

#280 INTERNATIONAL RELATIONS

GRADE: 11 & 12

LEVEL: 1

CREDITS: 5

PREREQUISITES: US HISTORY II (231 OR 232)

BASIC TEXT: THE NEW WORLD OF INTERNATIONAL RELATIONS

Michael Roskin and Nicholas Berry. 3rd Edition

REQUIRED MATERIALS: Three-ring binder

COURSE DESCRIPTION: This course will encourage the student to think globally and to enter the world of International cooperation and conflict. Using current International events, students will analyze how countries determine and pursue their national interests. A feature of the course will be Model United Nations via the Internet with students from other schools around the area and around the world.

MISSION RELATED GOALS: The International Relations course, through a variety of activities, will develop interpersonal skills, self-confidence, and respect for others. Through simulations and study of current issues facing the global community, students will develop the communication and problem-solving skills necessary to become successful, contributing members of society.

STUDENT EXPECTATIONS FOR LEARNING ADDRESSED:

Students will *communicate effectively* in writing position papers on foreign policy history as well as on current U.S. foreign policy decisions. Also, students will communicate effectively orally through their weekly analysis on international issues within their assigned region of the world each week.

Students will *solve complex problems* by working towards consensus on different international issues from history such as post World War II as well as current issues such as the peace process between the Arabs and the Israelis.

Students will *work with others toward a common goal* through simulations of Senate Foreign Relations Committee hearings to develop U.S. foreign policy on current issues such as the war on terror, the reconstruction of Iraq, and the nuclear programs in North Korea and Iran.

Students will *contribute to the community and the global society* by sharing their research and findings with the entire school community through classroom presentations, school wide poster campaigns and Global Awareness Month presentations in March.

Students will *respect the rights of others* by allowing members of the class to voice their opinions on international issues.

GENERAL PERFORMANCE OBJECTIVES:

See UNITS AND THEMES

MASSACHUSETTS FRAMEWORKS STRANDS:

GRADE 12 ELECTIVE AMERICAN GOVERNMENT

UNITS AND THEMES/ OUTLINE

I. Introduction: A history of international systems (4 days)

- A. Balance of Power System
- B. Anti-Balance of Power System
- C. Bipolar System
- D. Stratified System
- E. The systems approach to studying International Relations

CH. 1 Roskin & Berry

USG.4.1—Describe how the world is divided politically, and give examples of the ways nation states interact, including trade, tourism, diplomacy, treaties and agreements, and military action.

II. United States foreign policy history (7 days)

- A. Overview: American Revolution to the end of the Cold War
- B. American Revolution
- C. U.S. expansion
- D. Spanish-American War
- E. World War I
- F. World War II
- G. Cuban Missile Crisis

Ch. 2 Roskin & Berry

Simulations—U.S. foreign policy decisions You are the President

Spanish-American War; Annexation of Hawaii; Cuban Missile Crisis: U.S. aid to Britain in WWII

USG.4.3—Identify and explain the powers that the United States Constitution gives to the President and Congress in the area of foreign affairs.

USG.4.4—Describe the tools used to carry out United States foreign policy.

USG.4.2—Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in systems of government, and religious and ethnic conflicts

USG.4.9—Evaluate, take, and defend a position about whether or not the United States should promote the spread of democracy throughout the world, or in parts of the world, or not at all.

III. The Vietnam War (10 days)

- A. French Indochina War
- B. Eisenhower-Geneva Accords
- C. Kennedy's Vietnam
- D. Escalation-Lyndon Baines Johnson
- E. Nixon-Paris Accords
- F. Robert MacNamara—Fog of War

Ch. 3 Roskin & Berry

*Choices in Education—U.S. Policy in Vietnam—simulation after Tokin Gulf
View DVD on The Fog of War—the memoirs of Robert MacNamara*

USG.4.1—Describe how the world is divided politically, and give examples of the ways nation states interact, including trade, tourism, diplomacy, treaties and agreements, and military action.

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USG.4.4—Describe the tools used to carry out United States foreign policy.

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IV. The Role of the U.S. in Global Affairs (7 days)

- A. Global Environmental Problems
- B. U.S. Trade Policy
- C. U.S. Immigration Policy
- D. Weapons of Mass Destruction
- E. Terrorism—War on Terror
- F. Role of the U.N.

*Choices in Education-The role of the U.S. in Global Affairs
Simulation of U.S. Senate Foreign Relations Committee Hearing
Presented to freshman & sophomore history classes*

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USG.4.3—Identify and explain the powers that the United States Constitution gives to the President and Congress in the area of foreign affairs.

USG.4.4—Describe the tools used to carry out United States foreign policy.

USG.4.5—Examine the different forces that influence U.S. foreign policy, including business and labor organizations, interest groups, public opinion, and ethnic and religious organizations.

USG.4.7—Explain and evaluate participation by the United States government in international organizations.

USG.4.8—Use a variety of sources, including newspapers, magazines, and the Internet to identify significant world political, demographic, and environmental developments. Analyze ways that these developments may affect United States foreign policy in specific regions of the world.

USG.4.9—Evaluate, take, and defend a position about whether or not the United States should promote the spread of democracy throughout the world, or in parts of the world, or not at all.

V. The Arab-Israeli Peace Process (8 days)

- A. Palestine in the Roman Empire
- B. Palestine in the Ottoman Empire
- C. Palestine in WWI-British Mandate
- D. U.N. partition of Palestine & the creation of Israel
- E. The Israeli wars—1948, 1956, 1967, 1973, 1982

F. Agreements—UN resolution 242, Camp David Accords, Declaration of Principles
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View films—The Long Way Home-on the creation of Israel & One Day in September-on the terrorist Attack on the Israelis at the 1972 Munich Olympics.

Simulation—Peace summit between U.S., E.U., Israel, PLO, and Arab Nations

USG.4.1—Describe how the world is divided politically, and give examples of the ways nation states interact, including trade, tourism, diplomacy, treaties and agreements, and military action.

USG.4.2—Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in systems of government, and religious and ethnic conflicts.

VI. The United Nations (8 days)

A. History of the United Nations

B. Structure of the United Nations

C. Functions of the United Nations

D. Role of the United Nations-pre & post Cold War

E. Current UN missions

United Nations official website—un.org

Presentations on various roles played by the UN

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USG.4.8—Use a variety of sources, including newspapers, magazines, and the Internet to identify significant world political, demographic, and environmental developments. Analyze ways that these developments may affect United States foreign policy in specific regions of the world

USG.4.6—Differentiate among various governmental and nongovernmental international organizations, and describe their purposes and functions.

VII. Human Rights (7 days)

A. Universal Declaration of Human Rights

B. How the UN enforces Human Rights

C. Current UN missions on Human Rights

United Nations official website—un.org

Research paper & presentation on current Human Rights investigations

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VIII. India and Pakistan (5 days)

- A. History of India and Pakistan
- B. Issue of Kashmir
- C. History of peace process
- D. Current peace negotiations
- E. Underlying nuclear issues

Webquest on India and Pakistan leading to multilateral diplomacy summit

Ch. 20 Roskin & Berry Diplomacy

USG.4.2—Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in systems of government, and religious and ethnic conflicts.

IX. Nuclear Proliferation (5 days)

- A. History of Nuclear Weapons
- B. Nuclear Agreements—SALT treaties
- C. Nuclear Non-Proliferation Treaty
- D. North Korea & Iran
- E. International Atomic Energy Agency (IAEA)

Internet research on Nuclear Proliferation—position paper on U.S. policy

USG.4.7—Explain and evaluate participation by the United States government in international organizations.

USG.4.8—Use a variety of sources, including newspapers, magazines, and the Internet to identify significant world political, demographic, and environmental developments. Analyze ways that these developments may affect United States foreign policy in specific regions of the world

USG.4.6—Differentiate among various governmental and nongovernmental international organizations, and describe their purposes and functions.

X. South Africa & Apartheid (7 days)

- A. British & Dutch colonialism
- B. The Boer War
- C. The Apartheid System
- D. Resistance to Apartheid
- E. The end of Apartheid

Ch. 10 Roskin & Berry South Africa the Last Colony

View film-Cry Freedom-on the Black Consciousness Movement & Steve Biko

USG.4.2—Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in systems of government, and religious and ethnic conflicts.

XI. International Law

- A. History of International Law
- B. Nuremburg Trials
- C. International Sanctions
- D. Slobodan Milosevic
- E. Saddam Hussein

Case studies on Milosevic and Hussein

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USG.4.9—Evaluate, take, and defend a position about whether or not the United States should promote the spread of democracy throughout the world, or in parts of the world, or not at all.

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SUGGESTED INTEGRATED ACTIVITIES:

1. Students in Foreign Language classes research effects of U.S. foreign policy decisions in their region of the world. For example: effects of NAFTA on Latin America.
2. Students from I.R. class discuss with younger students in World Studies the impact of the events they are studying on today's world.

USE OF TOOLS/TECHNOLOGY:

1. Students will use the Internet on a weekly basis for research on current world events
2. Students will view programming (usually recorded) on policy issues and debates (C-Span; C-Span II) as well as a weekly news program from CNN entitled "Worldview."
3. Students will participate in an on-line model U.N. program along with other area high schools through UMass Lowell.

ASSESSMENT TECHNIQUES:

Students' progress in achieving the goals of the course will be assessed in the following ways:

40%: tests, quizzes, essays, panel discussions/presentations

30%: Current news journals - an ongoing assignment requiring three articles per week with summaries.

20%: Homework and participation in class

10%: Bi-weekly geography quizzes