Course Title: International Relations

Subject: Social Studies

Grade Level: 12

Duration: Half Year

Prerequisite: None

Elective or Required: Elective

Department Mission Statement:
The mission of Social Studies in the Glen Ridge schools is to ignite students' passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students' understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:
International Relations examines the increasingly interconnected world that we live in and evaluates the impact that these connections have on both a global and local scale. This course will provide an introduction to the study of IR, providing historical and geographical context for the topic, and will discuss the theoretical approaches to IR. Students will then analyze the creation and implementation of foreign policy, investigate sources of international conflict, and evaluate the effectiveness of international institutions, such as the United Nations, in influencing global relations. Students will use critical thinking and analysis to understand, evaluate, and respond to the complex problems of the contemporary world.

Authors: Emily Ramos

Date Submitted: Summer 2018
International Relations

UNIT ONE: Introduction to International Relations
Chapter 1 – The Globalization of International Relations
Chapter 2 – Realist Theories
Chapter 4 - Foreign Policy

Approximate # Of Weeks: 7 weeks

Essential Questions:
● Who/what makes up the global community?
● How has the world changed politically, economically, and culturally as a result of globalization?
● What role does power play in international relations?
● What theories shape the decisions of players in the international community?
● How is foreign policy made?

Upon completion of this unit students will be able to:
● Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives. (6.2.12.C.5.c)
● Determine the challenges faced by developing nations in their efforts to compete in a global economy. (6.2.C.5.d)
● Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide. (6.2.12.D.5.c)
● Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues. (6.2.12.A.6.a)
● Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights. (6.2.12.A.6.b)
● Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies. (6.2.12.A.6.c)
● Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences. (6.2.12.A.6.d)
● Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities. (6.2.12.C.6.a)
● Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources. (6.2.12.C.6.b)

Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values. (6.2.12.D.6.a)
Common Core Standards:

- CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Interdisciplinary Standards (njcccs.org)

- Standard 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- Standard 9.3 - Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
- Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.

Activities – include 21st Century Technologies/Research:

- Complete maps of various regions discussed in Unit 1 - Compare North and South Gap
- Watch MyPoliSciLab videos and complete review questions
- Internet research of changing global systems: focus on democratization, dictatorships and impact of drug wars on governments
- Research and analyze key data from two countries covered in Chapter 1 using the CIA World Factbook (https://www.cia.gov/library/publications/the-world-factbook/). Create a brief presentation that explores the reasons for these differences and potential consequences. Propose a course of action for the international community in order to close the gap between these two nations.
- Examine the Egyptian riots through the levels of analysis covered in Chapter 1. Discuss which of the levels – if any – you consider the most important in understanding the cause of the riots.
• Research the ways in which the United States has responded to the threat of nuclear weapons in Iran and North Korea over the last 50 years. Imagine that your group (4-6 students) is a team of policy analysts for the National Security Council and make a recommendation as to how the United States should react to Iran and North Korea’s attempts to develop nuclear weapons.

• Debate the issue of globalization and its impact on trade, economic development, poverty, democratization, etc.

• Read the article on winning the "soft power war" (http://www.newsweek.com/2010/06/04/winning-the-soft-power-war.html). Write a foreign policy brief assessing America's current "soft power," and include a set of recommendations for improving our position in international relations. Share your recommendations with the class.

• Research the major conflicts of the Arab-Israeli conflict and create a visual presentation highlighting key information and the outcome of each confrontation.

• Complete a webquest exploring the relationship between Israel and Palestine.

• Read the article “Women, War, and Winning Elections: Gender Stereotyping in the Post-September 11th Era” (http://prq.sagepub.com/content/57/3/479) and discuss the author’s findings. Write a letter to the author explaining your reaction.

• Using the state department’s database, research at least three different diplomats assigned to the countries of your choice (http://www.state.gov/s/cpr/rls/dpl/fall2010/index.htm). Find out as much as you can about their backgrounds. How would you evaluate their qualifications for this position? What do you consider appropriate criteria for the quality of a diplomat? Discuss your findings with the class.

• Write a fictitious job advertisement for the position of a foreign policy decision maker in the United States.

• Make visual representations of the actors in a global conflict through the media study of Blood Diamond

**Enrichment Activities:**

• Research the 2011 riots in the Middle East (Tunisia, Egypt, Yemen, Jordan, etc.) and write an essay explaining the causal factors of the riots on the basis of one of the theoretical frameworks covered in Unit 1. Present your findings to the class and lead a class discussion.

• Simulate a meeting of NATO foreign and defense ministers from various countries and discuss options for responding to the threat of Iran’s nuclear program.

• Debate the value and influence of state actors on the global stage.

**Methods of Assessments/Evaluation:**

• Chapter/Unit testing

• Homework: Reading and notes

• Debates and class discussions
UNIT TWO: Global Conflict
Chapter 5 – International Conflict
Chapter 6 – Military Force and Terrorism

Approximate # Of Weeks: 6 weeks

Essential Questions:
- What causes conflict between nations or groups?
- What types of conflicts exist? Which are the most detrimental to communities?
- How are wars different today than in the 19th and 20th centuries?
- What can be done to combat terrorism worldwide?

Upon completion of this unit students will be able to:
- Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives. (6.2.12.C.5.c)
- Determine the challenges faced by developing nations in their efforts to compete in a global economy. (6.2.C.5.d)
- Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide. (6.2.12.D.5.c)
- Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues. (6.2.12.A.6.a)
- Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights. (6.2.12.A.6.b)
- Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies. (6.2.12.A.6.c)
- Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences. (6.2.12.A.6.d)
• Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities. (6.2.12.C.6.a)
• Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources. (6.2.12.C.6.b)
• Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values. (6.2.12.D.6.a)

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• Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.

Activities – include 21st Century Technologies/Research:
• Complete maps of various regions discussed in Unit 2
• Watch MyPoliSciLab videos and complete review questions
• Internet research on current terror status: terror alert levels, Homeland Security, CIA and FBI coordination and local response measures.
• Research and evaluate the USA PATRIOT Act, its extensions and related
Supreme Court cases.
Create a visual presentation detailing an example of terrorism, including
the event itself and the response of the global community. Present your
completed project to the class. Possible topics include but are not limited to the
Oklahoma City Bombing, Bloody Friday, the attack on American forces in Beirut,
the Lockerbie Bombing, September 11th, etc.
Read the New York Police Department’s white paper on Radicalization in the
eport-Radicalization_in_the_West.pdf) and answer related questions.
Research examples of genocide and evaluate the response of the global
community. Discuss what can be done in the future to prevent genocide from
happening again.
Visit the global conflict map at http://conflictmap.org/#. Research the conflicts that
are currently going on in the world and try to a) classify them according to the
types of conflict you learned about in chapter 5, b) identify and explain
geographic patterns, and c) identify and explain possible causes. Discuss your
findings with your classmates.
Write a policy brief for the United Nations that assesses the nature of ethnic
conflict (i.e., causes, characteristics, and consequences) and to come up with a
strategy for minimizing such conflict in the world (e.g., development aid, military
intervention, diplomacy, etc.).
Research Muzafer and Carolyn Sherif’s 1954 social experiment called
theRobbers Cave Experiment (e.g. at http://www.age-of-the-
sage.org/psychology/social/sherif_robbers_cave_experiment.html). Discuss your
observations with the class, including how this information can be used to resolve
ethnic conflicts.
Analyze the United States’ military spending and compare it to its education
spending (http://www.usgovernmentspending.com/numbers). What did you find?
How do your findings relate to the “guns vs. butter” debate? Do you believe these
spending patterns are appropriate? If not, what would you change?
Venn Diagram comparing Sunni And Shia religions and chart comparing major
armed Islamist groups

Enrichment Activities:
- Armed forces restructuring: How would you restructure the U.S. armed forces in
order to meet the security challenges of the 21st century? Write a brief for the
U.S. president that includes an assessment of the most likely security threats, an
assessment of the ability of U.S. forces to deal with that threat, and list of
recommendations for changes.
- Imagine that you are an analyst working for the president of the United States.
Your job is to investigate how much money has been spent in Iraq and in
Afghanistan and to evaluate whether the money spent has produced the kind of
success that had been hoped for. In other words, was the money well spent? In
your report, you will need to address the goals in Iraq and Afghanistan and then
evaluate U.S. progress toward those goals. If the spending does not justify the
progress, address areas in which funds could have been better spent. (http://armscontrolcenter.org/policy/securityspending/articles/gwot_spendi ng_burn_rate/ and/or http://www.cfr.org/afghanistan/iraq-afghanistan-us-economy/p15404)

- Compare point of views of Israelis and Palestinians. Research the history of the conflict and prepare a resolution to the ongoing conflict. Use videos from National Geographic.

**Methods of Assessments/Evaluation:**
- Chapter/Unit testing
- Essay
- Homework: Reading and notes
- Debates and class discussions
- Projects
- Independent work
- Verbal assessment
- Summer assignment
- Exit Slips
- Think-Pair-Shares

**Resources/Including Online Resources**
- Student edition of textbook and supplemental primary source readings
- Online Textbook Information
- Teacher Webpage
- Art, music, cartoons, maps, photography, video clips
- National Geographic Website
- Conflict Maps
- New York Times

**UNIT THREE: The Global Community**
Chapter 7 – International Organization, Law, and Human Rights  
Chapter 10 – International Integration

**Approximate # Of Weeks: 5 weeks**

**Essential Questions:**
- How effective are international organizations like the United Nations?
- How can information be used as a tool, both of and against governments?
- Are transnational communities a threat or a promise to international security?

**Upon completion of this unit students will be able to:**
- Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide. (6.2.12.D.5.c)
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- Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities. (6.2.12.C.6.a)
- Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources. (6.2.12.C.6.b)
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Activities – include 21st Century Technologies/Research:
- Watch MyPoliSciLab videos and complete review questions
- Complete a chart detailing the structure of the United Nations
- Read and analyze the Universal Declaration of Human Rights and compare to the United States Constitution’s Bill of Rights
- Create a multimedia presentation detailing one of the humanitarian interventions in the 1990s (Kurds in Iraq, Somalia, Kosovo) and evaluate the response of the global community.
- Debate the concept of “responsibility to protect.”
- Read excerpts of We Wish to Inform You That Tomorrow We Will be Killed With Our Families
- Read and discuss an interview with Samantha Powell about her book, A Problem From Hell. What role should the United States play in the prevention of genocide?
- Simulation: You Are a Citizen of Europe on MyPoliSciLab
- Create a chart detailing the structure of the European Union
- Debate the European Union’s decision to bail out Greece
- Research the ICC’s indictment of Omar al-Bashir, with 10 counts of mass crimes, including three for genocide, and to issue a warrant for his arrest. Debate whether or not the ICC has the authority to arrest a head of state, whether it should be allowed to do so, and what the potential consequences for international law and international relations are.
- Evaluate the meaning of low voter turnouts at the European Parliamentary elections for the legitimacy and representativeness of the EU. Use IDEA’s report on European voter turnout free of charge at http://www.idea.int/publications/voter_turnout_weurope/index.cfm (pgs. 87–90)
- Research the relationship between Turkey and the EU and debate Turkish membership.

Enrichment Activities:
- The Charlemagne Youth Prize: Have students participate in their own version of “The European Charlemagne Youth Prize,” which is awarded for projects by young people that foster understanding and promote the development of a common European identity. Students will work in teams to come up with creative project ideas that will then be submitted to a panel consisting of the class and/or the instructor of the course. For an overview of the rules and of projects of past winners of this competition, students can visit http://www.charlemagneyouthprize.eu/view/en/rules.html.

Methods of Assessments/Evaluation:
• Chapter/Unit testing
• Essay: Free Response and DBQ
• Homework: Reading and notes
• Debates and class discussions
• Projects
• Independent work
• Verbal assessment
• Summer assignment
• Exit Slips
• Think-Pair-Shares

Resources/Including Online Resources
• Student edition of textbook and supplemental primary source readings
• Online Textbook Information
• Teacher Webpage
• Art, music, cartoons, maps, photography, video clips
• The New York Times
• MyPoliSciLab