

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: _____ Date revised 10/7/24

4. Department/discipline: Political Science

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: International Relations
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: POLS 8. Course Level: 1030

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 40 Control Number (online) 25

11. Catalog/Course description:

This course provides an introductory overview of the key theories, concepts, and ideas essential for understanding international relations. Students will explore a range of historical and contemporary issues, including human security, environmental challenges, border politics, the global political economy, and the causes and impacts of military conflicts and wars.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): None

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Instructor choice

14. **Course Content** (Provide an outline of major topics covered in course)

1. Regions of the World: (Europe, Asia, Africa, Oceania, North America, and South America)
2. Globalization
3. Terrorism, Counterterrorism, and Evolving Security Challenges
4. International Cooperation and International Law
5. Climate Change and Environmental Concerns
6. Migration and Immigration
7. The Internet, Cyberspace, and Cybersecurity
8. Global Health
9. Trade and Investment
10. International Political Economy and Development
11. Nuclear Proliferation

- 12. Sovereignty, Self-Determination, and the Balance of Power
- 13. Alliances, Coalitions, and International Organizations
- 14. International Security and War
- 16. Humanitarian Concerns
- 17. Major Global Historical Moments that Shaped International Relations in the Modern Era (WWI, WW2, The Cold War, Post-Cold War Era)

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Demonstrate an understanding of basic concepts and issues in international relations that include an ability to analyze theories related to sovereignty, power, national interest, national security, war, globalization, international law, international organizations, and/or human rights.	A	1
2. Communicate an understanding of broad and comparative themes in intranational relations through speech, writing, and/or use of digital media.	B	2
3. Apply international relations theories to historical and contemporary events.	C	6
4. Demonstrate a critical, well-grounded understanding of multiple worldviews, experiences, power structures, ethical and cultural positions in	D	7

relation to contemporary global problems.		
---	--	--

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): 5 & 8

Goal 5: History and the Social and Behavioral Sciences

To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Students will be able to:

- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- Examine social institutions and processes across a range of historical periods and cultures.
- Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 8: Global Perspective To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic, and political experiences. Students will be able to:

- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- Demonstrate knowledge of cultural, social, religious, and linguistic differences.
- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future

17. Are there any additional licensing/certification requirements involved?
_____ Yes X No

03/19/19