Summit Public Schools
Summit, New Jersey
The United States in International Affairs: Grades 11-12

Length of Course: One Semester
Revised 2022

Course Description:

The United States in International Affairs is a one-semester course designed to give students an introduction to the issues facing the U.S. and global community in the 21st Century. This course will emphasize both the uniqueness and the interdependence of nations when formulating a positive role for the United States in International Affairs. The U.S. perspective is based upon what we call the "liberal tradition"- representative government, popular sovereignty, a market economy, and the rule of law. As globalization creates interdependence among nations and peoples in terms of economic, political, and cultural realities, the study of international relations assumes an even greater importance in the education of an informed citizenry.

Course of Study:

Unit 1: Globalization
Unit 2: International Economics and Development
Unit 3: The Behavior of Nations
Unit 4: Global Environmental Issues
Units 5-7: Regional Case Studies

Unit I: Globalization

Standard 6.2 Global Studies/World History and 6.3 Active Citizenship in the 21st Century

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in an interconnected world.

Big Ideas: *Course Objectives / Content Statement(s)*

The dynamic forces shaping globalization include modernizing economies, the integration of technology and markets, the spread of new ideas and the connection of different cultures that did not exist before. Globalization refers to economic, political, cultural, and social transformations occurring throughout the world. Over the last 20 years, it has fundamentally changed the international system and altered the lives of millions of people globally. Among the dynamic forces related to globalization are the spread of western economic and political structures to more countries around the globe. The world is increasingly connected by a web of trade, technology, culture and common political values (self-determination). Traditional dividing lines based on borders and cultures have blurred. Yet the problems that have haunted mankind for centuries have not disappeared. Violence continues to erupt over land and power, billions of people live in poverty and tyrannical governments use fear and intimidation to maintain authority. In addition, the role of non-state actors, including terrorist groups, has increased over the last few decades providing additional challenges to policymakers.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

1. To what extent has Globalization affected our standard of living and quality of life and that of the rest of the world? 2. What are the most important economic and political forces shaping international	Students will understand that… 1. The process of Globalization is altering the traditional economic arrangements post WWII between countries, both developed and developing, as well as the relationship between employer and employee in the U.S. There are "winners" and "losers" as creative, dynamic economic forces alter these relationships.

relations and why? To what extent has America's role in international relations been altered post 9/11? 3. How has the movement of international corporations coupled with rapidly changing technologies affected the U.S. and other countries?	2. American capitalism is one of the key dynamic forces influencing the process of Globalization and the face of Globalization is often an American international corporation i.e. Apple, Facebook, Coke, McDonald etc. 3. American democracy and American values are at the core of the political influences within this dynamic Globalization movement. Most importantly the concept of ***self-determination*** is at the center of the political forces accompanying these changes worldwide. 4. The advent of computer technology, the Internet, and social media platforms have dramatically leveled the "playing field" between countries that are emerging/developing, such as China, India, and Brazil and the more developed economies of the west. 5. This has allowed millions more to compete in the world economy. The new technologies have dramatically reduced the cost of doing business which has led to new ways for people to collaborate and for companies to shift work anywhere in the world. 6. One challenge for the U.S. is to remain competitive, as more countries open their economies (China, India, Russia, Eastern Europe, Brazil, Mexico) is to bridge the "education gap" where American high school students consistently score lower than their overseas counterparts. 7. A second challenge involves the U.S. and international community ensuring that the global trade system is "fair" and that intellectual property and free/fair trade are respected.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**

Students will: 6.2.12.HistoryCC.5.b 6.2.12.HistoryCC.5.h 6.2.12.CivicsPI.6.a 6.3.12.EconGE.1 6.3.12.HistoryCA.2	**Instructional Focus**: 1. Evaluate and analyze how Globalization is affecting our standard of living and livelihood 2. Evaluate and analyze America's changing role in international affairs and identify the most important economic and political forces shaping international relations.

Unit Objectives:

1. Analyze and evaluate strengths and weaknesses of major world regions using created profiles; explain the concept of self-sufficiency. 2. Define interdependence as it relates to international economics; analyze how the U.S. is dependent on select parts of the world for natural and/or strategic resources.
3. Examine various examples of interdependence especially as it relates to international economics including economic, political, social, resource, and technology.
4. Evaluate the role of trade on international relations and determine why the U.S. promotes free trade.
5. Explain various international relations terminology (free trade, sanctions, greenhouse effect etc.
6. Identify and examine the most important economic and political forces shaping international relations.
7. Explain, analyze, and evaluate current trends in a rapidly changing global and political environment including; economics, health & environment, politics- spread of democracy, and culture and values.
8. Analyze and evaluate foreign perceptions of the U.S. by examining political cartoons and various graphs and charts.
9. Evaluate the movement of international corporations to countries with high education levels and low labor costs and determine how this will affect U.S./global employment.
10. Interpret a variety of world maps and derive data to create a written profile of life in a given area of the world.
11. Explain and analyze information gathered from resource maps
3. Analyze "Pew Graphs" & "Foreign Perceptions" of the U.S. and draw conclusions from the information presented in those graphs & charts.
4. Evaluate the movement of international corporations to utilize foreign countries with high education levels & low labor costs in high tech industries, and determine the effects on U.S. jobs generally considered safe from downsizing.
5. Interpret political cartoons identifying the values and viewpoints & draw conclusions.

Sample Assessments/outcomes:

- Analysis of political cartoons from around the world related to globalization.
- Analysis of Pew Graphs related to global attitudes concerning trade, globalization, democracy, and perceptions of the U.S. etc.
- Reading and study guides from "The U.S. Role in a Changing World" *Choices*- Brown University. Part II & III.
- Reading/discussion on "*Globalization" by* Thomas L. Friedman and more recent scholarly excerpts challenging the merits of globalization.
- Discussion/written summaries, evaluations and conclusions of topics such as **impact of:** economic globalization, health and the environment, politics, and culture and values using sources such as *Choices for the 21st Century from* - Brown University's Watson Institute for International Studies, Foreign Policy Association articles, diverse news sources.
- Essay and short answer assessments (i.e "To what extent has globalization been a positive/ negative influence on

American

society? Global society? Who opposes it and why? Who supports it and why?

- Multiple choice assessments based on CPIs/objectives (i.e. positive/negative impact of free trade)

Interdisciplinary Connections

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- Political Science and economics
- Human Rights (UN Declaration)
- History Post WWII, Decolonization.

Technology Integration:

- Use of ongoing discussions on contemporary issues; Middle East hot spots, Famine in Africa, debt crises in the U.S. and Europe, international pollution issues throughout the world China etc.

- Use of the chrome books for research and presentation of information on select topics

Media Literacy:

- Use of the Media Studio for collaborative projects (i.e. TV news report on current global issues, conflict, crisis or topic from the unit.)
- Evaluate news sources from around the world- how info is presented.
- Analyze global attitudes about issues in units using online Pew Research data. Analyze and evaluate how/why attitudes and perspectives vary.

Global Perspectives:

Analysis/evaluation of global/regional attitudes and perspectives toward U.S. policy/action around the globe. Analysis of U.S. attitudes about the world.

	Analysis and evaluation of national interests (security, economic, ideological). **21st Century Skills**: ● Critical thinking and problem solving (analysis of information, evaluation of options, prescription of solutions) ● Communication and collaboration ● Information and Literacy ● Media literacy (interpret diverse news from diverse global news sources to determine perspective/bias, analyze information presented in news media(online/ print, present findings using presentation software/media studio ● Life and career skills ● Financial, economic, business literacy, entrepreneurial literacy ● Civic Literacy- national interests, UN Declaration on Human Rights Evaluation of the "appropriate" role of U.S. in world.

Unit II: International Economics and Development

Standard (6.2 World History: Global Studies and 6.3 Active Citizenship in the 21st Century.
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in an interconnected world.

Big Ideas: *Course Objectives / Content Statement(s)*

With the world's economic development influenced by the dynamic process of globalization, it is necessary to evaluate the gaps between economically developed(EDC) and less economically developed(LDC) nations. One needs to look at the role of various factors when measuring development, especially the role of population growth and policies in the developing world. What are the roles of debt, trade, and aid in their development and what creative solutions and alternative policies are needed to aid in this development? What are the benefits to improving the economies and standards of living in less developed countries?

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What factors determine differences between rich and poor countries? What are the challenges facing poor countries? What are measures of development? 2. To what extent are economically developed countries responsible for improving less developed countries? 3. How do foreign exchange markets play a role in development? How do debt, trade, and aid affect economic development for less developed countries?	Students will understand that… 1. Identify and explain the most common measures of development and evaluate their relative merits. 2. Analyze the role of different factors that measure economic wealth, health, and quality of life. Determine which factors are more important and why. 3. Examine the challenges facing the poorest countries and what is needed to improve life for more than half of the worlds' population. 4. Evaluate the role(if any) of the U.S in this development process. 5. Examine foreign exchange markets and evaluate how interest rates and economic conditions & policies can influence the value and demand for a particular currency & the effects this has on trade.

4. Examine the policies, ideas, and institutions at the heart of postwar US foreign policy	6. Define capital and how a developing country can obtain it.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: Students will master the following NJCCS: 6.3.12.EconGE.1 6.3.12.GeoGI.1 6.3.8.CivicsPR.5 6.2.12.GeoSV.5.a 6.2.12.GeoGI.5.a 6.2.12.CivicsHR.6.a **Unit Objectives:** 1. Identify and explain common measures of development and evaluate their relative merits. 2. Evaluate statistical measures of development in select areas of the world. 3. Explain the role of geography in the development process including the "geography of poverty." 4. Explain sustainable development and the role of education in creating the necessary skills for development. 5. Explain the importance of capital formation to the development process & the four sources of capital. 6. Analyze the role of the U.S. in capital formation & distribution (foreign aid and capital markets etc.). 7. Examine how political instability inhibits economic development and how a region's cultural norms can influence economic and political development. 8. Explain the dramatic growth of the worlds' population to over 7 billion; analyze the implications of this growth on development. 9. Evaluate alternative methods to dealing with development issues i.e. Jeffrey Sachs, Peter Singer, etc.	**Instructional Focus:** 1. Measures of development & the role of different factors affecting development like population growth 2. Evaluation of debt, trade, and aid in assisting the less developed countries (LDC's) 3. Creative solutions and alternative policies by economically developed countries (EDC's) 4. What are the moral issues connected with aiding in the development LDC's? 5. Reading/discussion on *The Jacksonian Revolt American Populism and the Liberal Order* by Russell Mead in Foreign Affairs **Sample Assessments/outcomes:** ● Present/discuss analysis and evaluation of differences between two countries (one economically developed, the other not), using measures of development such as GDP/capita, infant mortality, literacy etc. Write-up, present findings. ● Simulation on foreign exchange markets and foreign currencies and the mechanics of trade ● Written/verbal/ or visual interpretation of work of economists such as Jeffrey Sachs on development. Develop informed opinions on the efficacy of development models. ● Read and respond to "Dilemmas of Foreign Aid: Debating U.S. Priorities, Policies and Practices" *Choices for the 21st Century* from Brown University

- Discussion/written response to Peter Singer's controversial work on development.

- Multiple choice assessments related to objectives/CPIs
- Essay and short answer responses, assessments relating to development and global economic/political/ moral issues.

Interdisciplinary Connections:

- Political Science and economics:
- Science, genetics, nutrition
- Ethics/Morality(Singer) and religion
- Literature
- Geography

Technology Integration:

- Use of google classroom for ongoing discussions on contemporary issues; Economic development and the role of the U.S in promoting it/not promoting it.
- Use of the computer lab/Media Center for research and preparation of info related to EDC/LDCs;
- Use of demonstration software: Prezi, iMovie, PowerPoint for both students/teachers to share learning.

Media Literacy:

- Use of the Media Studio for projects such as news cast/TV show on differences between LDC/EDC or debate about the "appropriate" role for the U.S. to play in development around the world.
- Examine media sources from around the globe- compare/contrast how events are reported and why?
- Evaluate differing perspectives.

Global Perspectives-examination of select nations around the globe representing various stages of economic and modern

	development

	Creativity and Innovation- presentation of findings- i.e. student presentations Critical Thinking and Problem Solving- development of informed opinion concerning what students believe is the "appropriate" role for the U.S. to play. Communication and Collaboration- see projects in outcomes/assessments Information Literacy- assessment of veracity of findings related to research on countries.

Unit III: The Behavior of Nations

Standard (6.2 Global Studies/World History and 6.3 Active Citizenship in the 21st Century

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in an interconnected world.

Big Ideas: *Course Objectives / Content Statement(s)*
As the world becomes more integrated economically and political ideas and values are exchanged, there will be a need to reassess foreign policy and national interests. Diplomacy will be an important ingredient when dealing with the many issues associated with the process of globalization. A reassessment of nuclear proliferation policies and how the world deals with weapons of mass destruction will be necessary. While The United Nations is supposed to be an important instrument of authority when dealing with critical international issues, it often has proved ineffective. This leaves room for more bilateral and multilateral solutions, as well as other forms of intergovernmental and non-governmental actors to shape the outcome of international conflicts. Non-government actors, in the form of terrorist groups, have also increased their roles in shaping the behavior of nations. The rise of China has posed unique issues for American foreign policy dealing with economic and military issues.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. To what extent does a country's national interests inevitably lead them into conflict with other nations? 2. How do the interests and actions of developing nations differ from those of economically developed nations? 3..What makes foreign policy effective and what tools are used? What are the characteristics of modern diplomacy? 4. To what extent is the United Nations an effective force in international relations?	Students will understand that… 1. What are national interests? Three issues drive a country's national interest: security, economics and ideology(beliefs). For a country to get involved around the world, one or more of those interests must be present. 2. Virtually no democratic society (nation) has ever gone to war against another democratic country. However, the lines between democratic countries and those claiming to be "democratic" are blurring. as is the case with those calling themselves communist (i.e. China). Nonetheless, capitalism and market economies dominate the global economic scene.

5. How have other non-government "actors" gained influence in how nations behave towards one another?	3. The interests of EDC's and those of LDCs are often interdependent, and it is in the interests of both groups to find common ground on issues of poverty, disease, environmental issues and nuclear proliferation. 4. The basic functions of IGO"s (inter- governmental organizations) like the United Nations, the EU and ASEAN can be effective in forming coalitions to address the many problems facing the world today. However, the structure of many such as the UN also hinders much of its work and often makes it an ineffective body. It needs to be updated if it is to become an effective tool in addressing the many issues facing the world today. 5. NGOs (Non-Governmental Organizations such as Doctors Without Borders, OXFAM, CARE) play an increasingly large role in select global issues and conflicts. There adherence to one agenda and contributors often around the globe h 6. Examine the areas of the world where population growth is rapid and analyze the role of women in changing birth rates; analyze the challenges of population growth and compare & contrast China's experience with India's
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**

Students will: 6.2.12.CivicsHR.6.b 6.2.12.EconGE.6.a 6.2.12.HistoryCC.6.a 6.3.12.HistoryCA.2 6.2.12.CivicsPI.5.a **Unit Objectives:** 1. Define & explain what comprises a countries' national interests	**Instructional Focus**: 1. Identifying and analyzing measures of development; economic, health and quality of life 2. Examine the challenges facing LDCs in eliminating poverty and look at the role of the U.S. & EDC's in promoting ways to alleviate poverty; look at the role of technology, finance, and the environment in promoting development 3. Examine the increased role of child labor in Africa & determine why Africa is different.

2. Explain and analyze how a countries' interests define its foreign policy
3. Examine how American foreign policy has evolved
4. Analyze the role of NATO in American foreign policy 5. Explain the role of diplomacy in international affairs; define 4 types of diplomacy
6. Examine the strengths and weaknesses of diplomacy as a tool in foreign policy; explain why force is used to carry out foreign policy goals
7. Discuss the role of media and NGO"s in the formation of foreign policy
8. Analyze the threat of the proliferation of weapons of mass destruction and evaluate the role of the U.S. in the arms control movement
9. Identify the role of international law influencing the behavior of nations
10. Identify the membership and primary bodies of the United Nations; explain how the UN functions including the types of voting formulas and financing
11. Analyze the goals and operations of the UN and evaluate its effectiveness.
12. Explain the movement to establish a permanent world court and evaluate American opposition to a permanent court.

4. Examine Singer's approach to poverty & determine if his moral reasoning/arguments are valid
5. Examine the role of foreign exchange, currencies, and trade in the LDC's development
6. Examine aid & population growth & density in LDCs development

Sample Assessments/outcomes:

- Social Media Page/Blog/Presentation on current conflict or news report that explains issue(s) and relates them to national interests or other concepts from the unit.
- Employ CIA Factbook & online research tools to gain understanding; Foreign Policy Association, Foreign Affairs and Brown University's Watson Institute for International Affairs;
- https://foreignpolicy.com/
- https://www.foreignaffairs.com/
- http://www.choices.edu/resources/current.php

- Essay and short answer responses (i.e. "To what extent did xyz country's national interests influence its decision to intervene in…. Which interests were most significant and why?
- Multiple choice assessments related objectives/CPIs.

Interdisciplinary Connections:

- Political Science and economics: Brown University's School of International Affairs; various contemporary media i.e. New York Times, Wall Street Journal, The Economists; BBC, Foreign Affairs
- Journalism- how to create news stories.

Technology Integration/Media Literacy

- Use of chrome books for research and evaluation related to the unit's topics.
- Use of presentation software (PowerPoint, iMovie etc.).

	● Use of the library/Media Center for information gathering & evaluations. **Media Literacy:** ● Use of the Media Studio for projects such as a newscast/report on how/why a country intervened, role of UN in conflict/crisis etc. ● Examine multiple news sources from around the globe- evaluate perspectives on conflict/controversy. **Global Perspectives:** Explain and analyze how distinct country's may have competing national interests that drive their actions. 21st Century Skills: ● Communication and collaboration ● Critical thinking and problem solving ● Information and Literacy ● Media literacy ● Life and career skills ● Financial, Economic, Business, an Entrepreneurial Literacy ● Civic Literacy

Unit IV: Global Environmental Issues and the International Community

Standard (6.6.2 Global Studies/World History and 6.3 Active Citizenship in the 21st Century

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Big Ideas: *Course Objectives / Content Statement(s)*

As many less economically developed countries grow and industrialized nations continue to consume resources, a major concern confronting the world is the impact these will have on the environment. Issues such as water and air pollution, unsustainable development, loss of biodiversity, the possible impact of climate change etc. present enormous challenges to policymakers around the world. Many of these global environmental problems need to be addressed by the international community since these problems often transcend national borders. Biodiversity is an important resource for the world in terms of new foods and medicines and much of this biodiversity is being eliminated as LDCs develop. Nations need to balance economic needs with environmental needs, and EDC's need to help provide a framework to balance the needs of economic development, trade, and maintaining a vibrant natural world**.**

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

1. Why do global environmental problems need to be addressed both nationally and internationally? 2. How do global environmental problems transcend national borders? Why is biodiversity necessary for human development? 3. To what extent do nations balance	Students will understand that… 1. Environmental issues transcend nations' borders and therefore require global approaches and solutions that include cooperation among nations and IGOs/NGOs (relates to earlier units). 2. As less developed nations improve their standard of living & exploit their resources both EDCs & LDCs will have to cooperate to address key environmental issues like air pollution, which has no boundary, and water quality.

economic needs with environmental needs? 4. To what extent should developed nations be required to do more than less developed nations (LDCs)? 5. To what extent does global warming need to be addressed by world governments? 6. Examine the effects of climate change and the underlying dangers from emissions to extreme weather events.	3. Biodiversity must be recognized as both a national & world treasure that is important to sustain life as we know it. It is an important source for new breakthroughs in medicines as well as food sources. 4. It is in the U.S. national interests, as well as all countries, to evaluate and balance the cost/benefits of maintaining world economic growth with improving our environmental standards worldwide.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**

Students will: 6.3.12.HistoryCA.1 6.3.12.GeoGI.1 6.2.12.EconGE.6.a 6.2.12.GeoPP.6.a 6.2.12.CivicsHR.6.b **Unit Objectives:** 1. Identify and explain the key environmental challenges including the disposal of conventional and nuclear waste. 2. Analyze and evaluate how environmental problems transcend borders requiring international cooperation 3. Analyze and evaluate solutions to the environmental problems and prescribe a recommended course of action to the international community based upon findings 4. Explain how global temperature changes have influenced the spread of diseases including Malaria and the West Nile Virus. Analyze the effects of temperature changes on the U.S. and other temperate regions that were once considered immune to tropical diseases.	**Instructional Focus** Define the concept of global environmental problems; evaluate six key problems and examine their cause and effects (i.e. global warming, disease, genetics, genetic resources). Determine if any or all of these problems should be addressed from an international or national perspective. Examine global temperature changes and its influence on weather and the spread of diseases, including auto emissions to extreme weather events and the problems associated with these events Evaluate the intellectual property issues that dictate where research and development dollars in EDCs are utilized. **Sample Assessments/outcomes:** Reading/responses to "Global Environmental Problems: Implications for U.S. Policy" *Choices for the 21st Century* materials from Brown University's Watson Institute for International Studies. Various readings dealing with climate change ie. New York Times etc. Develop Cooperative Proj w/ EnvSci. class

5. Explain previous frameworks/treaties regarding environmental issues(i.e. Kyoto Protocol, Montreal Protocol) and evaluate the American position regarding such treaties. 6. Analyze how economic, political, and cultural factors influence a country's environmental policies. 7. Analyze the motivations of both economically developed and less developed nations regarding accords that deal with environmental issues i.e. burning fossil fuel, ownership of genetic resources. 8. Explain and analyze genetic engineering and modifications. Evaluate the challenges and opportunities presented by a genetically altered environment.	Presentation in which small groups of students "teach" class a select topic related to international environmental concerns (i.e. loss of biodiversity, global warming) and how it relates to international affairs. Essay and short answer responses explaining select environmental issues and international communities response/lack thereof; also prescribed "solution" based on students' findings. Multiple choice assessments related to CPIs/ Unit objectives (much of which taught by cooperative groups) **Interdisciplinary Connections:** Science/Environmental Science Class- cooperative project. Biology/Chemistry/ Economics, Journalism **Technology Integration:** Use of chrome books for ongoing discussions on contemporary issues; Famine in Africa, pollution issues in China etc. **Media Literacy:** Use of the Media Center for projects like a news cast on various parts of the world Creativity and Innovation- after researching, prescribe "solutions" to global environmental challenges Using variety of sources- critical thinking and problem solving- assess nature and impact of global environmental problems Communication and collaboration- work cooperatively to create "lesson" on select topic and present it with group Information and Literacy- assess veracity of research- evaluate different sources, opinions related environmental issues (consumption); create multimedia presentations to "teach" class. Life and career skills- public speaking

	Financial, Economic, Business, and Entrepreneurial Literacy, Civic Literacy **Global Perspectives:** evaluate one country's interest in exploiting resources with another's in preserving them.

Units 5-8
Regional Case Studies and Contemporary Issues:

Upon completion of the first four units, students will begin a series of case studies and investigations of current/historic international issues that will allow them to apply what they have learned in units 1-4.

The selection of case studies and issues will be determined in part by international events taking place during the school year. In addition, the number of cases to be studied and the length of each will vary due to the nature of the conflict/issue and the time constraints of a one-semester course.

Suitable topics include, but are not limited to: Terrorism and the Wars in Iraq and Afghanistan; The Arab-Israeli Conflict, Conflict between India and Pakistan; the challenge of China in the 21st Century, Brexit, Immigration/Migration and the Challenges it Presents. Below, Unit 5 provides an example of a specific case study- Conflict between India and Pakistan.

Unit V (Example): Conflict between India and Pakistan

Standard (6.2 Global Studies/World History and 6.3 Active Citizenship in the 21st Century

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Big Ideas: *Course Objectives / Content Statement(s)*

In this regional case study we will examine the nature of the conflict between India and Pakistan by looking at the geographic and historical background of the conflict. We will examine the role of ethnicity and religion in this conflict, and the current manifestation of the conflict, which includes the relationship

between the U.S. and Pakistan as we continue our war on terrorism and the war in Afghanistan. We will also take a look at the general move to a closer relationship with India by the US.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

1. To what extent have the current differences between India and Pakistan been shaped by their ethnic/religious diversity, and the experience of the Indian subcontinent under British colonialism? 2. To what extent has the democratic process influenced these nations in terms of their political and economic development? Why is peace in this region important to the U.S. and the international community? 3. Why did the partition of the Indian subcontinent result in violence and what can be done about the current conflict? 4. How might the regional crisis over Kashmir lead to nuclear conflict and fuel Islamic fundamentalism/terrorism? 5. In what ways has the U.S. war on terror and our war in Afghanistan been effected by the complicated relationship with Pakistan?	Students will understand that… 1. Role of British colonization in the region, the major geographic features of the Indian sub-continent including political borders, resources, demographics, terrain, and climate. Indian independence movement- and the current movement for self-determination among the indigenous population in the Kashmir region. 2. Role of Hinduism and Islam as the regions major religions and the part they play in the conflict. 3. The influence of democracy in the region. 4. The U.S. war on terror and the current war in Afghanistan have complicated the U.S-Pakistan relations.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
6.2.12.CivicsHR.6.a 6.2.12.HistoryCC.5.b 6.2.12.HistoryCC.5.c 6.3.12.CivicsHR.1 6.3.12.HistoryCA.2	**Instructional Focus:** Analysis of the region's geographical and religious history, as well as the imprint left as a result of British rule; the independence movement and the partition that has resulted in a regional conflict. Examination of the complex relationship over the disputed Kashmir territory and the potential for a nuclear exchange between India and Pakistan; analyze

Unit Objectives:

1. Identify and explain the major geographical features of the Indian sub-continent including political borders, resource distribution, demographics, terrain, and climate.
2. Identify and explain Hinduism and Islam and their role as the regions major religions.
3. Analyze the role of British colonization in the region.
4. Examine the conflict in the disputed Kashmir region administered by India and evaluate the potential solutions to the region's troubles; including the region's movement for self-determination.
5. Explain and analyze the Indian independence movement and examine the effectiveness of Gandhi's non-violent approach against the British. 6. Analyze the partition of India and Pakistan along religious lines and evaluate how the partition led to future territorial disputes especially over Kashmir and the implications for conflict in the region.
7. Analyze the level of economic development in the region and its influence on both the quality of life of the population and the region's relations with the rest of the international community.
8. Examine how the proliferation of nuclear weapons in the region has made this regional problem one of international concern; analyze and evaluate what role the U.S. and the international community should play in this conflict..

Pakistan's use of a militant proxy force to destabilize the Kashmir region and India's economic dominance.

Evaluation of the U.S. role in the region and the complications as a result of the war on terror.

Sample Assessments/outcomes:

Demonstration of understanding of chronology of conflict (visual/or written)

Future of Kashmir analysis/assessment:
Essay/written response evaluating "best case" scenario for "solving" Kashmir crisis.
http://news.bbc.co.uk/2/hi/south_asia/2739993.stm

Multiple choice assessment related to CPIs, objectives.

Writing responses/essays related to problems caused by partition of the Indian subcontinent- demise of British colonialism. (Muslim Pakistan/East Pakistan-Bangladesh, Hindu/multi religious India)- movie *Gandhi* and other sources.

Frontline PBS outline on the killing of Osama bin Laden in Pakistan & the controversy with Pakistan
http://www.pbs.org/wgbh/pages/frontline/kill-capture/

Interdisciplinary Connections:

History of the region.
Anthropology
Religious Studies- comparative religion
Geography
Film (*Gandhi*)

Technology Integration:

Use of Summit's Portal for ongoing discussions on contemporary issues related to India and Pakistan.

	Use of the computer lab/ Media Studio for research and presentation of findings. **Media Literacy**- assess depiction of scenes in film *Gandhi* with those from scholarly sources. Communication and collaboration Information and Literacy- assess news accounts of conflict between India and Pakistan Examination of various contemporary media i.e. New York Times, Wall Street Journal, The Economists, Al Jazeera English, BBC, etc. Use of the Media Studio for projects like a news cast on various parts of the world 21st Century Skills: Critical thinking and problem solving- evaluation of "best case" scenario for Kashmir **Global Perspectives:** Assess Indian, Pakistani and American attitudes and national interests with regard to conflict over Kashmir.

Texts and Resources:
This course has no single "text" and makes use of a variety of scholarly resources related to international affairs. The intent is to make international affairs meaningful to high school students and at the same time expose them to higher level/college level resources as well. The *Choices Program* from Brown University's Watson Institute for International Studies is widely used throughout the semester.

Examples of Choices Units: (updated as more recent versions published)

The U.S. Role in a Changing World (2018)
International Trade in a Globalized World (2017)
Immigration and the U.S. Policy Debate (2018)
Responding to Terrorism: Challenges for Democracy (2016)
The Middle East: Questions for U.S. Policy (2017)
Dilemmas of Foreign Aid: Debating U.S. Priorities, Policies and Practices (2013)
Global Environmental Problems: Implications for U.S. Policy (2011)
Between Two Worlds: Mexico at the Crossroads 2015)
China on the World Stage: Weighing the U.S. Response (2016)
The Challenge of Nuclear Weapons ('2017)
A Global Controversy: U.S. Invasion of Iraq, and U.S. in Afghanistan (2011)
Competing Visions of Human Rights: Questions for U.S. Policy (2016)

The course also makes use of a great variety of materials/films available online.
Examples include, but are not limited to, (both online and print) *Foreign Affairs,* The Economist, The Wall Street Journal, The New York Times, BBC, PBS Frontline as well as other various news media outlets.