

Latin American University of Science and Technology School of International Relations

Course Name	International Relations Theory
Code	12-0006
Credits	4
Requirements	None
Co-requirements	None
Modality	Virtual
Nature	Theoretical – practical
Period	III CO-2020
Duration	Four-month term, equivalent to fifteen school weeks
Schedule	W 2:00-5:00PM
Classroom	N/A
Professor	Maria Fernanda Batista, M.A. mbatistal170@ulacit.ed.cr
Administrative Instructions	The University has a wireless network in campus and computer equipment available in the computer labs, so that the student may have access to the library databases and the educational resources available on the educational platform of the institution. This course is taught in English and the oral and written academic production must be in this language.

PURPOSE OF THE COURSE

The purpose of this course is to analyze the most important and modern theories and approaches of the field of International Relations.

To do so, we will use theoretical and analytical tools for the study and interpretation of the main phenomena of the discipline, such as theoretical matrices and comparative case studies. In this context, the student develops analyzing, advising, and making decisions skills on issues related to the international system based on the interpretation of the behavior of its actors and trends underlying them.

In the course, the student applies these tools individually and collaboratively, to case studies, events and current problems in the international system, after analysis of concepts, ideas, theories and disciplinary approaches. The course offers students opportunities for making informed decisions on the use of approaches and theories related to international dynamics and their effect. Research and analysis in and out of class support learning activities such as research and debates.

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COMPETENCES

Traditional education is based on content, but ULACIT uses a curriculum model based on competences, which means that students will develop the ability to think and react as experts in their discipline, and not only to understand its conceptual or theoretical framework. The table specifies the disciplinary and general competences as well as the performance criteria that will be developed.

Competences	Sub competences	Performance criteria
DISCIPLINARY COMPETENCE		
Analyze and make decisions on issues related to the international system based on the theoretical interpretation of the behavior of its actors and interactions and trends underlying them.	Differentiate the main approaches and contemporary international relations theory explaining the dynamics of the international system.	Choose and sustain the use of the main approaches and theories of international relations for the analysis and interpretation of cases and phenomena present in the international system through group work in and outside class. Critically evaluates the different theoretical perspectives with peers and the teacher through critical analysis discussed in class.
	Apply the main concepts, assumptions, and analytical tools of the various theories and contemporary approaches to the dynamics presented in International Relations.	Apply the main approaches and theories to the study of cases to be resolved individually, with their peers and teacher in class. Theoretically justifies the application of assumptions and instruments presented in group discussions and cases with both the teacher and with their peers. Apply the main elements of analysis of reviewed theories to propose explanations of cause and possible scenarios to discuss the consequences

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		<p>of such phenomena through research.</p> <p>Discusses with peers and argues personal positions with peers and teacher explanations of causes and consequences of the scenarios studied phenomena with theoretical tools selected by presenting a synthesis of his research.</p>
GENERAL COMPETENCES		
Innovation	<p>Innovation competence involves the capacity to think in an open, critical and purposeful manner; to experience and reflect; inquire; synthesize and reorganize information; generate new ideas; manage change; take risks and anticipate consequences; use technology; act independently and collaborate with others, among others.</p>	<p>It uses technology to conduct research, organize, evaluate, and communicate information through case analysis and resolution.</p> <p>Use creative thinking in proposing solutions to the problems they face in everyday life by simulating scenarios.</p>
Critical Thinking	<p>Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.</p>	<p>Student shows and presents evidence of elaborate thinking processes in the study of class subjects, debates, research and collaborative work.</p> <p>Student includes different perspectives, scenarios and actors in their analysis of international phenomena.</p> <p>Students incorporate the use of thinking routines as part of their work process.</p> <p>Students are able to properly argument their positions and statements utilizing valid scientific sources of information.</p>

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Integrity	Integrity competence involves the capacity to sponsor and apply high moral and ethical principles, respect others, and be consistent with their own values in difficult situations, among others.	Collaborate and interact with others effectively and respectfully in class discussions around the conflicts and challenges of intercultural communication. Consider and respect other forms of life, thought and cultural patterns that are explored through readings and individual research.
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PLAN OF THE LEARNING EXPERIENCE

In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

Topic 1. Importance of theory in International Relations

- Purpose of theories in international relations
- International relations as a science subject to theorizing
- Theoretical **debates in international relations**

Topic 2. First debate on international relations: liberalism vs. realism

- Historical context of the debate
- Liberalism (liberal institutionalism)
- Postulates and theoretical proposals
- Theoretical and critical references
- Main postulates and premises
- Units of analysis and study problems
- Main references of the theory

Topic 3. Traditionalism and scientism

- Historical context of the debate
- Traditionalism and its main arguments
- Scientism and its main arguments
- Results of the debate

Topic 4. Third debate on international relations: the interparadigmatic debate: state-centered-globalism-structuralism

- Historical context of the debate
- State centric paradigm
- Transition from realism to "neorealism"
- Neoliberalism or neoliberal institutionalism
- Globalist paradigm (transnationalism)
- Structuralist paradigm (neo-Marxism)

Topic 5. The fourth debate on international relations: rationalism vs. reflectivism

- Historical context of the debate
- Rationalism: main criticisms
- Moderate reflectivism: constructivism
- Radical reflectivism
- Results of the debate
- Theory of international relations at the beginning of the second decade of the XXI century

Topic 6. New theoretical developments of International Relations in the XXI century

- Critical appraisal of the most relevant theoretical approaches to International Relations.
- Strengths of the theoretical body available in International Relations.
- Weaknesses and gaps in the face of new theoretical developments in International Relations.

LEARNING ENVIRONMENT

Teaching methodology

To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of "reversed classroom", or "flipped classroom": the assignments that need minor cognitive effort (remembering and understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.

The course provides materials such as readings, videos, narrated presentations and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class, and study the theory at home. The sessions are reserved to practice, reflection and discussion. They revolve around questions, controversies and issues of real business life. With this active, reflective and participative methodology, students are expected to develop inquiry, research and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers and other members of society.

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Learning resources

The university has the following educational resources to continually support the teaching-learning process:

- Classrooms-enabled computers, projection equipment and Internet access.
- Online education platform: Blackboard (Bb).
- Document Camera.
- Recording equipment and sound amplification.
- Virtual Library: EBSCO, from which you can access full-text articles.
- Clickers, wireless personal response systems.
- Computer labs with Internet access and applications for research.
- Articulate Presenter, a tool that converts PowerPoint presentations to Flash and can integrate interactions, animations and narrations synchronized.

Bibliography

American Psychological Association. (2010). Publication manual of the American Psychological Association (6ta. Ed.). Washington, D. C.: APA.

Viotti, P.R. & Kauppi, M.V. (2011). International Relations Theory. (5 Ed.). Boston, USA: Logman

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EVALUATION

The course is graded according to the following assessment chart:

Activity	%	Deadline
Participation in class	15%	On Going
Weekly journals	15%	On Going
Research paper	35%	Week 13 and Week 14
Linked in course and Learning Journal	5%	Week 11
Participation in COIL project:	5%	On going
Article for Moxie	20%	Week 9
Course evaluation (CEPA)	5%	Week 14
Total	100%	

Participation in class: 15%

Students are expected to join all synchronous sessions on time, stay connected for the whole duration of the session and prepare the corresponding tasks every week. Students must read the assigned required readings and do the corresponding chapter exercises before coming to any session. Reading verifications will be carried every week by means of individual questions, and the fulfillment of chapter exercises will be checked.

Students are expected to understand the issues covered by each reading, do the reading schemes, write down doubts, and carry further research before coming to any session. During the sessions, students should be participating and collaborating with other students in a respectful manner, whether by voicing their questions and concerns, answering questions, and/or working on the assigned tasks. If the student is consistently distracted, does not answer questions or engages when addressed by the professor, marks will be deducted. If the student is absent, he/she loses the 1% for the week.

EVALUATION RUBRIC OF CLASS PARTICIPATION EVERY WEEK

CRITERIA	1 Met	0 Not met
Punctuality	Logs in on time to class and stays in the virtual classroom for the entire session period.	Arrives late to class and does not stay in the classroom for the entire session period.
Preparation	Comes prepared to class, having schematized the readings and raised doubts.	Does not come prepared to class, does not schematize the readings or raise doubts.
Values	Behaves in a respectful manner.	Does not behave in a respectful manner.

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Participation	Contributes to the class raising comments that encourage discussion.	Participates only when requested by the teacher or does not get involved at all.
Collaboration	Cooperates with others, showing leadership, ethics, negotiation and initiative skills.	Does not demonstrate leadership, ethics, negotiation and initiative skills.
TOTAL	The total is calculated based on 5 points	

Weekly Journals: 15%

Students will submit weekly journal entries. These are short (4-6 paragraphs) where they will summarize the authors main ideas. If multiple readings are assigned, they may choose one. They will also write a reflection from the previous class in terms of content and classroom experience.

Criteria	Description	Value
Formatting	Follows proper style and formatting suitable for a scholarly paper.	1.5
Reading Summary	Provides a succinct yet comprehensive synopsis of the author's main points.	4.5
Analysis	Analyzes the author's positions, provides an opinion and reflects on the previous class	4.5
Grammar	Uses proper grammar, syntax and style.	2.25
APA adherence	Follows APA guidelines	2.25
TOTAL		15

Research Paper: 35%

Students will use two of the IR theories learned in class as the foundation of their conceptual framework to investigate and analyze international phenomena. Papers should be 20 to 30 pages long.

Papers should include a matrix which states analysis categories for each the theories chosen. The Paper should include the following component:

- Cover
- Introduction
- Theories Chosen with main proposals
- Description of International Phenomena chosen
- Analysis Matrix with categories
- Analysis of Phenomena with theoretical perspectives
- Conclusions

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- Recommendations
- Bibliography
- Annexes if any

The paper should be presented in the following format:

- Font: Arial, size 11
- Spacing: 1.5
- Reference style: APA 2016
- Length: 8-15 pages (Cover and references not included)
- Page number

Rubric for research paper

	Criteria	1	2	3	4	5
1	Integration of knowledge The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.					
2	Topic focus The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.					
3	Depth of discussion In-depth discussion & elaboration in all sections of the paper.					
4	Cohesiveness Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.					
5	Conclusions Synthesize the findings and their position regarding them.					
6	Structure The document complies with the structure and length requested					
7	Writing style Demonstrates excellent ability to express clearly in an academic English.					
8	Spelling & grammar No spelling &/or grammar mistakes.					

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9	Sources No less than 10 sources are used, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All websites utilized are authoritative.					
10	Citation Cites all data obtained from other sources. APA citation style is used in both text and bibliography.					
Total. The score is calculated on a basis of 35 points. No work will be approved with assessment of 1 in any of the criteria.						

Note: 1 Did not comply; 2 complied deficiently; 3 Complied fairly; 4 Complied efficiently; 5 Complied excellently

Linked-In Course and Learning Journal: 5%

As part of the educational resources for this course, students have access to the LinkedIn Learning platform. The LinkedIn Learning platform offers free access to more than 15,000 virtual courses, which not only allow the course content to be supplemented, but also offers the possibility that once the courses on the platform are completed, the student's profile is automatically updated on the platform.

For this course, students must complete a LinkedIn Learning course, which is aimed at developing the skills and competencies necessary to excel in today's job market. In addition, a learning journal should be prepared where they make a synopsis of what they have learned and a reflection on how they think they can benefit from this knowledge and skills in their professional career.

The course chosen for this semester is: *"Overcoming your Fear of Public Speaking"*

You can access it through the following link:
https://www.linkedin.com/learning/overcoming-your-fear-of-public-speaking-2?trk=learning-serp_learning_search-card&upsellOrderOrigin=homepage-learning_learning-search-bar_search-submit

Collaborative Online International Learning Initiative (COIL): 5%

This course has a virtual international exchange component. We will work with students from the Salisbury University in Maryland, USA, on different tasks this quarter. You will receive instructions and materials for each activity. You are expected to participate and engage with the international students and attend all activities planned. Grade will be based on attendance.

Article for Moxie: 20%

As of 2020, ULACIT has its own Web channel, called Moxie, produced by the students, in alliance with the journalistic medium Delfino.cr, in order to provide them with a space to generate and disseminate their ideas, as well as serve as a showcase to exhibit their academic projects nationwide.

It is called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose “moxie” characterizes them.

If before there were printed student publications, now these initiatives are transferred to the digital space, which allows our students to experiment, not only with digital publication, but with audiovisual production, graphic design, digital marketing and web technology, among others.

This course contributes to the written and audiovisual content of the Moxie Canal, through the publication of a 550-word article, about problems or dilemmas defined by the professor in the courses previously selected by the academic direction.

The project consists of three products, namely: article text, allusive image, audio-visual in-depth content; The three components constitute the contribution, so only those contributions that are complete can be qualified.

With the aim of obtaining the best production of the articles as a sample of competence on the part of the students, a Guide for teachers and students has been elaborated: Elaboration of MOXIE based on the institutional rubric”.

The students' production must be delivered in the courses for week 10 of the semester (November 9 to 13). The products selected by the professor must be delivered to the academic direction in week 12 (November 23-27).

Without exception, the article for MOXIE must be evaluated based on the following rubric and assigned score of the final average in the course:

Criteria	Description of Criteria	1 Meets	0.5 Incomplete	0 Fails
A. Extension and Writing	1. The article has an extension of 550 words), distributed in four paragraphs (1 introductory paragraph, 2 development paragraphs, 1 conclusion paragraph).	1	0,50	0
B. Title	2. It Has a title that suggests the topic and provokes the interest of the reader	1	0,50	0

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C. Introductory paragraph is well written (paragraph 1)	3.The author draws the reader's attention by using one of the following resources: tell an anecdote, presents a fact, make a metaphor, a provocative question, evokes a famous image, scene or phrase	1	0,50	0
	4. Locate in the geographic, political or social context the subject that it addresses.	1	0,50	0
	5. Let the reader know: Why it is important to address the problem or the dilemma. The originality of the perspective with which it deals. It says explicitly, clearly and forcefully what your position is about it.	1	0,50	0
D. Development of authors position (paragraph 2 and 3)	In the first paragraph of the development, the author presents the evidence (statistical data, proven facts, definitions ...) that support his position and makes it clear why it is adequate to respond to the problem or dilemma and should be accepted by the reader.	1	0,50	0
	In the second paragraph of the development, the author anticipates the questions that readers could ask about your position regarding the problem or dilemma. Therefore, the student says what those possible arguments could be against and declares to what extent they could be right or true, and how in spite of that his/her position remains valid.	1	0,50	0
E. Conclusion (Paragraph 4)	8.The conclusion is clear in addressing how the evidence provided is the basis for maintaining the author's position-solution and why readers should accept it.	1	0,50	0
	9. It suggest that the solution you propose: is an effective and feasible plan, which does not offer significant or unforeseen inconveniences, or justifies that the balance is favorable to the advantages, in relation to the disadvantages, or suggests results or consequences, or	1	0,50	0

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	states that no solution is perfect, but the one it offers is the best.			
F. The development meets criteria of style and form.	10.The reading of the article is fluid because ideas relate to each other, making good use of transitional words and phrases, as well as a correct punctuation.	1	0,5	0
	11.The author gives reason for th3e origin of outside ideas and data based on which he supports his position, following the APA standards (references in the text and list of references) and criteria from the VERAS rubric.	1	0,50	0
	12.The source of the data you use is solid and primary when available.	1	0,5	0
	13.Uses professional vocabulary, not colloquial.	1	0,50	0
	14.Reflects linguistic economics, expressing what is necessary to say with the least number of words.	1	0,50	0
	15.The writing has no spelling or grammar mistakes (disagreements between person, gender and number)	1	0,50	0
G. Image	The image is a photograph or illustration, directly related to the content of the article, capable of communicating the emotion and message.	1	0,50	0
	The original image is attached in a separate high-resolution file in PNG or JPG format at 72 dpi.	1	0,50	0
	The image has characteristics of composition, depth of field and lighting, which facilitate its visualization and interpretation.	1	0,50	0
H. Audiovisual	19.The audiovisual is a video, audiopodcast, or a slidedeck between 4 and 8 minutes with clarity in sound and image (in the case of a video) oriented towards going deeper in the content of the article.	1	0.50	0
	The format of the video and audio files is MP4, uncompressed, of 16-32 bits, with a resolution of 1.920 X 1.080 pixels HD (using compressor H264 o H265).	1	0.50	0

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	WAV files are recommended, when possible.			
Total	This performance has three components: the opinion piece, the image and the video. The absence of one of the three, excludes the MOXIE contribution from being evaluated, and leads to the complete loss of the score.			

Course evaluation CEPA: 5%

As a comprehensive activity of the course, the student will have the opportunity to evaluate its various components: the teaching skills of the teacher, quality of materials, the educational environment, the skills of ULACIT graduates, the evaluation system, and the challenging and demanding levels. Also, as a central element of the Teaching for Understanding (EpC), educational model that ULACIT implements, the student has a space in the CEPA, to reflect on their own performance (self-assessment) and that of their peers (co-evaluation) . This intellectual exercise allows students to identify their strengths and weaknesses, and take actions to continuously improve their processes of knowledge construction. When assessing their peers, students take an active role as members of the committed learning community. Being a forum for reflection within the course and due to the value it has for making academic decisions, it is given a value of 5% within the final grade. For this evaluation item, the student is expected to take time, responsibly analyze each question and answer the questionnaire completely.

INSTITUTIONAL POLICIES

Academic Honesty Policy

ULACIT aims for the highest and most rigorous standards of academic life. In this course you are expected to avoid dishonest conducts such as fraud or plagiarism. Fraud constitutes making up data, forge bibliography, use projects done by another person, and obtain unauthorized help to do your course work. Plagiarism includes copying textually from another source into your document; it includes phrases, sentences, paragraphs obtained on the Internet, book or any other sources without the appropriate reference. Paraphrasing without references is also considered plagiarism. Whether the fraud or plagiarism is performed voluntarily or involuntarily, in an individual or group work, it will cause you to fail the course immediately. In case the student is found guilty of fraud or plagiarism on a second course, the student will be expelled from the institution.

English integration Level

ULACIT is a bilingual university. Therefore, the degrees that include English-taught courses use Spanish and English language resources, depending on the location of the course in the

curriculum. In the courses marked with the word "English" on the academic offering, students can submit their projects and other assignments in English. The courses in bilingual careers are completely taught in English. In the bachelor and postgraduate degrees, reading English literature is compulsory, although the courses may incorporate additional readings in Spanish.

Creating a culture of respect

In ULACIT, we set high expectations for conduct of members of the university community. Therefore, we emphasize the value of mutual respect and expect everyone to treat others as they want to be treated. We define respect as the consideration and appreciation we can show others without exceptions, so do not tolerate disruptive actions such as:

- Tardiness to class or early leave.
- Constantly disrupting the class, rising from their seat.
- Eating and drinking in the classroom.
- Attending phone calls during the class period.
- Packing your belongings before the teacher has completed the lesson.
- Falling asleep in the classroom.
- Reading newspapers.
- Using mobile devices for purposes other than those of the class, promoting distractions.
- Coming unprepared to class.
- Making negative or taunting comments about their classmates and/or the teacher.
- Talking out of turn.
- Showing unwillingness to listen to others.
- Using vulgar language on campus.

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

Attention to diversity

The curricular approach at ULACIT focuses on the development of competences through the completion of projects, allowing students to fulfill the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each student to choose how he or she will fulfill the course goals and work at his own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback using the rubrics designed for each project. The feedback is of a qualitative as well as

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quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact diversidad@ulacit.ac.cr

Claims

ULACIT safeguards your rights as a student and guarantees due process in cases of claims regarding grades, for which it must follow the process established by the Regulation of Student System, available on the website of ULACIT, Vice President of Student Services, Student Regulations, chapter 16.

Check that the qualifications posted in your academic record are the correct ones. To do this, you will receive in your mail account @ulacit.ed.cr the report card from the previous period in Week 1. If the grade is not the correct one, contact the course instructor, who within 3 business days must justify your grading. If no response is given by the teacher, or the justification does not satisfy you, address the complaint to the Dean along with the response of the teacher. The issue should be resolved within 3 business days and exhaust administrative regulations.

Claims regarding qualifications can only be reviewed during the next academic period, so it is very important to assume responsibility of the strict control of your own qualifications.

COURSE SCHEDULE

Date	Content and Class Work	Assignments	Due Date
Week 1: Jan 18 th	Presentation of the course, syllabus, and expectations. Introduction of International Relations as a field of study		
Week 2: Jan 25 th	Introduction to IRT Presentation of COIL Initiative with guest professor Dr. Sarah Surak from Salisbury University in Maryland.	Study Chapter 1 Viotti: Thinking about IR Theory Coordinate Cultural Exchange 1 (Due Feb 8th)	Jan 25 th
Week 3: Feb 1 st	Theory 1: Realism The study of power in the International System Reading review	Study Chapter 2 Viotti: Realism	Feb 1 st
Week 4: Feb 8 th	Matrix of analysis 1: Realism	Homework in preparation of matrix work	Feb 8 th
Week 5: Feb 15 th	Theory 2: Liberalism <i>Neoliberal Institutionalism</i> <i>Global Governance</i>	Study Chapter 3 Viotti: Liberalism	Feb 15 th

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	<i>Economic Interdependence and Peace</i> Reading Review		
Week 6: Feb 22 nd	Matrix of Analysis 2: Liberalism vs Realism First debate with SU students (Morning schedule)	Homework in preparation of matrix work	Feb 22 nd
Week 7: March 1 st	Theory 3: Economic Structuralism <i>Dependency Theory</i> <i>Capitalist World-Theory</i> <i>Change and Globalization.</i> <i>Post-Colonialism</i> Reading Review	Study Chapter 4 Viotti: Economic Structuralism	March 1 st
Week 8: March 8 th	Theory 4: Rationalism and the English School of Thought Reading Review	Study Chapter 5 Viotti: Rationalism	March 8 th
Week 9: March 15 th	Theory 5 and 6: Constructivism and Post Modernism Reading Review Guest Lecture by Dr. Sarah Surak	Study Chapter 6 Viotti: Interpretative Understandings I Article for Moxie	March 15 th
Week 10: March 22 nd	Theories 7 and 8: Positivism and Critical Theory Reading Review Second debate with SU students (Afternoon schedule)	Study Chapter 7 Viotti: Interpretative Understandings II Coordinate Cultural Exchange 2 (Due April 5th)	
Week 11: March 29 th No synchronous session		Linked In Course and Learning Journal. Analysis Matrix 3 Homework	April 4 th
Week 12: April 5 th	Theory 9 and 10: Feminism and Normative Theory Review of Matrix Homework Reading Review		April 5 th
Week 13: April 12 th	Presentation of Final Research Day 1	Final Research document and oral expo.	April 12 th
Week 14: April 19 th	Presentation of Final Research Day 2 Theoretical gaps in the field The future of IRT	Last cultural exchange	April 25 th

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