

- Course Information -

**University:** University of Nebraska at Omaha  
**College:** Arts and Sciences  
**Curriculum:** Political Science  
**Number:** 2210  
**Type:** Lecture  
**Title:** Introduction to International Relations  
**Short title:** Intro to Intl Relations  
**Effective term:** Spring 2013  
**Graduate non-degree students:** Allowed  
**Can course be taken for credit multiple times?** No

- Credit Hours Information -

**Type:** Fixed  
**Hours:** 3

- Cross-listing and/or Dual-listing (UG/G) Information -

**Courses:** Not applicable

- Duplication Information (not to be used for cross/dual-listings) - Use in ALL instances where there is potential that a course overlaps in content with another discipline. This feature allows the relevant chair(s)/directors(s) to review and approve early in the review process. Please use if there is potential for perceived duplication.

**Curriculum:** Not applicable

- 1.0 Course Description Information -

1.1 Catalog description:

This course introduces students to historical and contemporary questions and major theoretical approaches to world affairs through examination of the international system in terms of the economic, military, and political forces between states, international organizations, and transnational actors.

1.2 Prerequisites of the course:

None.

1.3 Overview of content and purpose of the course:

This course is divided into four units. The first unit covers the basic elements of international relations (e.g. levels of analysis). The second unit covers international actors and their actions (e.g. states) with an emphasis on the foreign policy of states. The third unit covers international conflict and cooperation (e.g. the use of force or international law) with an emphasis on the role of international organizations and international law, the use of force, and conflict resolution. The final unit covers international political economy and the international environment (e.g. globalization, underdevelopment, human rights, sustainability).

1.4 Unusual circumstances of the course:

Not applicable.

- 2.0 Course Justification Information -

2.1 Anticipated audience / demand:

This course is required of all political science majors and a number of other majors (e.g. International Studies), fulfills the general education requirements in social sciences and global diversity, and will be of interest to students that wish to learn more about world politics.

2.2 Indicate how often this course will be offered and the anticipated enrollment:

This course will be offered every semester. The anticipated enrollment based on historical trends is about 75 undergraduate students.

2.3 If it is a significant change to an existing course please explain why it is needed:

Not applicable.

- 3.0 Objective Information -

Is this course part of or being proposed for the General Education curriculum?

Yes, General Education area: Global Diversity & Social Science

3.1 List of performance objectives stated as student learning outcomes:

Students successfully completing this course will:

- know important facts and concepts pertaining to the global political environment
- understand the assumptions implicit in competing theories of international relations as applied to day-to-day world events
- understand the linkages between domestic and international politics and the consequences of their interaction in the international system
- understand pressing problems of global significance (e.g. human rights)
- be able to analyze and interpret basic data relevant to international affairs (including data presented in charts, tables, and other formats)
- be able to critically evaluate relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum

To help students meet these goals, the course should cover the topics listed in 4.1.

3.2 General Education Student Learning Outcomes

After completing the course, successful students shall be able to do the following:

3.2.1 Student Learning Outcome

(Describe how the course meets the SLO(s).)

**Social Sciences:** demonstrate an understanding of the diversity of interactions between human motivations, institutional forces, and/or social behavior;

**Global Diversity:** recognize the cultural, historical, social, economic, and/or political circumstances that produce different social and cultural systems;

Social Sciences: Students in this course examine conflict and cooperation in a global setting as international actors (i.e. nations and states) engage in foreign policy decision-making (e.g. the use of force or international trade) within the context of existing international institutions (e.g. the United Nations), and under the rules of international law.

Global Diversity: Students in this course examine aspects of geography, historical development, and environmental challenges that represent conditions under which states, nations, and international organizations conduct their affairs. For example, over the past four decades changes in the global environment have led to a shift in the course from an emphasis on East-West relations to North-South relations.

### 3.2.2 Student Learning Outcome

(Describe how the course meets the SLO(s).)

**Social Sciences:** use critical thinking and reasoning skills to analyze theories, perspectives and/or concepts relevant to the discipline(s) studied;

**Global Diversity:** demonstrate specific knowledge of the cultural, historical, social, economic, and/or political aspects of one or more countries or nations other than the United States;

Social Sciences: Students in this course develop analytical and critical thinking skills by assessing primary data (e.g. surveys) and secondary data (e.g. news reports) using different methods (e.g. typologies) and models (e.g. rational-choice).

Global Diversity: Although the United States is an important actor in the international system, students in this course will develop a working knowledge of the cultural, historic, social, economic, and political aspects of countries and nations other than the U.S. in order to effectively study East-West and North-South relations. For example, the BRIC (Brazil, Russia, India and China) is of rising economic importance, and so-called "rogue states" such as North Korea cause considerable tension in international relations due to nuclear brinkmanship and arms proliferation.

### 3.2.3 Student Learning Outcome

(Describe how the course meets the SLO(s).)

**Social Sciences:** identify multiple methods and modes of inquiry and their appropriate application;

**Global Diversity:** explain the interrelations among global economic, political, environmental and/or social systems;

Social Sciences: Students in this course will become familiar with multiple methods of political inquiry ranging from qualitative methodologies (e.g. case studies) to quantitative methodologies (e.g. analysis of survey data). Students are expected to analyze and respond critically to various applications that use introductory-level modes of inquiry (e.g. charts, figures, maps, and tables). As different theories of international relations are introduced, students must assess those in light of the data.

Global Diversity: Most of the topics in this course deal specifically with the interrelations among various global economic, political, environmental, and/or social systems. For example, students in this course examine the political economy of national defense and its relationship with international trade, development and underdevelopment, and human rights. Students in this course will also examine how different worldviews (e.g. realism, liberalism, constructivism) address perennial questions such as what is the role of the state in each system?

### 3.2.4 Student Learning Outcome

(Describe how the course meets the SLO(s).)

**Social Sciences:** communicate ideas and explain concepts and analyses using the language of the discipline(s).

**Global Diversity:** explain ways in which identity is developed and how it is transmitted within and by members of the group or groups.

Social Sciences: Students in this course will become conversant in the language of the social sciences in general or political science specifically in terms of common approaches to the discipline (e.g. institutional, structural-functional, rational-choice, etc.), general methods of inquiry (e.g. qualitative or quantitative data analysis) or specific modes of inquiry (e.g. case study, survey research, etc.). Students in this course will also become familiar with numerous influential political philosophers such as Machiavelli, Hobbes, Thucydides, Adam Smith, and John Locke, as well as key figures in the social sciences including Weber, Durkheim, and Marx.

Global Diversity: The demands of numerous international groups (e.g. transnational terrorist groups) for greater inclusion in world affairs raise many new policy questions. Students in this course examine group identity in several contexts. One frequent topic in the course, nationalism, continues to be a significant impetus for change across the globe. Whether in terms of nationalist groups seceding from established states, or the on-going pressures of multiethnic states to accommodate differences, national identity remains a compelling factor.

#### - 4.0 Content and Organization Information -

#### 4.1 List the major topics central to this course:

##### Unit One: The Study of International Relations

- Interpreting World Politics: Theory vs. Reality
- Major Theories of International Relations (e.g. Realism, Idealism)
- Mid-range Theories of Decision-making (e.g. rational actor, bureaucratic politics)
- Basic Concepts and Terminology (e.g. levels of analysis)

##### Unit Two: International Actors and their Relations

- States and Non-state Actors (e.g. nation-state, IGOs, NGOs)
- The World System: International Structure and Polarity
- Relations Between States: Power and Influence
- Domestic Constraints: Society and Polity
- Individuals: Roles, Perceptions, and Decision Making.

##### Unit Three: International Conflict and Cooperation

- Power, Arms, and Alliances (e.g. balance of power)
- Military Conflict and the Use of Force (e.g. causes of war)
- The Security Dilemma: Armament and Disarmament
- Peace, International Law, International Organizations, and Collective Security
- Causes of Peace and Nonviolent Transformation

##### Unit Four: International Political Economy

- Political Economy of Defense (e.g. arms races)
- Interdependence, Globalization, and Regional Economic Integration
- International Trade
- Demographic and Cultural Dimensions of Globalization
- International Development and Underdevelopment (e.g. North-South gap)
- The Promotion of Human Development and Human Rights
- Preservation of the Environment

- 5.0 Teaching Methodology Information -

5.1 Methods:

The principal method for teaching this course is the lecture/discussion format, along with small-group exercises and individual presentations when appropriate. Given the nature of this course and resources available, multi-media methods are well-suited for delivery of the course.

5.2 Student role:

Students will be actively involved in the course through general discussion, in-class and outside-of-class writing assignments, small-group exercises, and individual presentations of student research.

- 6.0 Evaluation Information -

Students should be provided the actual list of projects, basis for determining the final grade, and grading scale at the beginning of each course.

6.1.1 Describe the typical types of student projects that will be the basis for evaluating student performance:

Student projects will be determined by the instructor and communicated to students at the start of the term. What follows is one possible example.

- Class Participation: All students are expected to actively participate in class discussion and complete assigned readings prior to attending class. Occasionally, students may be quizzed on the assigned readings.
- Three Exams: Combination of multiple choice, fill in the blank, short and long answer essay.
- Research Papers: Students will each write the equivalent of an 8-10 page research paper, which may be presented in class.

6.1.2 In submitting this course for the general education curriculum, it is understood that the department will be responsible for providing a regular assessment report of how each of the student learning objectives shown in 3.2.1-3.2.4 are being met. The format for this report will be specified by the UNO Assessment Committee.

6.2 Describe the typical basis for determining the final grade (e.g., weighting of various student projects):

Weighting of projects will be determined by the instructor and communicated to students at the start of the term. What follows is one possible example.

- Exam One = 20%
- Exam Two = 20%
- Exam Three = 20%
- Research Paper = 20%
- Participation = 20%

6.3 Grading type:

Letter grades

- 7.0 Resource Material Information -

### 7.1 Textbook(s) or other required readings used in course:

- Russett, Bruce, Harvey Starr, and David Kinsella. 2010. *World Politics: The Menu for Choice*, 10<sup>th</sup> Edition. New York: Cengage.
- Kegley, Charles, and Shannon Blanton. 2012. *World Politics: Trend and Transformation*. New York: Cengage.

### 7.2 Other student suggested reading materials:

Not applicable.

### 7.3 Current bibliography and other resources:

- Allison, Graham T. 1971. *Essence of Decision*. Boston: Little, Brown and Company.
- Art, Robert. 2010. *International Politics: Enduring Concepts and Contemporary Issues*. New York: Pearson.
- Barber, Benjamin. 1995. *Jihad vs. McWorld*. New York: Times Books.
- Brecher, Michael. 1999. "International Studies in the Twentieth Century and Beyond: Flawed Dichotomies, Synthesis, Accumulation." *International Studies Quarterly*. Vol. 43: 213-64.
- Clough, Michael. "Grass-Roots Policymaking". *Foreign Affairs*, Jan/Feb94, Vol. 73:2-8.
- Einhorn, Jessica. 2001. "The World Bank's Mission Creep." *Foreign Affairs*, Vol. 80:22-36.
- Finemore, Martha. 1996. *National Interests in International Society*. Ithaca: Cornell University Press.
- Griffiths, Martin. 1999. *Fifty Key Thinkers in International Relations*. London and New York: Routledge.
- Gurr, Ted R. 2000. *Peoples versus States: Minority at Risk in the New Century*. Washington, D. C.: U.S. Institute of Peace Press.
- Haas, Ernst. 1990. *When Knowledge is Power: Three Models of Change in International Organization*. Berkeley: University of California Press.
- Held, David, Anthony McGrew, David Goldblatt, and Jonathan Perraton. 1999. *Global Transformations: Politics, Economics and Culture*. Stanford: Stanford University Press.
- Hendrickson, David. "The renovation of American Foreign Policy". *Foreign Affairs*, Spring 1992, Vol. 71, Issue 2.
- Hettne, Bjorn, ed. 1995. *International Political Economy: Understanding Global Disorder*. New Jersey: Zed Books.
- Huntington, Samuel P. 1993. "The Clash of Civilizations?" *Foreign Affairs*. Vol. 72:22-50.
- Ikenberry, G. John. 2011. *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order*. Princeton, NJ: Princeton University.
- Keck, Margaret and Kathryn Sikkink. 1998. *Activists beyond Borders: Advocacy Networks in International Politics. Case of anti-deforestation movement in Brazil*. Ithaca: Cornell University.
- Keohane, Robert, and Joseph Nye Jr. 2000. "Globalization: What's New? What's Not? (And So What?)." *Foreign Policy*. Spring: 104-19.
- Keohane, Robert. 1984. *After Hegemony*. Princeton: Princeton University Press.
- Keohane, Robert, and Joseph Nye Jr. 1998. "Power and Interdependence in the Information Age." *Foreign Affairs*, Vol. 77:81-95.
- Krasner, Stephen. 2001. *Problematic Sovereignty: Contested Rules and Political Possibilities*. New York: Columbia University Press.

- Morgenthau, Hans J. 1967. *Politics among Nations*. New York: Alfred A. Knopf.
- Nye, Joseph. 2003. *Understanding International Conflicts: An Introduction to Theory and History*. New York: Longman.
- Nye, Joseph. 2011. *The Future of Power*. New York: Public Affairs.
- Rodrik, Dani. 1997. "Sense and Nonsense in the Globalization Debate". *Foreign Policy*, Summer 97:19-38.
- Said, Edward W. 1978. *Orientalism*. New York: Pantheon Books.
- Snow, Donald. M. 2003. *Cases in International Relations*. New York: Longman.
- Spanier, John and Stephen Hook. 2009. *American Foreign Policy Since World War II*. Washington, DC: Congressional Quarterly.
- Steans, Jill and Lloyd Pettiford. 2001. *International Relations: Perspectives and Themes*. New York: Longman.
- Strange, Susan. 1998. *Mad Money: When Markets Outgrow Governments*. Ann Arbor: University of Michigan Press.
- Telhami, Shibley, and Michael Barnett, eds. 2002. *Identity and Foreign Policy in the Middle East*. Ithaca: Cornell University Press.
- Thompson, Kenneth W. 1996. *Schools of Thought in International Relations*. Baton Rouge and London: Louisiana State University Press.
- Thompson, Kenneth W. 1980. *Masters of International Thought*. Baton Rouge: Louisiana State University Press.
- Thompson, Kenneth W. 1994. *Fathers of International Thought: The Legacy of Political Theory*. Baton Rouge: Louisiana State University Press.
- Viotti, Paul R., and Mark V. Kauppi. 1999. *International Relations Theory: Realism, Pluralism, Globalism and Beyond*. Needham Heights, Maryland: Allyn and Bacon.
- Waltz, Kenneth. 1959. *Man, the State and War: A Theoretical Analysis*. New York: Columbia University.
- Wendt, Alexander. 1996. "Identity and Structural Change in International Relations." In *The Return of Culture and Identity in IR Theory*, edited by Yosef Lapid and Friedrich Kratochwil. Boulder and London: Lynne Rienner.
- Wiewiorka, Michel. 1993. *The Making of Terrorism*. Chicago: University of Chicago.
- Young, Oran, ed. 1999. *The Effectiveness of International Environmental Regimes: Causal Connections and Behavior Mechanisms*. Edited by Nazli Choucri, *Global Environmental Accord: Strategies for Sustainability and Institutional Innovation*. Cambridge, MA: MIT Press.

- 8.0 Other Information -

8.1 Accommodations statement:

Appropriate accommodations are provided for students who are registered with the Accessibility Services Center and make their requests sufficiently in advance. For more information, contact Accessibility Services Center (MBS 126, Phone: 402-554-2872, [unodisability@unomaha.edu](mailto:unodisability@unomaha.edu)) or visit [unomaha.edu/disability](http://unomaha.edu/disability).

8.2 Other:

\* 8.3 Author(s):

Randall Adkins