



International Relations Fall, 2025

Course Introduction


Course Title	International Relations
Course Code	(To be determined)
Credit Hours	45
Semester & Year	Fall 2025
Pre-requisites	None

Class Type	Section	Days	Time	Room
Elective	01	Tuesdays / Thursdays	10:30-12:00	802

Instructor

Instructor	James Danielsen
Office	TBD
Consultation Hours	by email appointment
Email	jamesdanielsen@woosong.org

Mission Map

Mission Based Goals		Approximate % of Course Content
Global Perspective		30
Asian Expertise		25
Creative Business & Technology Foundation		5
Cross Cultural Competence		20
Social Responsibility		20
Total		100%

SolBridge Mission & Course Objectives

The prime goal of the course is to deliver the promise of SolBridge. SolBridge has the mission of educating the next generation of Asian Thought leaders. The school aims to instill in our graduates a Global Perspective, Asian Expertise, Creative Management Foundation, Cross Cultural Competence and a sense of social responsibility.

This course presents the fundamentals of international relations and invites students to apply key concepts to current events. Through lectures, class discussions, readings, and debate, students will increase their understanding of international relations, systems of global governance, and transnational crises and dilemmas.

The course focuses on international relations in the context of business and trade. Specifically, the Trump administration is in the process of dismantling the global liberal economic order that has been in place since the end of WWII. The impact of tariffs, deindustrialization, supply chain disruptions, global/regional conflict, artificial intelligence, and the climate emergency will all reshape the future of business and trade. An understanding of the key concepts that govern our understanding of international relations will be a key asset for students who seek to anticipate the future of trade and business.

Learning Outcomes

Following successful completion of the course, the participant would be able to:

- Understand the key assumptions of the main IR theories
- Apply theory to current events in order to explain them
- Analyse the impact of IR events on 1) trade and the global economy; 2) the Asian region; and 3) specific countries in the Asian region
- Evaluate the cogency of country-specific policies and actions
- Create solutions for global governance most conducive to fair and balanced trade and development
- Create policy/strategy recommendations for a multinational corporation

Course Outcome – SolBridge Mission Matrix

Course outcomes	Learning level	Course Outcome Statement	SolBridge Mission Goals ¹					Assessments
			Global Perspective	Asian Expertise	Creative Business & Technology Foundation	Cross Cultural Competence	Social Responsibility	
LO 1	L2 (Understand)	Understand the key assumptions of the main IR theories	3	2	0	2	1	Pre-class activities, Debate, Exams
LO 2	L3 (Apply)	Apply theory to current events in order to explain them	3	2	0	2	2	Pre-class activities, Debate, Exams
LO 3	L4 (Analyse)	Analyse the impact of IR events on 1) trade and the global economy; 2) the Asian region; and 3) specific countries in the Asian region	2	3	0	2	2	Pre-class activities, Debate, Exams
LO 4	L5 (Evaluate)	Evaluate the cogency of country-specific policies and actions	2	2	0	0	0	Debate, UN simulation
LO 5	L6 (Create)	Create solutions for global governance most conducive to fair and balanced trade and development	3	2	0	1	3	Debate Final report/ presentation
LO 6	L6 (Create)	Create policy/strategy recommendations for a multinational corporation	2	2	3	1	1	Final report/ presentation

¹ Key: 3 - Imparts Knowledge/Skills, Provides Practice, and Provides Reflection/Experimentation opportunities; 2 – Imparts Knowledge/Skills, and Provides Practice; 1 – Imparts Knowledge/Skills; 0- Does not address

Teaching Methodology

This course uses a flipped methodology where students are expected to read course materials before coming to class. During class, the material is covered by means of interactive presentations which include multiple choice and open-ended questions based on the material. In this way, the instructor can immediately address any misunderstandings and students can gauge how their own mastery of key concepts compares to that of their peers.

Deliberation and debate on current events will occur in small groups both during class and outside of class time. Deliberation outside of class time will occur by means of a custom online system. Participation is expected and required. The outcomes of this deliberation will then form the basis for classroom discussion.

The final policy report is intended to be a set of recommendations/strategies for a real-world multinational corporation. The intention here is for students to apply their knowledge of IR theory and current events so as to anticipate future events and thereby design an appropriate business strategy.

Course Materials and Readings

- International Relations. 2017. McGlinchey, S, Walters, R, and Scheinpflug, C. International Relations Publishing. Available at <https://www.e-ir.info/publication/international-relations-theory/>
- Assorted videos, readings, and news articles
- The Fog of War: Eleven Lessons from the life of Robert McNamara

Assessment Method & Grading

These are the components of the evaluation scheme for this course:

Component	Weight
Attendance	20%
Participation/assignments – Textbook/course material reading, Debate, slideshow participation, Graded assignments	40%
Midterm Written Exam	15%
Final Written Exam	15%
Final Project	10%
Total	100%

Attendance

There is a steep curve – defined by Woosong – related to attendance. Missing just a single 3-hour class means you will lose 3-4% of your final grade. Be sure not to miss class without a doctor's note. Unfortunately, the instructor cannot give attendance on a case-by-case basis. If you miss class, you must get an excused absence.

Participation / Assignments

Assessment will focus on continuous formative assessment based on the following participation criteria: 1) completing course material reading checkpoints prior to class; 2) completing Padlet-like activities before and during class; 3) participating in interactive slideshows during class; 4) participating in online deliberation and debate activities both during class and outside of class.

Before class each week you are required to login to the website – synapp.org – and read the textbook chapter or course readings. Each section in the chapter or reading is followed by a checkpoint, which may include MCQs or open-ended questions. If the checkpoints are not completed before class, then participation points are lost.

Debate and deliberation will happen online by means of synapp.org and by means of in-class discussions. Participation is expected and required. The data derived from the debate and deliberation process will form the basis of the Final Policy Report.

The participation/assignment assessment category may also include graded assignments, most likely one before the midterm and one after the midterm.

Midterm/ Final Exams

When it comes to summative assessment – the midterm and final exams – the mastery and application of key concepts is key. Both exams are ‘open book’ in the sense that students can bring handwritten notes to class, but no digital devices or computers are allowed. Written exams will include MCQs and short questions. The exams will include questions that require analysis of a recent news article.

The final exam is in the same format as the midterm exam.

Final Report

A final project/presentation focused on 1) creating a country-specific policy menu most conducive to the developmental, trade, and security needs of that country; AND/OR 2) a policy menu for global governance most conducive to fair and balanced trade

The Grading Curve

As per SolBridge policy, the following curve will apply: 30%, 40%, 30%. This means a maximum of 30% of students, rounded down, can achieve an A+ or A, and a maximum of 40% rounded down can achieve a B+ or B. These are the maximums, but it is possible that fewer than the maximum will achieve the grades at the given threshold.

Session Plan

Course Calendar		
Week	Objectives	Assignment
Week 1	Course introduction: <ul style="list-style-type: none"> • Introductions • Course overview • Course policies 	Introduction activity (in class) Course policy terms and conditions (in class)
Week 2	Core Theories: Realism: <ul style="list-style-type: none"> • Realism • The Melian Dialogues • Machiavelli 	Assignment TBD Deliberation and debate
Weeks 3	Core Theories: Liberalism: <ul style="list-style-type: none"> • Liberalism • Kant and Perpetual Peace • Democratic peace theory 	Assignment TBD Deliberation and debate
Week 4	Core Theories: Constructivism: <ul style="list-style-type: none"> • Physical and ideational world 	Assignment TBD

	<ul style="list-style-type: none"> • Identities, interests 	Deliberation and debate
Week 5	<p>Core Theories: English School, Marxism, Critical Theory, Structuralism:</p> <ul style="list-style-type: none"> • English School • Marxism • Critical Theory • Structuralism • Feminism 	<p>Assignment TBD</p> <p>Deliberation and debate</p>
Week 6	Public Holiday	
Week 7	<p>Cuban Missile Crisis; Nuclear Proliferation:</p> <ul style="list-style-type: none"> • Cuban Missile crisis • Nuclear proliferation today 	<p>Assignment TBD</p> <p>Deliberation and debate</p>
Week 8	Midterm Exams	
Week 9	<p>Rules Based Order: UN, Bretton Woods, WTO:</p> <ul style="list-style-type: none"> • United Nations • Bretton Woods institutions 	<p>Assignment TBD</p> <p>Deliberation and debate</p>

	<ul style="list-style-type: none"> • Liberational internationalism and rules-based order 	
Week 10	<p>Disruption: Trumpism, Populism, Nationalism:</p> <ul style="list-style-type: none"> • The rise of populism and nationalism • Democratic deconsolidation • Dismantling of the liberal consensus / neoliberal international trade order 	<p>Assignment TBD</p> <p>Deliberation and debate</p>
Week 11	<p>Disruption: China and Southeast Asia:</p> <ul style="list-style-type: none"> • The rise of China and South East Asia • Trade configurations • Tensions 	<p>Assignment TBD</p> <p>Deliberation and debate</p>
Week 12	<p>Disruption: The Middle East:</p> <ul style="list-style-type: none"> • Oil • Nuclear proliferation • Palestine/Israel 	<p>Assignment TBD</p> <p>Deliberation and debate</p>
Week 13	<p>Disruption: The Climate Emergency / Artificial Intelligence:</p> <ul style="list-style-type: none"> • The Climate Emergency and liberal institutionalism 	<p>Assignment TBD</p> <p>Deliberation and debate</p>

	<ul style="list-style-type: none">Automation and Artificial Intelligence	
Week 14	Revision / Mock UN Security Council Meeting	
Week 15	Final exam	
Week 16 (Makeup)	Final exam feedback Final Project Presentation	Final project due Final report due

Academic Integrity

A student fails to act with integrity when they engage in or attempt to engage in any of the following conduct. Failing to act with integrity is a violation of the Code of Conduct.

1. Academic Integrity

Academic integrity and honesty are fundamental to the values of our institution. Academic misconduct by students negatively affects both our academic reputation & quality and our students' learning experience & progress (academic and career). Thus, SolBridge pays utmost importance to academic integrity and honesty and expects all the students to maintain academic integrity in all their academic endeavors.

Students must read the SolBridge Academic Integrity guidelines & rules, the Code of Responsible Conduct, and respective course syllabi carefully to understand what the institution and the course instructors expect in terms of academic integrity and responsible conduct. If the students have any doubt about the appropriateness of any act or conduct, they should reach out to the SolBridge academic affairs team or their course instructors.

1. Academic Dishonesty

Activities that might interfere with the quality of education, pursuit of knowledge, or fair evaluation of a student's performance qualify to be termed as dishonest academic activities. Examples of academic dishonesty includes but not limited to:

1. Cheating in exams and other coursework

Any attempt to use unauthorized materials, study-aids, support or assistance. Examples include but not limited to:

- Copying from another student during examinations or in assignments.
- Allowing another student to copy or collaborate with in exams or assignments when it is not permitted
- Obtaining or using unauthorized information, material, or assistance in quizzes, exams or any academic assignment
- Copying material from other students' reports/ assignments and submitting the same as one's own report
- Creating fictitious interview materials for assignments or reports.
- Failing to follow rules laid out for exams, quizzes, assignments, etc.

2. Plagiarism

SolBridge considers plagiarism as a serious breach of professional ethics. Plagiarism will not be tolerated in any form at SolBridge. Penalties can be as severe as expulsion from the university. To avoid plagiarism, it is always best to do your own work or cite the work of others as appropriate.

3. Copying Textbooks & copyrighted materials

Copying Textbooks and other copyrighted materials without permission of publisher or author is tantamount to theft. Therefore, students are expected to purchase the prescribed books and other materials from the Woosong Bookstore or from other legal sellers. Students violating copyrights will face disciplinary actions. Refer to the disciplinary action section.

4. Fabrication

Submitting deliberately falsified or altered information in any academic exercise. Examples include but not limited to:

- Making up data for field exercises, surveys, experiments, etc.
- Manipulating data while analyzing or using data.
- Artificially generating sources or references.
- Citing nonexistent references.

- Forging signatures.
- Forging attendance records or falsifying attendance records.
- Submitting documents containing false information.

5. Misrepresentation of academic facts and records

Any attempt to misrepresent, falsify, or tamper academic records, documents, and facts. Examples include but not limited to:

- Tampering with student records in any format (digital, paper, etc.).
- Tampering with transcripts, grade sheets, etc.
- Falsifying academic information (related to the enrolled program, grades, etc.) in public forums, CVs, social media, etc.

6. Collusion

Deliberately helping or attempting to help another to engage in dishonest academic activities.

7. Misuse of instructor's course materials

Sharing, copying, posting any course materials (slides, articles, cases, simulations, exams, quizzes, samples, etc.) provided by an instructor without written permission of the instructor.

8. Unauthorized use of another student's work

Obtaining, sharing, posting, editing any other student's work (for example, exams, assignments, quizzes, projects, essays, etc.)

9. Use of Generative AI tools

Using Generative AI tools (such as ChatGPT, Google Bard, GitHub Copilot, AlphaCode, etc.) against the policy laid out by the respective professors in each course. Students are expected to refer to the syllabus for their respective courses to learn about the generative AI policy for the course and are expected to reach out to their course instructors for any clarifications. **Please refer to the AI Usage Policy in the section below.**

Any permitted use of generative AI (for any coursework) needs to be cited by the student in the relevant assignment/report/essay/etc. in the format provided by the course instructor or as follows: "<Prompt>, <name of the tool>, <Version of the tool>, <date when the content was generated>." Failure to do so will attract disciplinary actions.

10. Lying or fraud

Giving false excuses or making false statements. Examples include but not limited to:

- Giving false excuses for not meeting deadlines, or for postponing an exam, etc.
- Marking attendance without attending class sessions.
- Making false statements regarding incomplete assignments, coursework, etc.
- Making false statements or giving false excuses about being late to class or about any inappropriate behavior.

Any act of academic dishonesty (related to any course) will be dealt as per the following disciplinary procedure:

1. The first instance or the act will result in a "zero" for the assignment or the assessment in question, and a report will be filed with the disciplinary committee. If the assessment in question is the final assessment for the course, then the result is a 'C', 'D' or 'F' grade for the course as per the professor's discretion. Further actions may be taken by the disciplinary committee based on the severity of the behavior.
2. The second instance or the act will result in a 'fail' grade for the entire course, and a report will be filed with the disciplinary committee. Further actions may be taken by the disciplinary committee.

3. The third cumulative instance or act will result in institutional-level disciplinary action which could include suspension or expulsion from the school.
4. The instructor will report each instance of plagiarism, academic dishonesty and violation of school disciplinary rules to the disciplinary officer.

Generative Artificial Intelligence (AI) Usage Policy



This course implements a custom policy for AI use. In some sections of the course, the use of AI is permitted and encouraged but in others it is prohibited. Moreover, the actual policy itself will form a key part of the debate and deliberation component in the course. In short, it is the intention that the student body themselves will deliberate upon and then formulate an AI Usage Policy for the assignments and/or projects in the course. However, the feasibility of this approach is yet to be demonstrated and may change.

The overall AI policy will be clarified at the start of the semester.