



## Gifted LearningLinks Program Course Syllabus

### International Relations & Conflict Honors: 20<sup>th</sup> & 21<sup>st</sup> Centuries

“Interest does not tie nations together; it sometimes separates them. But sympathy and understanding does unite them.” — Woodrow T. Wilson

**Course Title:** International Relations & Conflict Honors: 20<sup>th</sup> & 21<sup>st</sup> Centuries

**Session Date:** 2011-2012, monthly start dates

**Instructor:** Ginger Seip-Nuño

**Email:** xxx@xxx.xxx

#### Course Description

Students examine the concepts of democracy, ethnicity, global availability, nationalism, religion and resource scarcity as they analyze current and past conflicts in Eastern Europe, Africa and Asia. Students consider individual, national and international responses to global events with an emphasis on individual empowerment and the role of citizens as “peace-makers.”

#### Instructor Bio

Ginger Seip-Nuño has a BA in English, MS in International Relations, MA in English, and a certificate in Intelligence Analytics. She has taught at universities and colleges and the Johns Hopkins Center for Talented Youth. This is her first year with GLL.

#### Outcomes

Upon successful completion of this course, students will:

- a. understand the basic theories underscoring international relations
- b. be able to place current global events into international context
- c. tailor your studies of international relations to personal areas of interests

#### Course Construction

Remember this course is a facilitated independent study course. Sometimes I will put some of the readings into a broader context or add a different perspective than those presented through readings or discussion. The bulk of your learning, however, will be through the readings and the discourse on the discussion board where you will be able to thoroughly engage the material, ask questions, and share your knowledge with the rest of the class. How much you learn from this course is up to you.

## Student Evaluation and Grading Policies (Credit Courses Only)

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### **One Response Paper: (100 pts) 10 % of overall grade**

You will be asked to write one (1) short paper (3-5 pages, roughly 1000 words) on your response to a prompt that can be found to your left under: “Theory Prompt.” ***Please check “Class Essentials” link on the left side menu for a document on “Appropriate Language” to use in your paper.***

### **15 Discussion Board Posts and Responses: (40 pts each) 60% of grade**

Within each Unit, there are multiple sections broken down into weeks for your convenience; when a post is required, the week’s section will end with a header: “Up For Discussion,” which includes a series of questions or concerns for the student to consider. These questions are open-ended discussion topics geared toward class participation. There will be several, so please choose **one** question to answer. Your response to this question must be **at least** three (3) healthy paragraphs long—a **healthy paragraph being at least eight (8) sentences**. Feel free to write as much as you need to answer the question to your satisfaction. These questions are meant to fuel debate and interaction not only with me, but with your classmates as well, so **please** check to see if anyone has commented on your post and respond if needed. Although English grammar rules are not strictly enforced, please do not use “text” language or too much slang. A causal voice is appropriate for the discussion boards.

### **Participation: (Total of 150 pts at 5pt each) 15% of overall grade**

These points are spaced throughout the semester and are at the student’s discretion. They are given to facilitate interaction with the material, instructor, and other students. You earn these points by posting a current event with comment, responding to a question posed by either the instructor or another student, or asking questions about relevant course topics.

### **Final Presentations: (150 pts.) 15% of overall grade**

You will have two choices for your final project. These presentations will be done in PowerPoint (or other digital format) and posted in the final week of your course. The expectations for the final presentation can be found under the left menu tab: “Final Prompt.”

### **Due Dates**

All Unit work is due at the end of the Unit. Late work will be docked ten points for each ensuing week it is late. Please see the left menu tab “Due Dates” for a breakdown on due dates corresponding to your start date for this course.

### **Grading Scale (Percentage Scale)**

<b>A+</b> 97-100	<b>B+</b> 87-89	<b>C+</b> 77-79	<b>D+</b> 67-69	<b>F</b> Below 60
<b>A</b> 93-96	<b>B</b> 83-86	<b>C</b> 73-76	<b>D</b> 63-66	
<b>A-</b> 90-92	<b>B-</b> 80-82	<b>C-</b> 70-72	<b>D-</b> 60-62	

### **Final Evaluation**

Students receive a final evaluation upon completion of the course. Interim progress reports are emailed when a student is earning a grade of C or below.

## Required Texts:

1. Griffiths, Martin, Terry O'Callaghan, and Steven Roach. *International Relations: The Key Concepts*. (Routledge Key Guides) 2<sup>nd</sup> ed. New York: Routledge. 2008.  
ISBN-10: 0415774373 or ISBN-13: 978-0415774376

*International Relations: The Key Concepts* is also available at:

<http://www.bookrags.com/browse/tf0203934083/>

The site is harder to navigate than the book, but it is free.

2. All other materials for this course are open source and available via an internet connection.

## Suggested Resources:

Although, not a requirement, this book can make your research a little easier if you choose certain research topics during the course:

1. Stiles, Kendall W. *Case Histories in International Politics*. 6<sup>th</sup> edition. New York: Longman. 2010. ISBN-10: 0205739954 or ISBN-13: 978-0205739950

## Course Readings / Suggested 36 Week Schedule

**IR:** *International Relations: The Key Concepts*

**WB:** Websites

### Unit 1: Introduction and World Population Dynamics

	Topic	Readings	Due
Week 1	Introductions	Complete NW GLL Tutorial	Intros
Week 2	World Population(s)	<b>IR:</b> "population growth" "human rights" "citizenship" "state" "ethnicity" "globalisation" "nation-state" <b>WB:</b> "Major Religions of the World Ranked by Number of Adherents" <a href="http://www.adherents.com/Religions_By_Adherents.html">http://www.adherents.com/Religions_By_Adherents.html</a> <a href="#">#Alternative</a> "The CIA World Factbook" <a href="https://www.cia.gov/library/publications/the-world-factbook/">https://www.cia.gov/library/publications/the-world-factbook/</a>	Post #1
Week 3	Environment and Health	<b>IR:</b> "global warming" "tragedy of commons" <b>WB:</b> "HIV/AIDS" <a href="http://www.who.int/topics/hiv_aids/en/">http://www.who.int/topics/hiv_aids/en/</a> "Millennium Development Goals (MDGs)" <a href="http://www.who.int/topics/millennium_development_goals/en/">http://www.who.int/topics/millennium_development_goals/en/</a>	Post #2

	Topic	Readings	Due
Week 4	International Alliances	IR: "European Union" "Group of Eight" "Arab League" "African Union" "League of Nations" "United Nations (UN)" "Third World"	
Week 5	Political and Economic Systems	IR: "democratic peace" "anarchy" "communism" "capitalism" "balance of power" "super powers" "concert of power" "great power" "security" "security dilemma" "legitimacy" "mercenary" "order" "political risk" "recognition" "regime" "war" "wars of the third kind" "sovereignty" WB: "Political Systems" <a href="http://dspace.dial.pipex.com/town/street/pl38/sect2.htm">http://dspace.dial.pipex.com/town/street/pl38/sect2.htm</a>	Post #3

### Unit 2: The –isms of International Relations

	Topic	Readings	Due
Week 6	Realism and Liberalism	IR: "realism," "embedded liberalism," "liberal internationalism" "communitarianism" "national interest" "relative gains / absolute gains"	
Week 7	Other Notable Theories	IR: "regionalism" "multilateralism" "constructivism" "isolationism" "functionalism" "nationalism" "idealism" "feminism" "postmodernism" "critical theory" "cosmopolitism" "imperialism" "Marxism" "nationalism" "unilateralism"	
Week 8	Grand Theories	IR: "clash of civilisations" "end of history" "geopolitics" "national interest" "hegemony" "historical sociology" "levels of analysis" "Peace of Westphalia"	Theory Paper Due

### Unit 3: Interstate Conflict

	Topic	Readings	Due
Week 9	Strategies and World War I	IR: "coercion," "appeasement," "sanctions," "containment," "deterrence," "cold war" "misperception" "power" "preventative diplomacy" "prisoner's dilemma" WB: "The World at War" <a href="http://www.globalsecurity.org/military/world/war/index.html">http://www.globalsecurity.org/military/world/war/index.html</a>	Post #4
Week 10	Interstate Conflict: 1919-1939	Independent Research on your choice of topic	
Week 11	Interstate Conflict 1919-1939	Independent Research on your choice of topic	Post #5
Week 12	Interstate Conflict: 1939-1975	Independent Research on your choice of topic	

	Topic	Readings	Due
Week 13	Interstate Conflict 1939-1975	Independent Research on your choice of topic	Post #6
Week 14	Interstate Conflict: 1975-Present	Independent Research on your choice of topic	
Week 15	Interstate Conflict: 1975-Present	Independent Research on your choice of topic	Post #7

#### Unit 4: Intrastate Conflict

	Topic	Readings	Due
Week 16	Effects of Decolonization	<b>IR:</b> "decolonization" "failed state" "self-determination" "moderisation theory" "newly industrialized countries" <b>WB:</b> "Did Britain Wreck the World?" <a href="http://www.newsweek.com/2009/08/13/did-britain-wreck-the-world.html">http://www.newsweek.com/2009/08/13/did-britain-wreck-the-world.html</a>	
Week 17	Decolonization	<b>IR:</b> "ethnic cleansing" "war crime"	Post #8
Week 18	Ethnic Cleansing and Intervention	<b>IR:</b> "humanitarian intervention" "genocide" "peacekeeping" "peace building"	
Week 19-20	Genocide and Intervention	<b>IR:</b> "refuges" "safe haven" <b>WB:</b> "Convention on the Prevention and Punishment of the Crime of Genocide" <a href="http://www.preventgenocide.org/law/convention/text.htm">http://www.preventgenocide.org/law/convention/text.htm</a>	Post #9

#### Unit 5: Non-State Actors

	Topic	Readings	Due
Week 21	Terrorism	<b>IR:</b> "Bush doctrine" "jihad" "rogue state" "just war" "war on terror" "preemption" "rogue state" "terrorism"	
Week 22	Terrorist Organizations	<b>WB:</b> "Foreign Terrorist Organizations" <a href="http://www.state.gov/s/ct/rls/other/des/123085.htm">http://www.state.gov/s/ct/rls/other/des/123085.htm</a>	Post #10
Week 23	Proliferation	<b>IR:</b> "Weapons of mass destruction" "loose nukes" "mutually assured destruction (MAD)" "nuclear proliferation"	
Week 24	WikiLeaks	<b>WB:</b> "Taking Stock of WikiLeaks" <a href="http://www.stratfor.com/weekly/20101213-taking-stock-wikileaks">http://www.stratfor.com/weekly/20101213-taking-stock-wikileaks</a>	Post #11

#### Unit 6: Cooperation and International Political Economy

	<b>Topic</b>	<b>Readings</b>	<b>Due</b>
<b>Week 25</b>	International Law	<b>IR:</b> "collective security" "extraterritoriality" "imagined community" "international society" "integration" "interdependence" "reprocity"	
<b>Week 26</b>	Transnational Crime	<b>IR:</b> "war crimes" "international criminal court" "international criminal tribunal"	Post #12
<b>Week 27</b>	International Trade	<b>IR:</b> "distributive justice" "beggar-thy-neighbor" "capitol controls" "debt traps" "free trade" "hegemonic stability theory" "structural adjustment programs" "managed trade" "public goods" "mercantilism" "world-system theory" "non-tariff barrier (NTB)" "sustainable development"	
<b>Week 28</b>	International Trade	<b>IR:</b> "Euro" "regional trade bloc" "International Monetary Fund (IMF)" "foreign direct investment" "multinational cooperation" "mercosur" multilateralism" "world bank"	Post #13
<b>Week 29</b>	International Trade Organizations	<b>IR:</b> "Organisation for Security and Cooperation in Europe (OSCE)" "Orangisation of Petroleum Exporting Countries (OPEC)" "World Trade Organisation (WTO)" "North Atlantic Treaty Organisation (NATO)" "Organisation for Economic Cooperation and Development (OECD)" "Women in Development (WID)"	
<b>Week 30</b>	Regional and Global Cooperation	<b>IR:</b> "United Nations (UN)" "European Union (EU)"	
<b>Week 31</b>	International Organizations	<b>IR:</b> "non-governmental organization (NGO)"	Post #14
<b>Week 32</b>	World Peace?	<b>IR:</b> "perpetual peace" "peace studies"	Post #15

### Unit 7: Final Presentation

<b>Weeks 33-36</b>	Final Presentations are to be posted no later than the last day of your session.
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### Third Party Websites

While a staff member (which includes but is not limited to instructors, teaching assistants, residential staff, office staff) may use or refer students to third-party web sites for instructional purposes, s/he is required to review thoroughly any such web sites for inappropriate content before referencing them. This includes clicking on all links contained in any such web site, reviewing the materials contained on every page within a web site, and ensuring that the web site does not provide links to other inappropriate web sites. If there is any doubt about whether something is appropriate, a staff member is instructed to err on the side of caution and not use

the web site or check with a CTD supervisor. If a referenced third-party web site is later determined to contain inappropriate content, the staff member may be subject to discipline.

### **Student Evaluation and Grading Policies**

Honors Elective students will receive a final evaluation and transcript when the course is complete. Students who are struggling (grade of C or below) may receive an interim progress report.

Final evaluations and transcripts are mailed to the student and the home school, if so designated.

### **Course Requirements**

- All Gifted LearningLinks (GLL) courses require a properly-maintained computer with broadband Internet access, a recent-version web browser (such as Explorer 6 or 7, Firefox, or Safari), and a stable email account. Please don't change your email once you have registered for a course, because difficulties in communication will greatly affect your success in the course!
- All GLL courses use the Blackboard Course Management System. Web browsers must be Java- and cookie-enabled.
- Please check your email and the Blackboard Classroom 3—4 times a week!
- You are expected to be familiar with standard computer operations (e.g., login, cut & paste, email attachments) and to acquaint themselves with the Blackboard Course Management System and Acrobat Connect (formerly called Breeze) software prior to the start of class. Tutorials for using the software are in the Blackboard Classroom in the GLL Tutorials link.
- In order to be successful in an online course, you need the following skills:
  - self-direction
  - independent time management
  - ability to meet deadlines

### **Intellectual Ownership, Academic Honesty, & Netiquette**

The Gifted LearningLinks online course environment is offered as a virtual space where students and professionals may meet, communicate, and collaborate. Participants are expected to behave as they would in the workplace or in a face-to-face classroom, following online rules of etiquette (netiquette). Students are expected to act with honesty and personal integrity in all of their academic work and social interactions. This applies to all academic exercises including assignments, papers, labs, and assessments. See the CTD Web site for specific details: <http://www.ctd.northwestern.edu/gll/program/academics/expectations/>

### **Academic and Performance Expectations**

Gifted LearningLinks courses are intended for highly motivated, independent learners.

- While instructors initiate contact with students, it is each student's responsibility to contact the instructor with questions and concerns.
- While online programming provides students with the flexibility to schedule study time around their other academic and personal commitments, GLL students must be able to:
  - Devote the appropriate amount of time per week to study for their courses (see above chart)

- Plan ahead and meet all assignment and test deadlines as set out in the course syllabus.
- Unless prior arrangements have been made with the instructor, students are expected to follow the course syllabus and meet all course requirements outlined therein.

Performance issues will be resolved in the following ways:

- Instructor and student will confer
- Instructor will contact the parent(s)/guardian(s)
- Gifted LearningLinks staff will arrange a conference with the student, parent(s)/guardian(s) and instructor.

Chronic performance problems unresolved by the above measures may warrant dismissal from the program. If CTD dismisses a student from a Gifted LearningLinks course, CTD will enter a grade of “X” for that course on the student’s transcript.

GLL Sample