

INR 2002 – 70: INTERNATIONAL RELATIONS (ONLINE)

Catalog Course Description

This course is designed to introduce the student to some of the major developments in world politics, with special reference to the place of the U.S. in the world community.

Semester: Fall C (Aug. 15 – Dec 2, 2022) Credit Hours 3

Optional Zoom sessions on Monday 2:00 pm – 2:30 pm

Instructor: Dr. John Anene anenej@cf.edu
Phone #: (352) 746-6721 ext. 6126
Office Location: Bldg. C4, Room 201C @ Citrus Campus
Office Location: Bldg. 7, Room 102M @ Ocala Campus
Office Hours: Mon. 10:45 am-12:15 pm (in Citrus campus)
Mon. 1:45 pm -3:15 pm (in Citrus campus)
Tue. 11:30 am-12:30 pm (in Ocala campus)
Tue. 3:15 pm - 4:15 pm (in Ocala campus)

Virtual office hours: M T W Th F 7:30am – 8:30am;
Saturday 2:00pm – 4:00pm.

[Please indicate the section number of the course in any email communication.]

Virtual office hours: please allow 24 hours for a response Monday morning through Friday afternoon and up to 48 hours for a response Friday evening through Sunday evening. Scheduled holidays may extend the response time.].

Web Portal: Lesson notes will be posted on the Canvas web portal for the course

Exams Take examinations online in Canvas

Technology Requirements Adobe Flash Player 11.0 or higher (it is a free download). **Please allow Popup.** Please download Adobe Reader and PowerPoint reader (all are free downloads). High speed internet connection (such as DSL or Cable modem is required)

Extended Emergency Closure.

"For emergency campus closings (natural disasters, etc.) call 352-291-4499 or 800-831-9244 or check our website www.cf.edu "

The instructor reserves the right to modify this syllabus during the course of the semester. All sections/classes for this course are governed by the policies and procedures which are stated in the current CF Student Handbook. Additional or more specific guidelines may apply.

Course Objectives:

Globalization has personal, local, national, and international implications. Hence, an awareness of both the pro-globalization and anti-globalization of values, power, economics, culture, and technology will enhance students' global understanding for the 21st century global marketplace. Upon completing this course successfully, students will:

- Become familiar with their roles in the global society and the effects of international relations on the wellbeing of individuals, national states, and the global system.
- Learn the role of the United States in global affairs.
- Comprehend the patterns of power politics on war and peace.
- Acquire an understanding of International Institutions and cooperation for world peace.
- Understand the role of cultural forces in world affairs.
- Know the contributions of human rights, democratization, and non- governmental organizations in global politics.
- Understand international political economy in Western and non-Western Societies.
- Comprehend the politics of global commons in population trends, natural resource use (or misuse), the state of global environmental health and COVID-19 pandemic.

Text: Shannon L. Blanton and Charles W. Kegley. *World Politics: Trend and Transformation 17th Edition*, Cengage Learning, 2021 (**required**). ISBN: 978-0-357-14180-9

Reference Material: You are also required to be up to date with current global issues and use them to demonstrate your comprehension of the theory and practice of international relations. Information on current global events can be found in:

The BBC	(online at www.bbc.co.uk or http://www.bbc.com/news/world)
The New York Times	(online at www.nytimes.com)
CNN	(online at http://www.cnn.com/specials/politics/world-politics)
Fox News	(online at http://www.foxnews.com/world)
The Washington Post	(online at www.washingtonpost.com)
The Economist	(online at www.economist.com/index.html)
The Financial Times	(online at www.ft.com)
Wall Street Journal	(online at www.wsj.com)
Foreign Affairs	(online at https://www.foreignaffairs.com/regions/world)
World Newspapers	(online at www.world-newspapers.com)

Course Logistics: in Canvas (online) & Optional Zoom meeting

This course is spread over 16 weeks. Each week has lessons and learning activities. Each Lesson will have a reading assignment from the Textbook, a PowerPoint lesson note and a discussion forum. You will also submit a “reflective journal” summarizing what you learned each week. You are strongly encouraged to visit the course website and participate in the learning activities not less than three times each week (Monday, Wednesday & Friday). Each student is expected to be the author of all course work he/she submits, whether for grade or not. So, **Cheating and Plagiarism** are not allowed.

Assessments:

A. Exams (300 points)

Three exams are administered (for 100 each) of course grade – total 300 points. Students are **required to take** the three tests.

Each will have a multiple choice and essay question components. There are **three options**:

- Answer **either** the multiple choice **or** the essay questions.
- Answer **both** the multiple choice and the essay questions and the best score will be recorded.
- Answer **all** the multiple-choice questions and **some** essay questions. The essay questions will then constitute a few extra points for the particular test at the discretion and judgment of the instructor.

B. Country Case Study Project: **Problem-set (100 points)**

The United States is the frame of reference. So, students will each adopt another country (other than the United States); compile a dossier (information) on the country; and present (as part of class assignments) international problems, challenges, and solutions from the vantage points of their respective countries of choice as compared to the United States. The project will enable each student experience different nuances in international relations and behavior. Each student will correlate his/her understanding of the different sections of the course with empirical insights from his/her adopted country. The country case study will also serve as the framework for each student to learn how to obtain information on world politics from a variety of sources. It will enable students apply and test the international relations concepts learned in the course. The country case study is worth 100 points of course grade.

Problem-set grading based on:

- Timeliness: submitted when due;
- Responsiveness: responds directly to the assignment as posed in essay form;
- Information: reflects assigned reading and case country insight;
- Quality of Analysis: reflects ability to integrate information and think clearly and creatively.

- C. **United Nations' Simulation (100 points of course Grade)** Please participate in intercollegiate [Model UN Simulation](#). We have three conferences available on first come first served ([FMUN](#) in-person conference at Santa Fe College October 21-22, 2022; [SRMUN Virtual by Zoom](#) conference on October 7-8, 2022 ; & [SRMUN in-person in Atlanta](#), GA November 17-19, 2022) ****YOU MUST INFORM ME IMMEDIATELY OF YOUR CHOICE**** The CF Model UN Club will be responsible for the financial cost of your attendance. We need to get you registered and do other paper work for your attendance. You can **prepare and attend** more than one conference to build up your skill-set in Model UN. The more you attend the better you become. You have the opportunity to start civic engagement in diplomacy. Please let me know of your decision. Each student will represent, advocate, and/or caucus with other students for his/her adopted country's interest in the collective diplomacy within the United Nations' Institutional settings. The UN simulation is worth 100 POINTS of course grade and will be part of your attendance at the intercollegiate Model UN conference. More information will be provided in our Optional Zoom meetings.

D. Foreign Policy Brief (50 points extra-credit)

A foreign policy brief on an international relations issue confronting the adopted country will be sourced from the "Country Case Study Project." Students will frame an issue and/or a crisis and respond to it using the country dossier (information) he/she has assembled. The two-page foreign policy brief is worth 50 points extra-credit of course grade. **Further detail is provided... see the Portfolio-Foreign Policy Brief in Week3 (lesson 3.1**

E. Online Class Discussions and Reflective Journals (500 points of Course Grade).

Each student is required to study the course content/ lessons for each week. Then, students will post on the [Discussion Forum](#) a **main** insight in response to a question posted by the instructor covering some of the lessons for the week. The main post **must** be within the

first three days of the week (end of Wednesday) to enable other students react to the insights shared in a timely manner. You are also required to comment on at least two posts by your class mates during the rest of the week (Monday through Friday). **Each discussion forum is timed per week and will be closed at the end of the week (11:55 pm on Friday)**. It is expected that discussion posts and comments will reflect the readings/ learning activities and an understanding of the concepts. In addition, students will reflectively summarize (that is journal) their insights on the weekly learning activities and submit their “take away” in the **Reflective Journal** assessment drop box.

Final Grade:

The final grade will be computed as follows:

Exams (three tests: 100 points each)	300
Discussions Boards (250) & Reflective Journals (250)	500
UN Simulation	100
Country Case Study Problem-Sets	<u>100</u>
<u>Total =</u>	<u>1000 points (100%)</u>

Foreign Policy Brief (about 2 pages in length) **50 points extra-credit optional Assignment**

Grading scale:

A 1000-900 B+ 870-899 B 800-869 C+ 770-799 C 700-769 D 600-699 F 599 and Below

Late Assessment Policy

Late work is absolutely not encouraged. Discussion Forums will be closed at the end of the respective weeks. Any accepted late assessment, regardless of cause, might be penalized. **Anyone who waits until the end of the semester to attempt all the assessments will receive an automatic “F” for the course.**

Study Calendar and Outline correspond to the number of weeks in the Semester

Unit I: Trend and Transformations

Week 1(Aug 15)	Lesson 1.1	Introduction (Think: You and International Relations)
Week 2 (Aug 22)	Lesson 2.1	Discovering World Politics (Chapter 1)
Week 3 (Aug 29)	Lesson 3.1	“Global Progress Report” COVID-19 Problem-set due August 27: adopt a country
	Due Aug 27	
Week 4 (Sept 6)	Lesson 4.1	Interpreting World Politics through the Lens of Theory (Chapter 2)
Week 5 (Sept. 12)	Lesson 5.1	Theories of World Politics – continued (Chapters 13 & 15)

Unit II: Global Actors

Week 6 (Sept. 19)	Lesson 6.1	Theories of International Decision Making (Chapter 3)
-------------------	------------	---

***UN Simulation option (you will represent your adopted country at Model UN, Oct 7-8, 2022 by Zoom)**

Week 7 Sept. 26)	Lesson 7.1	Great-Power Rivalries and Relations (Chapter 4)
------------------	------------	---

Week 8 (Oct. 3) Lesson 8.1 World Politics and the Global South (Chapter 5)

Week 9 (Oct. 10) Lesson 9.1 Non-State Actors (Chapter 6)
Due Oct. 15 Test #1 (Weeks 6 - 9 contents)/ **Problem-set first revision**

***UN Simulation option (you will represent your adopted country at Model UN, Oct 21-22 in-person option at Santa Fe College)**

Unit III: Conflicts and Peace (High Politics)

Week 10 (Oct. 17) Lesson 10.1 Armed Conflicts (Chapter 7)

Week 11 (Oct. 24) Lesson 11.1 Realism: national/ international Security
(Chapter 8)

Week 12 (Oct. 31) Lesson 12.1 Liberalism: International Law (Chapter 9)

Week 13 (Nov. 7) Lesson 13.1 Liberalism: Collective Security (United Nations)
Due Nov. 12 Test #2 (Weeks 10 - 13 contents)/ **Problem-set second revision is due**

Unit IV: Global Welfare (Low Politics)

Week 14 (Nov. 14) Lesson 14.1 Globalization – International Political Economy
(Chapter 10)

***UN Simulation option (you will represent your adopted country at Model UN, Nov. 17-19 in-person option in Atlanta, GA)**

Week 15 (Nov.21) Lesson 15.1 Globalization – International Political Economy
(Chapter 11)

Week 16 (Nov. 28) Lesson 16.1 Globalization – Demographic and Cultural issues/ Global Warming
(selections from chapters 12 & 14)

Due Dec 3

FINALS: Test #3 (Weeks 14-16 contents)/

Problem-set third revision/ optional foreign policy brief due

Note: Class ends December 1

***On Oct. 7-8; Oct. 21-22, & Nov. 17-19** are Model UN **simulation options** available to you. (you will be representing your adopted country by presenting problems and solutions from your country's point of view). There are options for virtual (Zoom) and in-person simulations. Let me know your choice to participate. You are eligible to participate in more than one simulation to build up your skills on international diplomacy.

Country Case Study: Problem-sets / Course Portfolio (100 points of course grade)

Goals:

The country case study enables you to, (i) critically and incrementally evaluate how the theory & practice of international relations (IR) you are studying impact a country of your choice; (ii) have a sustained interest on existing and emerging international issues and world events; (iii) become familiar with various sources of information on world politics; and (iv) acquire rudimentary social scientific research skills (as

those relate to international relations) and use the knowledge and skills gained to offer a foreign policy brief with particular reference to the country of your choice and participate in Model UN intercollegiate conference.

Problem-Set: Adopt a Country [other than the United States] (10 points max.)- Due by August 27

You are required to *adopt a country of your choice by Week 2* of the class (not later than Aug. 27). The Organizational Theme in lesson 3.1 gives you a step-by-step instruction on how to do it. In addition, utilize the online sources provided in lesson 3.1 to compile a profile of your adopted country. See also slides 7 and 8 of the PowerPoint notes for lesson 3.1 for additional information. **SUBMIT A TWO PAGE DOSSIER (information) OF YOUR ADOPTED COUNTRY. [The US is the frame of reference for the class]**

Problem-Set: First Revision (30 maximum points) – due October 15

Based on Unit II of the course (covered in weeks 6 thru 9): how do some (two or three) of *the themes covered in Unit II* (lessons 6.1 through 9.1) of the course "Global Actors" **apply to your adopted country?** That is, find out how the country relates with the big powers in the international system; or seek out how the Global North - Global South interactions affect the country; and how non-state actors within and outside your adopted country affect its foreign policy. These "global actors/ players" and issues correlate with the lessons in Unit II of the course. [Submit about two pages add-on to your case study]

Problem-Set: Second Revision (30 maximum points) - due by November 12

Following Unit III of the course (covered in week 10 thru 13), how do some of the themes (two or three) covered in *Unit III of the course* "Conflicts and Peace" (lessons 10.1 through 13.1) *apply to your adopted country?* That is, on behalf of your adopted country: find out how power politics (neo-realism) and international institutional path to peace and conflict resolution (neo-liberalism) affect (constrain or enhance) your country's behavior in world politics. Also, find out how your country's behavior influences international conflicts and peace. **Apply your understanding of the lessons and class discussions in Unit III of the course to your country case study.** [Submit about two pages add-on to your case study]

Problem-Set: Third Revision (30 maximum points) - due by December 3

For Unit IV of the course: "Global Welfare" (covered in weeks 14 thru 16: lessons 14.1 through 16.1). **How do the insights you learned apply to your adopted country?** That is, seek out how any one or two of the forces of economic globalization (such as trade, finance, production, Multinational Corporations, the World Trade Organization, information technology, etc) and/or one other forces of globalization (such as demography, culture, climate change) affect your country's wellbeing. What is your country doing to take advantage of or push back on the forces of globalization? Do the actions of your country confirm or contradict (critique) the theories of globalization? In addition, what is the impact of global population dynamic or climatic changes on your country? **Apply your understanding of some (two or three) of the lessons and class discussions covered in Unit IV of the course to your country case study.** [Submit about two pages add-on to your case study]

***Foreign Policy Brief (50 maximum extra-credit points) - due by Dec 3**

You have progressively journeyed with your country through the "turbulent waves" of international politics. You have gained some understanding of your country as well as the principles, theories, and practices of international relations (IR). You have also compiled a dossier (information) of world politics based on the experiences of your adopted country. **Consider yourself knowledgeable on your country of choice and you have been approached to respond to a problem/ issue** (a crisis and/or an informed opinion) by **any one** of the following organizations and/or institutions (your adopted country, another country, a local agency, an international agency, a nongovernmental agency, a Multinational Corporation - MNC -, etc -- **you pick!**). **Frame the issue or crisis and respond to it by using the dossier (information) of this course (that is, what you learned).** That is, in about two pages (2 pages) extra-credit paper, revise your Problem-set country case study project for policy application. The extra-credit paper **MUST** be sourced from the accumulated evidence and interpretation of your international relations information (or portfolio) based on your adopted country. (See also the Organization Theme in lesson 3.1 for more details on your extra-credit policy paper).

Course-related Institutional Learning Outcomes & Assessment Methods
INR 2002- Section 01

The following chart offers students a consistent way to see how CF's global learning outcomes are assessed in each class. This is for information only and does not change the grading system used in this class.

Institutional Learning Outcomes	Quiz	Exam	Project/ Paper	Classroom Activity	Service Learning
Critical Reasoning: The student will reflect, analyze, synthesize, and apply critical thinking.					
1. State question at issue.			x	x	
2. Identify purpose of argument.			X	x	
3. Identify the ideas and concepts, information and data, and the use of such in the argument.			x	x	
4. Identify assumptions, bias, and point of view of information presented.			x	x	
5. Create plausible solutions and implications of solutions.			x	x	
6. Evaluate (Steps 1-5) and revise if needed.			x	x	
Global Socio-Cultural Responsibility: The student will be an informed and responsible citizen in social, cultural, and global matters.					
1. Demonstrate an understanding of the values and expressions of other cultures that arise from human experience.		x	x	x	
2. Identify scientific principles underlying human influence upon the Earth and its inhabitants.		x	x	x	
3. Recognize complex historical, cultural, economic, and political forces that create societies as well as how these forces shape personal identity.		x	x	x	
4. Understand the local and global connections among power, knowledge, gender, and class.		x	x	x	
5. Understand the local and global connections between self-direction, cooperation, respect, responsibility, integrity, and social success.			x	x	
Computer & Information Skills: The student will be able to evaluate the importance of technology and its applications.					
2. Access, research, and retrieve information using the Internet.			x	x	

"Due to unforeseen happenings, it may be necessary for the course assignment schedule to be altered. The instructor will always strive to be fair about any changes."

The College of Central Florida is committed to helping you succeed and achieve your academic, personal and career goals. There are a wide range of resources and support services available to

you. When students are connected early to resources and support systems on campus they are more likely to stay in classes, perform better in those classes, and complete their path more quickly. One example is through an Early Support Program, where you may receive an email indicating your professor or advisor is reaching out directly to help connect you to support services. This may include connecting you to tutoring, financial support, psychological support services, and disability services just to name a few. Be aware, you can also reach out to these services on your own as well. Additionally, we offer disability services, a testing center, and many other resources which are all available to you. [Please refer to the College Resources, Dates, and Policies document in your Canvas course to learn more about these supports.](#)