S): NONE

COURSE DESCRIPTION *(750 characters, maximum):* **A cross national analysis of the concepts of sovereignty, power, security, economic development and national interests in the formulation of foreign policy; the respective roles of the United Nations and the European Union within the context of the growth of Intergovernmental Organizations and Non-governmental actors such as legislatures and interest groups. Study of the utilization of those concepts on policy of both leading nations and the emerging states with emphasis on both conflictual issues related to both tangible and intangible causes as well as the cooperative aspects of a more globalized and interdependent economic system.**

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area: 3A; 8
General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area: 3; 5
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area: 3; 5

UNIT TITLES

- 1. International Relations: Historical Development and Increasing Economic Interdependence**
- 2. Realism, Power Dimensions, and Polarity**
- 3. Alternatives to “Power Politics”: Liberalism, Peace Studies, Feminism, and Constructivism**
- 4. Conflict: War, Terrorism, and Military Decision making**
- 5. International Political Economics: Trade, Currency, and MNC’S**
- 6. International Law and Intergovernmental Organizations: Global Integration Approaches in the 21st century**
- 7. North-South Relations: Poverty, Development, and Human Rights**
- 8. The Future World Order: Environmental issues, Sustainable Development, Technological Innovation and Collective Goods Issues.**

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	1.1, 2.6, 3.1, 4.4, 5.1, 6.7, 7.4
2. Write clearly and coherently**	1.7, 1.6,3.12,4.2,5.4,5.6,7.5
3. Demonstrate literacy as appropriate within a given discipline**	Information : 1.2,2.7,3.6,3.7,4.2,5.8,6.1,6.3,7.1,7.6,8.1 Cultural : 1.4,3.5,3.9,4.2,4.4, 6.6 , 7.2,7.4,8.5
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	1.5,2.1,2.5,3.2,3.9,3.12,4.1,4.6,5.8,5.10,6.2,6.4,6.7, 7.3,7.6,7.7,7.8,8.1,8.6
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	1.3,5.2,6.5
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	6.3,6.4,7.0,8.0
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	1.0,4.0,5.0,6.0,7.0,8.0
8. Speak and listen effectively.	

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one’s own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) Environmental literacy is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
3. Research Papers	Honors By Contract Only- 1.0, 2.0, 3.0, 4.0, 5.0
4. Group projects	
5. Discussions (In class and online)	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
6. Multiple Choice tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
7. Presentations	5.0
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	
10. Take-home tests	2.0, 4.0, 6.0, 8.0
11. Summaries, critiques, and analyses	1.0, 2.0, 3.0, 4.0, 5.0
12. Reaction papers	
13. Surveys	
14. Performance	
15. Short answer tests	
16. Classroom debates and colloquia	3.0, 4.0, 5.0, 6.0
17. Blogs, wikis, web pages	
18. Other (Please explain)	Simulations: 1.0, 3.0, 4.0, 5.0, 6.0
19. Film Reviews	Hotel Rwanda: 3.0, 13 Days: 4.0

Common Course Number: INR 2002

UNITS

Unit 1: The Historical Development of International Relations and a More Globalized Economic System of Independent States

General Outcome:

- 1.0 After having completed readings, class discussions and other appropriate activities students shall be able to identify and recognize the political, economic, ideological, geographical, and historical factors which influence the formulation and determination of the foreign policies of the United States and other countries while being introduced to analytical tools and theoretical perspectives on the relationship between domestic and international politics.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 1.1 Distinguish between state, sub state, and non-state actors via readings.**
- 1.2 Describe and interpret the historical development of the international system during the 20th century**
- 1.3 Identify and Evaluate collective goods problems and compare and contrast possible solutions to them**
- 1.4 Explain globalization and the various perspectives on the phenomenon**
- 1.5 Distinguish between the four levels of analysis**
- 1.6 Recognize and express via writing or other appropriate means how international events affect the daily lives of diverse populations globally**
- 1.7 Demonstrate understanding of appropriate style and quality of writing and citation of sources/references within the discipline of political science and also how to find and utilize appropriate sources in political science research/writing.**

Common Course Number: INR 2002

Unit 2: Realism, Power Dimensions, and Polarity

General Outcome:

- 2.0 After having completed readings, class discussions and other appropriate activities students shall be able to appraise the many different dimensions of power in the international system, interpret the validity of realism as an explanatory theory of state behavior, and describe the various models related to the distribution of power.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 2.1 Explain realism, including its assumptions about actor behavior and its focus on power**
- 2.2 Identify and Evaluate long- and short term power resources and capabilities**
- 2.3 Via written or other assignments distinguish between great power and middle powers**
- 2.4 Distinguish among the various types of alliances and the various motivations behind their formation and duration**
- 2.5 Explain the relationship between power distribution and international structures with special attention to the unipolar, bipolar, and multipolar models**
- 2.6 Evaluate the concept of hegemony and the theory of hegemonic stability as discussed in assigned readings.**
- 2.7 Examine the historical basis of the balance of power system**

Common Course Number:

Unit 3: Alternatives to Power Politics: Liberalism, Peace Studies, Feminism, and Constructivism

General Outcome:

- 3.0 After having completed readings, class discussions and other appropriate activities students shall be able to compare, contrast, and criticize the cooperative theories of liberalism, feminism as international theories of state behavior while also recognizing and appraising the various actors' approaches to individual and group decision making in the formulation of both democratic and authoritarian states' foreign policy.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 3.1 Via assigned readings interpret Immanuel Kant's explanation of how peace and cooperation are possible**
- 3.2 Explain how liberalism differs from neo-liberal approaches and realism**
- 3.3 Recognize the role of international regimes in International Relations**
- 3.4 Appraise collective security and criticize attempts at achieving it**
- 3.5 Judge the relationship between democracies and war**
- 3.6 Identify various substate actors who influence foreign policy decision-making and some of the tensions that arise within and between them**
- 3.7 Illustrate the systematic ways in which individual decision making diverges from the rational model: misperceptions, affective bias, and cognitive bias**
- 3.8 Evaluate group psychology that affects decision-making processes**
- 3.9 Differentiate between the two primary strands of constructivist approaches to International Relations**
- 3.10 Compare and contrast the role of economic classes and revolution in Marxism and in Lenin's theory of imperialism**
- 3.11 Defend or critique the concept of positive peace**
- 3.12 Compare and contrast via written or other forms of response the feminist critiques of realism, including difference and liberal approaches to the topic**

Common Course Number: INR2002

Unit 4: Conflict: Ware, Terrorism, and Military Decision Making

General Outcome:

- 4.0 After having completed readings, class discussions and other appropriate activities students shall be able to formulate a model or general theory on both the tangible and intangible causes of conflict and differentiate between interstate and intrastate forms of warfare and recognize the different forms of terrorism**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 4.1 Compare and contrast the various types of war**
- 4.2 Via writing or other appropriate means differentiate among the various causes of international conflict, three which are related to tangible interests (territorial disputes, conflicts over who controls national governments, and economic conflict) and three of which are related to intangible clashes of ideas (ethnic conflicts, religious conflicts, and ideological conflicts)**
- 4.3 Explain the concept of territorial waters and national airspace**
- 4.4 Through assigned readings appraise non-violent and violent Islamist groups and examine the concept of ethnic groups and explain their role in generating international conflict**
- 4.5 Describe the variety of military forces states may employ in their efforts to achieve a variety of goals**
- 4.6 Compare and Contrast the different types of weapons of mass destructions, the purpose they serve, and their relative availability because of proliferation**
- 4.7 Formulate rationale for arms control agreements of all kinds and the factors necessary to make them work**
- 4.8 Explain the economics of military forces and their relationship to a state's economy**

Common Course Number: INR 2002

Unit 5: International Political Economics: Trade Relations, Currency, Foreign Direct Investment, and Multinational Corporations

General Outcome:

- 5.0 After having completed readings, class discussions and other appropriate activities students shall be able to evaluate the advantages and disadvantages of a globalized international economy; differentiate among the roles played by political actors, governments and multinational corporations in IPE, and examine the impact or influences of currency exchange, foreign investment, and trade regimes on economic growth and development.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 5.1 Criticize the theories of economic liberalism and mercantilism/protectionism as discussed in assigned readings.**
- 5.2 Differentiate the ways in which politics intervene in markets**
- 5.3 Evaluate the evolution of the international trade regime from the establishment of GATT to the contemporary WTO and how free trade rules are enforced**
- 5.4 Discuss in writing or other appropriate ways the roles of industries and interest groups in their states foreign economic policy**
- 5.5 Appraise economic globalization since 1750 and the transition of countries from centrally planned to market based economies**
- 5.6 Compare and contrast in written or other means the positions of different groups favoring and opposing free trade or economic liberalism**
- 5.7 Distinguish among fixed exchange rates, floating exchange rates, and the roles of central banks in manipulating the value of a state's currency.**
- 5.8 Summarize the reasons currencies rise or fall in value**
- 5.9 Define the concepts of balance of payments, current accounts, capital flows, foreign exchange reserves, and standing wealth and infer the causes and consequences of international debt**
- 5.10 Distinguish between portfolio investment and foreign direct investment**
- 5.11 Classify the types of multinational corporations and illustrate the roles played by MNC's and their relationship with host and home state governments**

Common Course Number: INR 2002

Unit 6: International Law and Intergovernmental organizations: Global Integration approaches in the 21st century

General Outcome:

- 6.0 After having completed readings, class discussions and other appropriate activities students shall be able to recognize the roles of non-governmental organizations and intergovernmental organizations in the creation and maintenance of multilateral institutions such as the United Nations and European Union; and interpret the different understandings and applications of human rights and international law from a multicultural perspective.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

6.1 Identify the purposes of international organizations

6.2 Compare and contrast the approaches to international relations by non-governmental (NGOs) and intergovernmental organizations (IGOs)

6.3 Evaluate the purposes of the United Nations and describe the organizational structure of the United Nations and its autonomous agencies.

6.4 Recognize the differences between domestic and international law in terms of sources and enforcement

6.5 Justify the respective roles of the World Court and International Criminal Court in the area of “just war” doctrine via an essay or other appropriate means

6.6 Explain the evolution of human rights protection and the tensions between state sovereignty and international law

6.7 From assigned readings, compare and contrast the supra national approaches favored by advocates of functionalism, neo-functionalism, and a sense of community theory

6.8 Examine the development of the European Union and its economic evolution from free trade area and common market to its present monetary union and the challenges faced for further deepening and widening of the European Union to include Russia, Turkey, and other states.

Common Course Number: INR 2002

Unit 7: North-South Relations: Poverty, Economic Development and Human Rights

General Outcome:

- 7.0** After having completed readings, class discussions and other appropriate activities students shall identify the primary characteristics of the states of the wealthier “North” in comparison with the poorer “South;” distinguish how colonialism, urbanization, migration, and gender roles have affected the development of the global South; appraise the different approaches to human rights and economic growth from the capitalist and socialist perspectives; and evaluate the different roles of the IMF, World Bank, and NGO’s in alleviating the challenges of debt relief and foreign assistance or developmental aid issues.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 7.1** Recognize the different attributes of the North and current developmental issues of the South
- 7.2** Appraise the causes and consequences of urbanization, land reform efforts, migration, and refugee issues related to 3rd world poverty
- 7.3** Explain world systems theory and the processes and outcomes of economic accumulation from a capitalist and socialist perspective
- 7.4** Analyze the processes and results of European colonialism including the concepts of neo-colonialism and neo-dependency theory as discussed in assigned readings.
- 7.5** Appraise the various approaches to economic development while analyzing and describing the experiences of the NIC’s, India, and China as they have developed economically
- 7.6** Evaluate the problems and prospects of foreign investment as a means of fostering economic development and in identifying the conditions necessary for FDI
- 7.7** Analyze the respective roles of the International Monetary Fund and the World Bank in the extension of multilateral loans to the developing countries
- 7.8** Compare and Contrast various approaches to development assistance to the poorer or HIDC states: the disaster relief, handout, and OXFAM models

Common Course Number: INR 2002

Unit 8: Future World Order, Environmental Issues, Sustainable Development, Technological Innovation and Collective Goods concerns

General Outcome:

- 8.0 The students shall question the assumptions of “Sustainable Development” and compare international efforts to solve global collective goods concerns such as environmental degradation; evaluate the effects of population growth, information diffusion, and demographic change on governmental policy making; and compare and contrast the positive and negative impact of telecommunication revolution and a more globalized culture within the context of cultural imperialism.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

8.1 Examine the concept of “global commons” issues and illustrate various proposals to deal with collective goods problems as environmental concerns

8.2 Define the goals of sustainable development and describe international efforts to promote it

8.3 Explain the concept of demographic transition and analyze the relationships of population growth with economic and social development

8.4 Appraise the impacts of the telecommunications revolution and examine how information can be a tool used by or against governments or political actors

8.5 Judge the positive and negative impacts of the nascent global culture including the concepts of cultural imperialism and ethnocentrism

8.6 Compare and differentiate between the importance of oil as a source of energy and water as an issue in International Relations