



PLS 241: International Relations

Elite Learning—Fall 2020

Supporting Colleges: VHCC

Southwest Virginia Education and Training Network

Contact Information

Instructor : Kyle Scanlan

E-mail: The best way to reach me is by sending an email to kscanlan@mecc.edu. In addition, you may also message me in Canvas. Students should expect to receive email and message responses within 24 hours. I will post if I will not be available in the Announcements, so be sure to read the Announcements!

Online hours responses will occur within 24 hours of emails sent M-F. Please note weekend (Saturday/Sunday) email/contact may take longer.

Asynchronous Online Course via Canvas—students must access their community college account and select the Canvas option. All courses will then be displayed.

Course (Catalog) Description

This course provides an introduction to the causes of international conflict and cooperation. Topics include the modern state, diplomacy, war initiation, crisis bargaining, international terrorism, nuclear strategy, interstate economic relations, economic growth, international law, human rights, and environmental politics.

Prerequisite: Placement tests may be required. Contact your school counselor for more information.

Students who are successful in this course will receive six college credits for PLS 211/212 as well as have a basic overview of United States Government and related topics.

Course Materials

Textbook: *International Relations* EDITED BY STEPHEN McGLINCHEY
<https://www.e-ir.info/publications/download/file/66825/66829>

Other Required Materials

Zoom App: <https://zoom.us/client/latest/ZoomInstaller.exe> (Links to an external site.)

Office365: <http://office.vccs.edu>Links to an external site.

Students will use their full MyVCCS email address as their username, and their MyVCCS password to log into the site.

Time & Location of Class Meeting:

This course is asynchronous in Canvas, which means you will be able to access your course material at any time.

It is required for you to log into your course and work each school day.

I will be checking your activity in the course, and if you are not participating, I will message you and your counselor.

Technology Requirement:

Students will be required to complete and submit assignments by using Canvas, the learning management system for Elite Learning. The course can be accessed from www.learn.vccs.edu

Students will need use of the Internet for all coursework. Access to word processing software and slide-show software is also required. Microsoft Word and PowerPoint are preferred but not required.

The Virginia Community College System offers Microsoft Word for free to currently enrolled students. Students are eligible to install Office 365 on up to 5 devices at no cost. The Office 365 product includes Microsoft Word, Excel, PowerPoint, and Outlook. Students can download Microsoft Office 365 by going to: <http://office.vccs.edu>. Students will use their full My VCCS email address as their username, and their My VCCS password to log into the site.

Technical Support:

Technical problems are not common but occur from time-to-time. Trouble tickets, for the most part, will be sent directly to the technical support team at the community college. Students should refer to the *How to Receive Technical Support* document to receive prompt support. This document is found in the *Elite Learning Guide for Students* on Page 28. You should receive a response within 24 hours (usually much sooner). After you have submitted the trouble ticket, please send me an email or message to let me know what problems you are having.

Teaching Methods:

The teaching/learning method in this course will incorporate an online delivery through Canvas, with a focus on reading assignments from the textbook, augmented with videos and background documents. The learning environment will contain an active discussion forums and activities featuring constant interaction between the students as well as the instructor. All assignments in the course feature an emphasis on developing critical thinking and communication skills.

Time Working: It is your responsibility to be logged on each school day. Students are expected to work on course assignments for a minimum of 60 minutes per school day. If you are absent or unable to log on, please send a message explaining your absence as soon as possible. If you do not log on for more than three school days in a row, your guidance counselor will be contacted.

Reading Assignments: You are expected to read Chapters 1-16 in your textbook, as directed in Canvas. In addition, there will be some additional readings as part of several of the assignments.

Other Assignments: There are 16 units in the course. In each unit the student will complete a unit quiz, and one unit activity. In addition, there will be 5 ongoing discussion forums. There will be a midterm exam and final exam. Finally, there is a book review assignment.

Method of Evaluating Student Achievement

Grading Policy & Scale--This course will be graded on a ten-point scale:

89.5-100%= A 79.5-89.4 % = B 69.5-79.4 % = C 59.5-69.4 % = D 59.4 % or less = F

Grades are divided into categories:

Unit Quizzes (16)=	10%
Unit Activities (16)=	25%
Discussion Assignments (5)=	25%
Book Review=	10%
Midterm Exam=	15%
Final Exam=	15%

Students who simply follow all the guidelines for assignments earn grades of C. A grade of C is equivalent to "Average." Those whose work and contributions to the class community are clearly more advanced than the majority's earn grades of B, "Above Average," whereas those who contribute less than the majority earn grades of D, "Below Average." Work that is truly exceptional earns a grade of A, "Excellent," whereas work that is substandard and unacceptable earns a grade of F, "Unsatisfactory."

All grades will be reported by SVETN to each school with a numeric grade and a recommended letter, but assignment of a final letter grade will be at the discretion of the student's school.

Students should expect to receive feedback from the instructor on all discussion board posts within 48 hours. Because it takes much longer to grade papers, you can expect feedback within 7 days of your submission (usually sooner).

Due dates for all assignments are listed in each unit in Canvas.

****All Unit work (Activities, Quizzes, Forums) as well as the Module Exams and Book Review must be turned in by the dates listed in Canvas.****

Late Work Policy This is a college course, and you are expected to plan for due dates and give yourself plenty of time to complete all work. DO NOT wait until the last minute. Plan accordingly if you will be out of school on trips. All work must be completed before leaving for a school trip to prevent them from being late. Due dates are located on the calendar and throughout the course.

If you do not turn in an assignment on the deadline, you will be allowed to submit it with point deductions for one week (exceptions may apply).

For example: If assignment is due on August 10, you will have until August 17 to submit it for partial credit. There will be an automatic 25-point deduction for all late submissions.

- Sue doesn't turn in her work by the August 10 deadline. On August 11, the instructor posted the following into Sue grade book: *This assignment was due on August 10 but not submitted. You may submit the work until August 17 with a 25-point deduction.*
- Sue turns in her work three days late. After grading the assignment, her instructor believes it is quality work. He assigns her a 90 BUT he then deducts 25 points because the assignment was late. Sue will see a 65 in the grade book. Students will be made aware of the last day to submit the assignment within the grade book.
- If Sue doesn't turn in her assignment by the final deadline, she will see the following statement in her grade book. *This assignment is now closed. It was not submitted by the final deadline. You may longer submit this assignment for a grade. Previous message: This assignment was due on August 12 but not submitted. You will have until March 19 to submit it for partial credit.*

Exceptions to the late work policy will only be allowed IF a documented excuse is provided by your school's guidance counselor or administrative staff (illness, family emergency, etc.). Email the teacher if problems occur so they can be handled on a one-on-one basis. Please be aware that SVETN's schedule requires that we adhere to deadlines, even when schools are closed. If you have internet access at home, continue to log in and participate in class even if your school is closed. If you do not have home internet access, it is your responsibility to inform the instructor at the beginning of the semester.

Attendance Policy:

Because this is an Internet based course, there is not a scheduled time set for your coursework. Regular class attendance is required. When absence from a class is necessary, it is the responsibility of the student to inform the instructor prior to the absence. The student is responsible for the subsequent completion of all work missed during an absence. The Virginia Community College System is committed to academic quality and student success. Elements that support both values are regular attendance and participation in class. The college policy states that regular class attendance is required.

The policy in this class is: At least once every school day, you are required to log into Canvas and perform three tasks:

1. Check your inbox for new messages.
2. Check for new course announcements.
3. Check the calendar under to see what work is due.

The high school and/or parents will be notified if a student has not logged into their course consistently. Contacts will also be made if a student is logging into their course with only a minimum amount of work each day. **Expect no less than 60-90 minutes of work each day.**

Elite Learning Inclement Weather or School Closure Policy:

Asynchronous online courses have many advantages over the traditional classroom. Among those advantages are the availability of the instructor, the opportunity to "attend" class from many locations, the flexibility of schedule, and no make-up days due to snow. To provide the required amount of "seat-time" for students, Elite Learning instructors will continue to present class material and require assignment submissions. When some schools are temporarily closed, it is necessary to require a continuation of assigned work even if students are absent from school due to weather or school closures. It is the responsibility of the student to access the class via Internet during this type of absence. **Students without Internet access beyond school hours will need to discuss this with their instructor at the beginning of the semester.**

This policy will also be in place due to Covid-19 school closures or any other unexpected closures.

Students with Disabilities:

Disabilities Students who participate in this class are also high school students. Each high school has resources available for students with disabilities (IEP). Please contact the guidance counselor at your school to request academic accommodations. Each community college also has the Office of Student Services, which may be able to provide additional services. A representative from your school (guidance counselor) may make a request for services at the college. That office will evaluate the request and make recommendations for appropriate and reasonable accommodations, which the student will provide to the instructor. Please contact your guidance counselor or SVETN for more information.

Emergency Policy:

Follow all emergency policies for your home school.

Academic Integrity:

Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Anything less is unacceptable and considered academically dishonest. Academic dishonesty includes cheating, plagiarism, and fabrication facilitating academic dishonesty.

Each student will be bound by the academic codes of their school. Any violations will be reported to the student's school for appropriate disciplinary action. Cheating will not be tolerated. Because these courses are considered college courses, each student is considered a responsible adult. It is assumed that students will maintain standards of conduct appropriate to membership in Elite Learning as well as the community college. Emphasis is placed on standards of student conduct rather than on limits or restrictions. Guidelines and regulations governing student conduct are developed by the Elite Learning faculty, staff, and administration. More detailed information is found in the Elite Learning Student Guide.

Honor Code:

All local (and Elite Learning) Honor Codes are in place in this course and are expected to be followed at all times. The said Honor Code will be enforced and abided to in this course.

It is critical that all students read the Elite Learning Guide for Students. This guide is located at www.svetn.org as well as within your course. Contact Dawn Stafford, SVETN Executive Director, if you have questions or concerns.

Core Competencies: This course satisfies VCCS Core Competencies in the following categories:

Civic Engagement is the ability to contribute to the civic life and well-being of local, national, and global communities as both as social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.

Critical Thinking is the ability to use information, ideas and arguments from relevant perspectives to make sense of complex issues and solve problems. Degree graduates will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.

Professional Readiness is the ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Degree graduates will demonstrate skills important for successful transition into the workplace and pursuit of further education.

Quantitative Literacy is the ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions. Degree graduates will calculate, interpret, and use numerical and quantitative information in a variety of settings.

Scientific Literacy is the ability to apply the scientific method and related concepts and principles to make informed decisions and engage with issues related to the natural, physical, and social world. Degree graduates will recognize and know how to use the scientific method, and to evaluate empirical information.

Written Communication is the ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. Degree graduates will express themselves effectively in a variety of written forms.

Course Learning Outcomes/Objectives

Course Goal: To enable students to demonstrate a well-rounded knowledge of international relations; foster creative thinking about pressing global issues; and, to foster critical thinking and cross-cultural understanding to guide them in that process.

Specific Course Level Objectives (PLS 241)

General Learning Outcome Topics *	Specific Student Learning Outcomes The student will be able to:
Civic Engagement	<ul style="list-style-type: none"> Explain the importance of citizen engagement, ways Americans can influence and become engaged in government, and factors that might affect people's willingness to become engaged in government.
Critical Thinking	<ul style="list-style-type: none"> Explain the benefits and the consequences of failure associated with maintaining order through diplomacy. Explain the contributions of international governmental and non-governmental organizations and international law and their complex relationships with individual nations. Differentiate among the various views and approaches to governance and international relations theory. Discuss the varying impacts of the globalization of trade and communications. Explain how events led to a focus on the individual in the post-WWII era and assess the impact of those changes on how global issues are addressed. Compose a 1500-2000 word essay, using peer-reviewed sources, critically evaluating a contemporary international political issue and differentiating the various state perspectives.
Professional Readiness	<ul style="list-style-type: none"> Participate in collaborative assignments and presentations in the classroom or online. Adhere to classroom attendance and behavior requirements. Timely submission of assignments. Identify career opportunities within the federal government.
Quantitative Literacy	<ul style="list-style-type: none"> Interpret and communicate quantitative information using language appropriate to the context and intended audience. <ul style="list-style-type: none"> Use appropriate quantitative methods to analyze international demographic and economic data Read and interpret graphs and descriptive statistics.
Scientific Literacy	<ul style="list-style-type: none"> Identify and understand the underlying factors and potential consequences climate change.
Written Communication	<ul style="list-style-type: none"> Compose an essay, using peer-reviewed sources, critically evaluating a contemporary international political issue and differentiating the various state perspectives. Compose written short essays addressing the topics addressed in the Critical Thinking section.

Course Major Topics**	Specific Student Content Learning Outcomes for Topic/Unit The student will be able to:
The Making of the Modern World/ Introduction	<ul style="list-style-type: none"> Explain the meaning of a state and evolution of the modern state system. Recognize the connection between international relations as a field and their personal lives.
Diplomacy	<ul style="list-style-type: none"> Explain the meaning and significance of international and interstate diplomacy. Discuss the importance of diplomacy in regulating the proliferation of nuclear weapons.
Many Actors	<ul style="list-style-type: none"> Describe how the contemporary view of international relations has been expanded to include relationships between all sorts of political entities,

	<p>including nations, international organizations, multinational corporations, societies, and citizens.</p> <ul style="list-style-type: none"> • Explain how the national level of analyses may affect what is considered the desired outcome.
International Relations Theory	<ul style="list-style-type: none"> • Identify and define the various forms and philosophies of governance (-isms) including the influence of Marxist-Leninist thought through 20th century international politics. • Explain liberal theory, realism, constructivism, and their evolution. • Explain the positivist and post-positivist views in international relations theory. • Describe how these approaches are practiced by nations and international organizations.
International Law	<ul style="list-style-type: none"> • Define international law and the importance of international law. • Identify what issues are addressed in international law. • Identify who makes international and to whom it applies. • Explain how international law is implemented (e.g., the United Nations Charter, the Geneva Conventions, and the European Convention on Human Rights.)
International Organizations	<ul style="list-style-type: none"> • Explain what defines international governmental organizations (IGO), international non-governmental organizations (INGO), and hybrid international organizations. • Describe how international organizations shape our world.
Global Civil Society	<ul style="list-style-type: none"> • Explain how globalization links distant communities and opens up spaces for new social actors. • Identify several conditions for international activism. • Explain global civil society as a response to international exclusion (to addresses issues such as climate change, financial instability, disease epidemics, intercultural violence and global inequalities).
Global Political Economy	<ul style="list-style-type: none"> • Identify various approaches to global political economy. • Explain liberal approaches to the global political economy. • Explain the impact of individuals and state and multinational corporations. • Describe the trends toward an increasingly global economic environment (global, regional, and bilateral trade agreements).
Religion and Culture	<ul style="list-style-type: none"> • Explain how religion and culture have become increasingly important in international relations. • Describe and differentiate between the elements of religion and culture.
Global Poverty and Wealth	<ul style="list-style-type: none"> • Explain what poverty is. • Describe how poverty is measured and identify some practiced methods of reducing poverty. • Explain how globalization might affect the wealth-poverty dynamic.
Protecting People	<ul style="list-style-type: none"> • Explain the various positions in the debate over the protection of individuals. • Describe the international norms (protection of civilians, human rights, and international criminal law) of individual protections that have emerged since World War II. • Detail some problems and challenges in protecting people.
Connectivity, Communications, and Technology	<ul style="list-style-type: none"> • Describe the effect of the internet on commerce and communication. • Explain the problems associated with reliance on digital technology for communications. • Describe the limitations of the internet in terms of censorship and control.
Voices of the People	<ul style="list-style-type: none"> • Analyze the impact of globalization and communication in bringing about protests, revolution, migration, and change.

International Terrorism	<ul style="list-style-type: none"> • Define international terrorism. • Explain the motivations and goals of international terrorists. • Detail the activities of various terrorist groups. • Explain how international terrorist organizations are organized and ways they are funded. • List ways in which international terrorist organizations might be countered.
Environmental Issues	<ul style="list-style-type: none"> • Explain some of the relationships between international relations and environmental issues. • Explain common pool resource theory. • Explain the idea of the global environment as a global commons. • Discuss the conflict between global rights and domestic environmental policies and politics. • Discuss the potential role of an international organization to address environmental issues.
Feeding the World	<ul style="list-style-type: none"> • List some of the factors resulting in hunger. • Describe the impact of chronic hunger on civic participation. • Describe the impact of chronic obesity on health. • Explain how low wages affect food security • Describe how land dispossession affects hunger.
Managing Global Security	<ul style="list-style-type: none"> • Describe the evolution of the U.S. from an isolated nation to a global superpower. • Explain the impact of the U.S. standing “global watch’ (Pax Americana) on the international order. • Explain the impact of a single nation bearing the bulk of the financial burden of maintaining order in a world with increasing troubles. • Discuss some potential alternative paradigms for managing global security.

Course syllabus and schedule is subject to change at the discretion of the instructor. It is critical that all students read the Elite Learning Guide for Students. This guide is located at www.svetn.org as well as within your course. Contact Dawn Stafford, SVETN Executive Director, if you have questions or concerns.