1. General Information

Faculty: Theresa Tyranowski PhD  Theresat2008@gmail.com  Tel:  847.612.5073
Location: Loop Campus
Dates/Time: Saturday’s– 8:30 AM to 4:00 PM
Credit Hours: 4

2. Course Description and Faculty Biographical Sketch:

Course Description: In this course you will examine the functions of management planning, organizing, staffing, coordinating and control in an international cross-cultural context and address the impact of differing national cultures on the functions of management.

We all live in an increasingly interconnected world. These connections bring significant benefits to our everyday lives: the abilities to communicate instantaneously around the world sharing one’s culture and beliefs, the possibility of directly helping a person affected by an earthquake through a global network of charities, the ability to purchase a product made from parts manufactured in a dozen different countries each using its specialized knowledge to create a better product. These are some of the potential benefits of the interconnected world. Yet, these connections may also worsen existing problems: terrorist networks use the technology of these connection to carry out attacks; some types of global commerce can put undue strain on our natural environment; and millions of people still live with few of the global connections that are enjoyed by citizens of wealthier countries.

Over the last few decades, people in the field of management have been involved in a search for a “best” style of leadership. Yet, the evidence from research clearly indicates that there is no single all-purpose leadership style. Successful leaders are those who can adapt their behavior to meet the demands of their own unique situation. Accordingly, this course is designed around a systematic framework that links “the inner you” to current and prospective leadership roles. Although the outside world is examined in this course, we will largely examine and identify the personal side of leadership. The intended outcome from taking this course is that you will be clearer about who you are and who you want to become in terms of making your decision about your leadership choices and more effective in acting on them.

This course is aimed to present the current state of knowledge in International Relations (IR) in a comprehensive and accessible way – to provide a map of the subject covering its various research communities in a logical order. Common core principle – dominance, reciprocity, and identity – unify the course by show how theoretical models apply across the range of topics in international security and poietical economy

Faculty Biographical Sketch:

Dr. Theresa Tyranowski has 20 years of experience in Business Operations and Technology. Business Supply Chain, Sales, Human Resources Administration, and Management Training and Development. Technology: ERP and Point-of-Sale (POS) system implementations, Project Management Office, System Training, Service Delivery. She holds a BS in Industrial Psychology from DePaul University an MS from Benedictine University in Organizational Behavior (MSMOB) and Technology Management and a Doctorate of Philosophy (PhD) in Organizational Development from Benedictine University. Dissertation focus: The influence of training and accelerating successful IT adoption using various approaches during system implementations.
Course Structure and Contents:
The overall structure of this course follows substantive topics, first in the international security and then in international political economy. Lastly, discussions around what influence on work and personal environments.

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Chapter 1</td>
<td>Introduces the study of IR; explains the collective goods problem and the core principles of dominances, reciprocity and identify, and provides some geographical and historical context for the subject.</td>
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<tr>
<td>Chapter 2 &amp; 3</td>
<td>Lay out the various theoretical approaches to IR; realist theories, liberal theories and social theories (constructivist, postmodern, Marxist, peace studies and gender theories)</td>
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<tr>
<td>Chapter 4, 5 &amp; 6</td>
<td>Introduces the main sources of international conflict and the conditions and manner in which such conflicts lead to war, terrorism, and other forms of violence.</td>
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<tr>
<td>Chapter 7</td>
<td>Shows how international organizations and law, especially the United Nations and the European Union, have evolved to become major global and regional influences and how human rights have become increasingly important.</td>
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<tr>
<td>Chapter 8</td>
<td>Introduces theoretical concepts in political economy (showing how theories of international security translate into IPE ‘International Political Economy’ issue areas) and discusses trade relations and the politics of international money, banking, and multinational business operations.</td>
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<tr>
<td>Chapter 9</td>
<td>The globalization of Finance and business. Discussing the components of the doing business in various companies, across many currencies.</td>
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<tr>
<td>Chapter 10</td>
<td>Discusses how globalization is bringing us all closer together. International Integration.</td>
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<tr>
<td>Chapter 11</td>
<td>Reviews the worlds increase of demands on the environment to support our population growth. What does this mean to our environment in a short-term and long-term influences?</td>
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<tr>
<td>Chapter 12 &amp; 13</td>
<td>Addresses global North South relations and population growth and considers alternative for economic development in the content of international business, debt, and foreign aid. International development and next steps.</td>
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3. Competences:

- **H-1-C:** Can explain the emergence, maintenance, and/or evolution of an economic or political.
- **H-2-A** Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.
- **H-5:** Can analyze issues and problems from a global perspectives.
- **L-7** Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning
- **FX:** Can vary according to Focus Area and to be developed in consultation and agreement between Student and instructor.

4. Expected Outcome:

Upon successful completion of this course, you will:

- Be able to understand and discuss how world events are evaluated and how decisions are made.
- Be able to explain the collective goods problem and the core principles of dominance, reciprocity, and identify; and provides some geographical context for the subject.
- Understand various theoretical approaches to IR; realist theories, liberal theories, and social theories (constructivist, postmodern, Marxist, peace studies, and gender theories).
- Ability to assess and explain main sources of international conflict and the conditions and manner in which such conflicts lead to war, terrorism, and other forms of violence.
- Can explain how the United Nations and the European Union have evolved to become major global and regional influences and how human rights and become increasing importation.
Learning Experience Section 1:

a. Learning Strategy includes:
   - **Lectures:** Mini-lectures will be provided at the beginning of each session.
   - **Readings:** You are expected to complete each reading assignment. Briefly summarize problems / issues brought up in the chapter.
   - **Discussion and debate:** Individual’s reading summary is reviewed by the group members and the findings will be presented to the class for discussion and presentation.
   - **Collaborative learning:** Participate in small group exercises with others. Apply collaborative learning skills, such as communication skills, skills of group dynamics, etc. Reflect on your ability to contribute to the collaborative learning process.
   - **Reflection:**
     - What new insights have you gained from the reading assignment, group discussion and presentation?
     - How might you apply what you learned to your workplace, community, or personal setting?
   - **Learning Project:** In lieu of taking mid-term and final examinations, you are required to develop a learning project that reflects specific topic(s) we covered in this course. Refer to section 4. Expected Outcome for topics. The learning project is considered as applied learning experience, for it is to provide you with an opportunity to gain experience in applying the knowledge and skills acquired (competence statements) through the International Relations course to a “real life” setting.

b. Required Textbook:
   
The textbook can be obtained from:
   Additional handouts will be disseminated throughout the course.

c. Attendance and Participation:
   Attendance and Participation account for the 40% of coursework evaluation. DePaul University anticipates that all students will attend all classes; therefore, your attendance and participation are essential in passing the course. In the event of absence, it is imperative that you (1) let me know in advance so that I will give you an assignment to make-up for the session you will miss and (2) contact a classmate ahead of time to be your “Learning partner” who would collect handouts and share the learning experience for the session you missed. Always consult the timeframe -course schedule of the syllabus for the future assignments. Students missing three classes, without submitting required make-up papers, of our ten-week course will not have met the requirements for a passing grade.

5. **Grade Point Distributions:**

a. Attendance and Participation account for the 40% of coursework evaluation. (For detailed information, see 5. Learning Experience, Section 1. c. above.

b. Learning Project Paper - In lieu of taking mid-term and final examinations, you will design and develop a personal leadership plan using knowledge and skills gained from this course. This accounts for the 40% of coursework evaluation. The guidelines and instructions regarding the format, the length, and the content of essay will be covered during the first class meet. You are encouraged to apply theories and concepts covered in
this course to your actual workplace/community based situation.

c. Homework assignments will count toward the remaining 20% of Coursework.

Recap of Grade Distributions:

<table>
<thead>
<tr>
<th>Attendance and Participation</th>
<th>40%</th>
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</thead>
<tbody>
<tr>
<td>Final Paper – Learning Project</td>
<td>40%</td>
</tr>
<tr>
<td>Homework assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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6. **Evidence the students will submit:**

a. Learning Project

The learning project is a self-directed experience. It consists of individually determined goal(s) – competence statement(s) – based on individual career and educational needs and/or personal interests. Therefore, each student should take this opportunity to (1) apply all the learning from various classroom discussions, small group exercises, and reading assignments, and (2) develop new knowledge and skills required in order to effectively communicate and negotiate either in the multinational, the multiethnic or the multicultural setting.

Format Guidelines:

Use Courier or Times New Roman, 12 pt. font, double-spaced and typewritten. Set your margins at 1” left, top, and bottom, and 1½” at right.

The Length of Paper:

Please read the following guidelines. **I will not accept any paper that does not follow the guidelines listed below.**

If you are taking this course for **one competence**, the length of your paper is the minimum of 1000 words (approx. 4 pages) and the maximum of 1500 words (approx. 6 pages), and **double-spaced**.

If you are taking this course for **two competences**, the length of your paper is the minimum of 1500 words (approx. 6 pages) and the maximum of 2000 words (approx. 8 pages), and double-spaced.

7. **Criteria for Assessment:**

a) **Applied Leadership Skills** is a graded course and is not offered for Pass/Fail grading. The final grade will be determined based on the following:

- Active participation in and contribution to the classroom discussions and small group exercises and presentations.
- Demonstrate the ability to analyze critical incidents being presented in the classroom.
- Completed Learning Project that reflects objectives and competences you established.
Complete all homework assignments

b) written work will be evaluated as follows:

A = Designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent (convincing, forceful, strong) and creative development and support of idea.

B = Designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of idea.

C = Designates work which minimally meets requirements set forth in assignment; reflects some organization and development of idea but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D = designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

c) Policy on Incompletes:

It is expected that you will complete all course assignments and evidence by specified due dates within the quarter. These are not automatic, and must be negotiated with an instructor before the end of the quarter. In circumstances which the instructor determines to be exceptional when you are unable to complete require course work by the established due dates, you must request that a grade of Incomplete (IN) be issued. This request must be made formally, in writing, by completing a “Contract for the Issuance of an Incomplete (IN) Grade” specifying what needs to be completed in a time-frame not to exceed two quarters after the quarter of enrollment (Exception: Summer term). A copy of this contract must be submitted to the SNL for your file.

Incomplete grades that are not resolved within the above time-frame will be automatically converted to an “F” and may not be re-opened. The fall term 2012’s Incomplete grades will convert to F at the end of the spring term 2013. Failure to submit outstanding work by the specified due date will result in a grade change from IN to W or F for each enrolled competence, along with serious academic and/or financial consequences. After the final Submission deadline, you will have no further opportunities to submit work for a passing grade.

d) Academic Integrity:

All members of the DePaul community are bounded by the University’s guideline on academic integrity found in the student Handbook. (http://studentaffairs.depaul.edu/handbook/code16.html).
e) Plagiarism:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one’s own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgment that it is someone else’s.

- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.

- Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.

- The paraphrasing of another’s work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor’s discretion. Actions taken by the instructor do not preclude the College or the University taking further punitive action including dismissal from the University.


f) Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the Writing Guide for SNL Students at [http://snl.depaul.edu/writing/index.html](http://snl.depaul.edu/writing/index.html). For on-campus and online tutoring, see the DePaul University Writing Centers at [http://condor.depaul.edu/writing/](http://condor.depaul.edu/writing/).

8. Recommended Reading List:

- Will be handed out in class
Course Schedule: (tentative)

### WEEK 1 - 6.20 / In Class
- Intro’s
- Review of Syllabus, Weekly, and assignments
- Take-a-ways of class
- Current Articles exercises
- Group Exercise
- Chapters 1, 2, 3
- Discussion Thread on Chapters 4, 5 and 6

### WEEK 2 – 6.27 / No Class

### WEEK 3 – 7.4 / No Class – HOLIDAY / Campus Closed

### WEEK 4 – 7.11 / In Class
- Review of Discussion Thread Chapters 4, 5 and 6
- Group Exercises
- Review of current articles about topics from above chapters
- Discussion Thread on Chapters 7 and 8

### WEEK 5 – 7.18 / No Class

### WEEK 6 – 7.25 / In Class
- Review of Discussion Thread on Chapters 7 and 8
- Group Exercises
- Review of current articles about topics from above chapters
- Discussion Thread on Chapters 9, 10, and 11

### WEEK 7 – 8.1 / In Class
- Review of Discussion Thread on Chapters 9, 10, and 11
- Group Exercises
- Review of current articles about topics from above chapters
- Discussion Thread on Chapters 12 and 13

### WEEK 8 – 8.8 / No Class – Prepare for Final

### WEEK 9 – 8.15 / In Class
- Review of Discussion Thread on Chapters 12 and 13
- Review of current articles about topics from above chapters
- Finals

### WEEK 10 – 8.22 / No Class
- Finals – overflow (if needed)