

TEACHING
INTERNATIONAL RELATIONS
WITH
VIDEOS

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INTRODUCTION - INTERNATIONAL RELATIONS FIELD OF STUDIES ENTRY INTO THE DIGITAL/INFORMATION AGE?

Is there any need for more International Relations (IR) teaching materials?

We try to introduce not a textbook—but a "videobook," and this brochure explains the difference between the two and their different uses. The Digital Age, arguably upon us, requires a different form of education, including teaching with videos. The work we are introducing here is still an experiment, likely the first of its kind. It is different; to distinguish it from IR, we call it IR PLUS+ or IR+ for short. It covers broader range of topics using not print but films-videos with voice over making the broader coverage possible and more user friendly for today's students.

What are textbooks, still the most widespread educational tool?

Textbooks are comprehensive compilations of written content in a branch of study called "discipline" or "field" of study. The history of textbooks goes back to many ancient civilizations. However, the modern textbook would not have been possible without the invention around 1440 of the printing press by Johannes Gutenberg. Though a movable press type was already in use in East Asia, Gutenberg's invention enabled a much faster printing rate in massive quantities. The printing press soon spread worldwide, replacing handwriting, leading to an information revolution and the unprecedented mass spread of literature (and literacy) particularly throughout Europe. It profoundly impacted the development of the Renaissance, Reformation, and humanist movements. *Time Life* picked Gutenberg's invention as the most important of the second millennium.

With his invention, the massive production of texts was possible for tutors, teachers, and general readers. And this invention has not been surpassed for six centuries. We still live in the Gutenberg era, although we might be slowly moving beyond it. Mentioning Gutenberg is very relevant at this point: it isn't easy to imagine what socio-political-economic re-configuration any new post-Gutenberg age might bring, and will its consequences be of magnitude and significance comparable to that of the introduction of the Gutenberg press?

Nowadays, textbooks continue to be printed to meet primarily the needs of educators, often junior faculty, teaching undergraduates also in International Relations (IR). Textbooks more recently come with ready-made PowerPoints, quizzes, videos, lesson-by-lesson schedules, etc., to facilitate the teacher's job. Many textbooks come with e-book versions; copies can be rented for a semester. Many have dedicated websites with professionally made illustrative videos borrowed/bought from news media such as CNN or BBC. Some offer long and short versions, instructor manuals helping teachers at every step: with pre-prepared syllabi by the website, ready to go, with tests graded by the computer. Courses using this modicum of Information Technology are known as "hybrid" or "combined." Many IR textbooks appear in many editions, with some first published over a decade ago. Some textbooks are available online to download – sometimes free online, sometimes very expensive in the bookstore. Some teachers are warning against using online materials and banning them from their classes.

"Books at Amazon" department offers over 80 textbooks dealing with our subject, International Relations (IR), and that is just those with the words "International Relations," "world," or "globalization" in their title –not including those referring to foreign policy or other synonym names used for the subject¹. Most are by British, American, and Australian authors since the academic field of International Relations (IR) was born as an Anglo-American discipline after the unprecedented carnage of WW1, with the initial stated goal by the two WW1 victorious powers to establish an academic field to study what causes wars and how to prevent them.

¹ IR is also taught under various names, such as International Politics, World Politics, Global IR, or various subfields, as well as Security Studies, Peace Studies, Foreign Policy Analysis, etc.

- The world has been totally FREE of war in only 1 out of every 12 years in ALL of recorded history
- Since 3600 B.C.A. 13,600 wars
- Since 3600 B.C.A. only 292 years w/o war
- Since Waterloo 1,000,000,000 direct battle deaths
- Each decade since 1816 has averaged 22 wars
- During WWI, 8.4M soldiers and 1.4M civilians died;
- During WWII 16.9M soldiers and 34.3M civilians died (since WWI—ratio of soldiers to civilians killed went from 6:1 in WWI to 1:2 by WWII)
- Since 1945, 9 out of every 10 wars have been in the weak or failed states of the Global South

Most wars NOW are INTERNAL (or civil wars) in nature from 1989 to 1996 there have been 96 armed conflicts of which ONLY 5 have been between states.

It is beginning to be recognized in the academy that we are at a watershed – from the Industrial Age to the Information Digital Age, the post-Gutenberg era. The International Relations (IR) academic discipline has not paid much attention to the shift from the Industrial Age to the Information/ Digital Age other than recognizing it as a part of the increasing interconnectedness/ interdependence of the world. It had other concerns. Its initial task was to study the causes of war – to be able to avoid other wars, a goal unfortunately never reached, with the casualties of WWII surpassing those of WWI. A snapshot from one of the videos illustrates the apparent impossibility of eliminating violent conflicts, with humanity never stopping perfecting the methods of war - including

developing weapons of mass destruction. The snapshot of one of our videos shows on figures that wars seem part of the human condition.

The discipline of IR was not for long AngloAmerican either. Harvard Professor Stanley Hoffmann reminded us years ago that texts used worldwide, are a product of primarily an American IR discipline. If we added to the available lists of IR textbooks the "canonical" texts by the IR discipline's founding paradigm fathers and exemplars referred to in textbooks listed as "further" or "recommended reading," you have, right here, a vast undergraduate IR literature library to choose from.

The interest in world affairs has not abated, particularly with mass globalization. Globalization is a process that developed over many centuries—describing the growing interdependence of the world's economies, cultures, and populations, brought about by cross-border trade in goods and services, technology, and flows of investment, people, and information. With Globalization now one of the hot keywords of our era², many academic disciplines feel their contribution overlaps that of the IR. Geography, Anthropology, History, etc., some of which were undersubscribed by students in the past, claim their place in IR under the term International or Global Studies. There is more to read, more difficult to find the way in it.

And - the shocking news is that a national survey has discovered that undergraduate students do not, do not want to read, averaging only an estimated 50 (fifty) pages they read per week in all the many miscellaneous courses they take each semester.³

As an experiment, I assigned two videos to two students refusing to read additional texts for their assignments. It actually happened; they refused to read additional assigned texts but accepted instead two videos. It is worth citing the student's unelicited comments included in his essay:

While some students prefer to read, I would argue that the majority of my peers would much rather watch a video than read. Inadvertently, this would also increase the number of students that actually get in front of certain information because many students, if assigned to read, won't even open the document. For this essay, though, the two videos we watched were extremely helpful. I found the videos interesting and informative, and they helped me make sense of this complicated and important time in history. Primary sources like old footage, documents, and

² According to a recent authoritative bibliometric survey of "trends, directions and major players of international relations studies," "hot keywords" in recent years include high on their list "ontological security (OS)." 120Wahid, R., Shukri, S., & Ahmad,

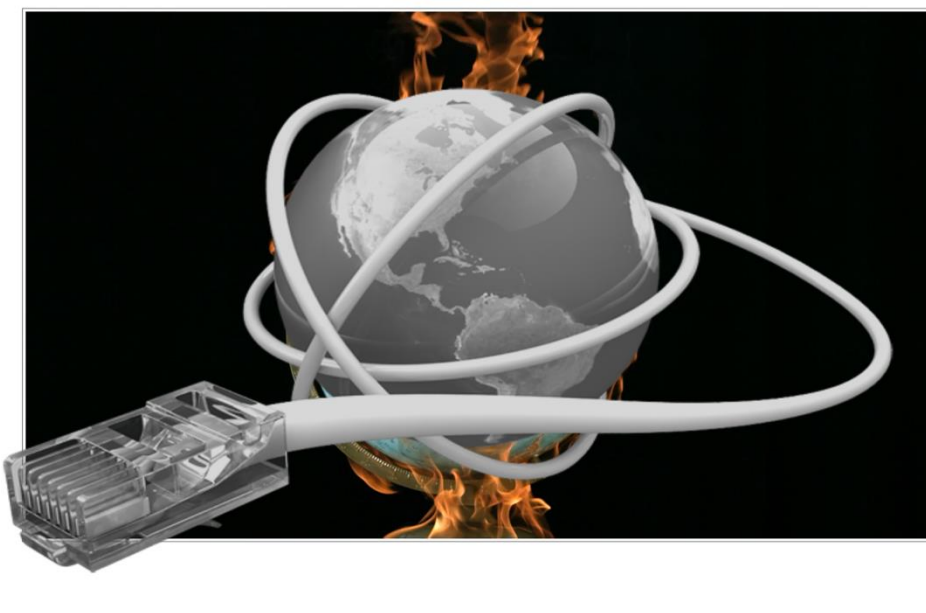
M. Z. (2023). "A bibliometric analysis of trends, directions, and major players of international relations studies." *Journal of International Studies*, 19(1), 201-230. <https://doi.org/10.32890/jis2023.19.1.8> The list includes 'diplomacy,' 'environment,' 'ontological security,' 'politics,' 'Covid-19,' 'relationality,' and 'global IR.' Throughout the years, 'globalization' has been the hot keyword. 215

³ Arum Richard, Josipa Roksa, 2011 *Academically Adrift: Limited Learning on College Campuses* University of Chicago Press

images made the videos feel even more real and engaging. In the end, I thought the videos were well-made and did in fact help me learn about the [topic].....Other than being very informative, the videos also made me question many aspects of [my topic] ...The videos also got me thinking about how ideas, power, and talking to other countries play a part in how countries get along. Watching the videos made me want to learn more about the topic. I think it's important that more Professors and Educational Institutions begin to implement videos over readings as a method of teaching because the students of today are optimized to better digest watching videos over reading.... To wrap up, videos are a very time effective way to learn about complicated history... By using videos to learn about the past, we are able to better understand the present and future, and have a smarter view of the world's big problems.

It is beginning to be recognized in the academy that we are at a watershed – from the Industrial Age to the Information Digital Age, the post-Gutenberg era. Throughout its more than 100 -year existence IR discipline proceeded through what is referred to as “Three (or Four) Great Debates (or even Five)”, to continue in “taking turns” – foci of its intellectual history. In our IR+ collection we have as many as 50 videos discussing the main issues characteristic of the IR debates, the entire section in this project (in our list #XV) complementing the standard themes of textbooks of IR, but animating them, justifying the use of “IR” in the title of our videobook. We cover most topics dealt with certainly introductory textbooks. Many of our collection's hundred and eighty videos (in what we call here a videobook) can be used with any IR textbook⁴ but require less or no reading, they are in the format students favor in their addiction to the ubiquitous media.

The Digital Age arrived. And let’s remind ourselves of the speed of its advance.

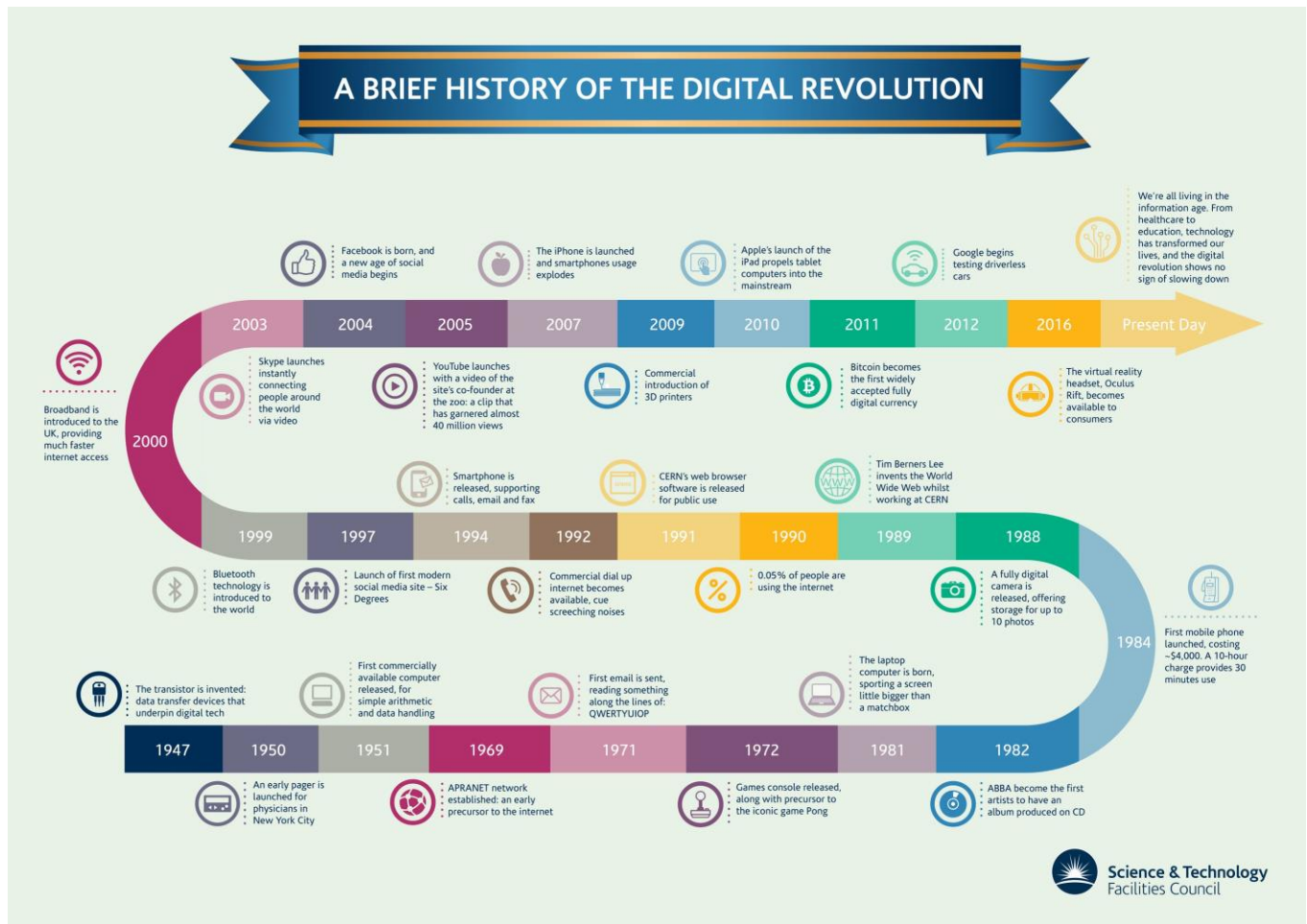


Looking at the chart showing the brief history of digital era (below) you can see that our students are younger than mobile telephones or the Internet and as it has been pointed out, they become addicted to using different gadgets⁵, different facilities of the new era. In contrast my generation was raised with a pen dipped into a bottle of ink; I wrote dissertations on rachitic typewriters, and I recall my shock seeing first Xerox, fax,

⁴ But we recommend our own textbook, *My Path to Global International Relations, a semi-autobiographical textbook* available through www.globalinternationalrelations.com.

⁵ Max L. Y. Chang, Irene O. Lee, Functional connectivity changes in the brain of adolescents with internet addiction: A systematic literature review of imaging studies, 2024, <https://doi.org/10.1371/journal.pmen.0000022>

and the first (very user-unfriendly) computer.⁶ Our students' thinking differs from ours, as we were raised in the Industrial Age and Gutenberg era. Cognitive scientists and neurologists confirm that our charges are not less intelligent than we are, but theirs is a different form of intelligence, with their brains wired differently than ours. To underscore this point, see the brief history of the digital era. (You can locate milestones you recall).



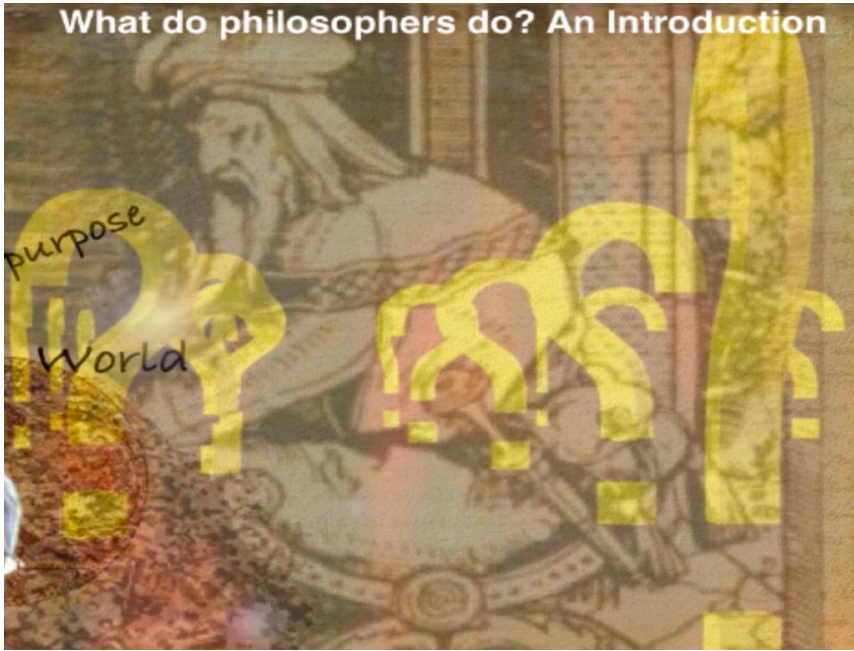
THE SUFFIX “PLUS” IN “INTERNATIONAL RELATIONS PLUS (IR+)”?

Our “videobook” covers pretty much all that textbooks do – except we animate it. But putting after IR the suffix "PLUS" (+) what does it mean?

We use PLUS for two reasons. First, the IR is now "global," representing not just an Anglo-American – or American view of the world. We follow Professor Amitav Acharya's lead, seeing the IR discipline as "global" and "plural." We add many themes to justify our claim to offer plural, global perspectives including religions, civilizations, and ideologies.

To be able to do it we consult an old philosopher (using the voice in three video lessons of Professor Ralph Pettman). Those lessons deal with issues never included in standard IR programs. In the US, IR students learn about methodology and nothing about ontology and epistemology - without which they do not appreciate that there are other perspectives than the mainstream positivist scientific one, fashioning itself on the model of natural sciences. Once you listen to the philosopher, you might change your mind.

⁶ V. Kubáľková, 'A letter from the IR pandemic "zoomroom."' Academia Letters, Article 140 with in June 2024, 24,721 views - <https://doi.org/10.20935/AL140>. 5



The lessons from the philosopher open the door to consider religions, civilizations, and minority nonmainstream views excluded from mainstream IR studies. They are regarded as not rational, not “scientific,” because only those latter can scientifically explain AND predict, as they claim (!). Similarly, with the lessons from the philosopher, we can reject the mainstream expectation for us to leave “outside the office” our biases, subjectivity, identity, and reflection.

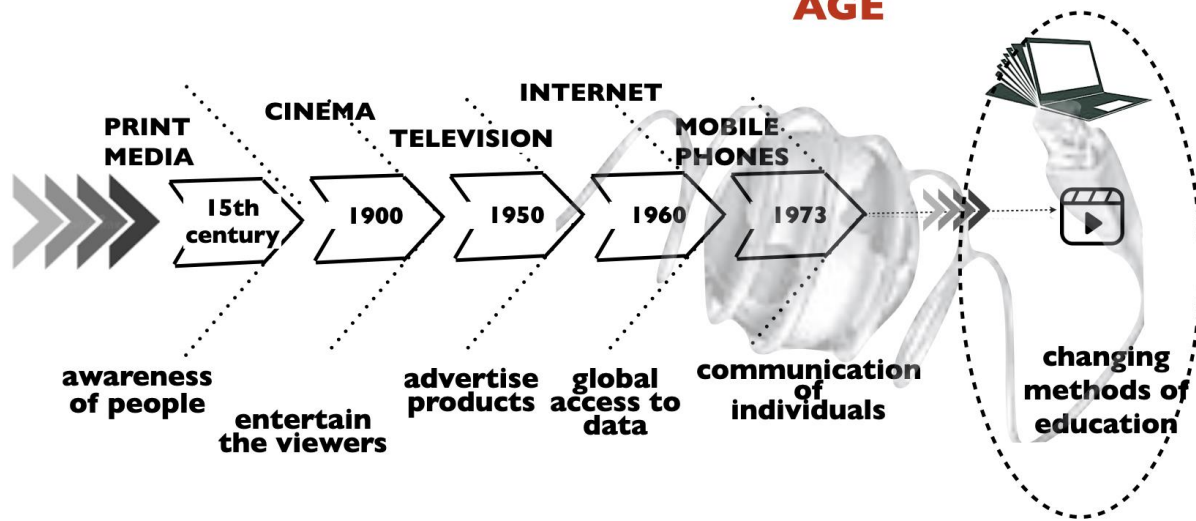
The second, the main reason for using the suffix PLUS is just the fact that we communicate not via text but audio- visually, by videos with a voice over. We can cover a broader range of

topics than traditional printed textbooks. We tell students about the acceleration and condensation brought on by “globalization,” but most of us have not tried to figure out how to condense and accelerate what we teach. The standard critique of universities is that we teach “more and more about less and less.” Using videos can reverse this indictment. Education experts confirm the need for interactivity, a paradigm shift –in the traditional sense teaching less but students learning more. By whatever means we need to increase the literacy of our charges to enable them to face the seemingly intractable world today.

This brings me to the most important reason for adding the suffix PLUS to IR. I show below on a simplified chart the development of communication media and, in a cumulative historical progression, what purpose they have served. With the invention of the internet, there is a logical step towards radical rethinking how we teach.



INFORMATION/ DIGITAL AGE



The sequence adds to print media dominance since the 15th century, through the onset of cinema and television until the internet's development, first giving global access to data then with invention of mobile phones enabling an unprecedented volume of individuals' communications of the Information Age; logically following it is the need to change educational methods. Our methods in the classroom today bear the mark of the Gutenberg era. There is – as the saying goes – the "sage on the stage" – the professor, the main source of authority, whose every word needs to be remembered, made a note of, by hand or on a keyboard. (Or so do we professors believe!) The role of the teacher must change. What the "sage" is saying can be easily found on the internet. The role of the "sage on the stage" has to change so that education has to be more interactive. Emerging literature discussing how best to teach nowadays includes references to teaching with videos. As one of the best and much-cited articles I have come across, put it

“Educational videos have become an important part of higher education, providing an important content-delivery tool in many flipped, blended, and online classes. Effective use of video as an educational tool is enhanced when instructors consider three elements: how to manage cognitive load of the video; how to maximize student engagement with the video; and how to promote active learning from the video. This essay reviews literature relevant to each of these principles and suggests practical ways instructors can use these principles when using video as an educational tool”⁷.

This article should be a compulsory reading for those using - or planning to use - videos in teaching.

ABOUT THIS PROJECT AND ITS SIGNATURE TUNE

International Relations Plus+ (hereinafter IR+) is probably the first of its kind in the field of studies of International Relations. It consists of over a hundred and eighty videos /animations, not PowerPoints or recordings of a lecturer or other “talking heads” such as we practiced during the COVID years via zoom. The suffix "plus" reflects the – for IR – unusual broad cross-disciplinary scope but, most notably, novel use of information technology. Its adoption is inevitable to compete with social media to which, as the cognitive scientists make clear, the new generations in the Information Age are addicted. My short, commissioned

⁷ Cynthia J. Brame 2016 “Elective Educational Videos: Principles and Guidelines for Maximizing Student Learning from Video Content” CBE—Life Sciences Education • 15:es6, 1–6, Winter, <https://doi.org/10.1187/cbe.16-03-0125>,

article explaining the need for universities to adjust to the Information Age (also explaining the philosophy underpinning this project) has received massive positive reactions.⁸

"Playing with videos" for almost 10 years began as my folly. I have no formal qualifications in education (other than being a university professor) or technical skills. The chief of the University Blackboard division, Bill Vilberg, was kind enough to tell me what software I should buy to try making videos on the proverbial kitchen table. No lab. I tried to team up with somebody technically skilled, but it did not work - I had my fixed ideas about the content, and the technician had his. Universities should offer training to faculty to be able to express themselves not only in words but also visually. Not just preparing us for AI. Try to think like our students do.

Because of my foreign accent I have never recorded the voice over for my videos. The videos of this project come with American, Australian, or English voice-overs recorded by faculty or a professional American TV announcer. A Chinese student recorded in English three videos about China. The quality of the voice over has an advantage in non-English-speaking countries. (I taught several times in Prague large groups of students from EU countries, and they received for my course a double credit – for the subject matter and the language requirement). All videos have musical backgrounds that match their theme, content, or historical context. It adds a welcome emotional dimension to the learning experience. In a video about what one nuclear bomb would do to Manhattan I use in the background one of the most beautiful Rachmaninoff pieces – to contrast the ugliest and the most beautiful traits of humanity. IR+ will interest not just faculty and students of IR but also those new to understanding international relations as it provides a comprehensive, broad-based "user-friendly" easy to follow introduction to today's complex dangerous plural world.

Each video is between ten and twenty minutes long, with an average length of 10-15 minutes. All videos are freestanding. They need not be taken in any order (unless it is indicated that a video has more than one part). Thus, they are not numbered, only placed in groups. The same video may appear in more than one group in which we placed them. Those using the videos can make different selections for varied teaching/learning purposes and needs. The videos can be stopped at any point, slowed down, and played as many times as necessary. They can be assigned for semester projects – as students confirm. It has been suggested that the best practice is to assign several videos for students as a homework and then in classroom discuss them.

The signature tune or theme song introducing each video gives a clue to the project's scope. It shows three shifts: from the world of states to the globalized world and, importantly, to the world of people. It is a reminder of the scope of topics covered that are well beyond the focus on states that have established international relations/politics discipline.



The theme song reveals the nationality of the project's author – the few bars from the harp passage from Bedřich Smetana's *My Country, Vyšehrad*, composed in 1875, which for years under communism, was a signature tune of Czechoslovak Radio. It is the only indication of the Czech roots of the project's author. <https://www.youtube.com/watch?v=9ANoNI-91bc>

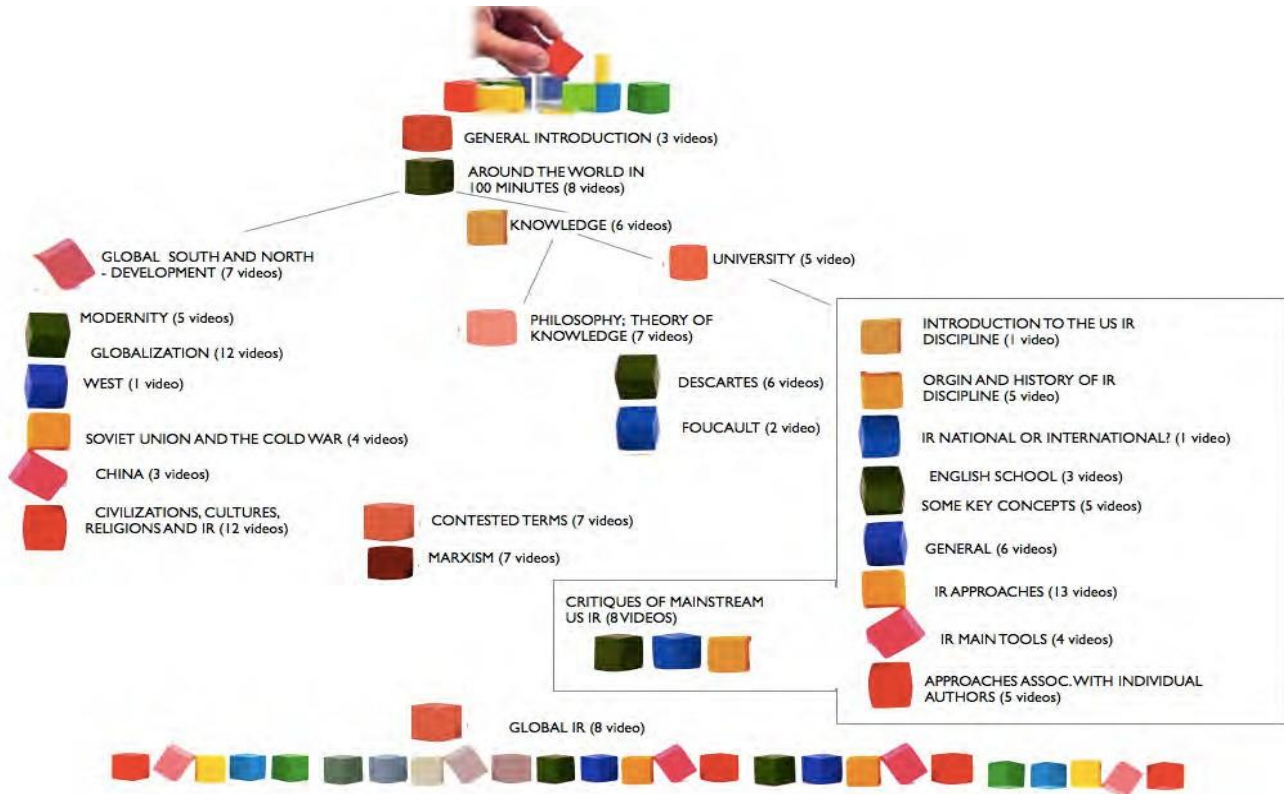
⁸ Ibid V. Kubálková, 'A letter from the IR pandemic "zoomroom."' *Academia Letters*, Article 140 viewed/downloaded in June 2024, 24,721 times - <https://doi.org/10.20935/AL140>.

WHAT CAN WE DO WITH 180 VIDEOS: HOW TO SORT THEM OUT

PHILOSOPHY	RISIKUK.	IR DISCIPLINE	CRITIQUE, SUGGESTIONS, WARNINGS
LESSONS FROM A PHILOSOPHER IN FOUR PARTS: INTRODUCTION THAT BRINGS US TO THE SCIENCE OF ONTOLOGY, CONCLUSIONS	LOOKING FOR ANSWERS IN THE WEST: PLATO'S CARE ALLEGORY ABOUT KNOWLEDGE	IR IN DISCIPLINE: INTRODUCTION TO DISCIPLINE'S 20TH CENTURY TRAILBLAZERS	A NEW CLUE FOR THE CLASSROOM IN TWO PARTS: A SUMMARY OF WORLD VIEW: THEORETICAL, SCIENTIFIC, NEW ALIBI
LOOKING FOR ANSWERS IN THE WEST: PLATO'S CARE ALLEGORY ABOUT KNOWLEDGE	RENE DESCARTES IN FIVE PARTS AND GOD, RELIGION AND ISLAM: CARTESIAN DUALISM, EPISTEMIC, WRITERS AND THEIR EFFECT: NEUROSCIENCE'S CRITIQUE: A JOKE	CLASSICAL REALISM: STRUCTURAL AND NEOCLASSICAL REALISM	LANGUAGE IN IR: PROBLEMS WITH THE POSITIVIST APPROACH
MODERNITY: LOOKING AT NEOLIBERALIZATION'S CREATION FREEDOM IN THE MEXICAN: NEOLIBERALIZATION AND MODERNIZATION (IN FOUR PARTS)	FOUCAULT: A HISTORY OF THE PRESENT - IN TWO PARTS	"NEOLIB" DEBATE IN FIVE PARTS: IN FOUNDATIONAL CONCEPTS FOR EACON - THREE DEBATES: LEGITIMACY, SOVEREIGNTY'S ANARCHY: THESE WAYS? THREE TRADITIONS: THREE LEVELS OF ANALYSIS	FRANCE OF NEOLIBERALISM AND P... (ILAN) ON THE SECOND PART
WHAT DO WE THINK WE KNOW? WHERE WE GET KNOWLEDGE IN FOUR PARTS: WHY GO TO UNIVERSITY? WHERE DO THE TERMS ASSOCIATED WITH UNIVERSITY COME FROM? FROM THE MEXICAN AREA, WE JOURNEY TO THE US: SOCIAL SCIENCES IN UNIVERSITY SYSTEM, POST-INDUSTRIAL CRITIQUE OF UNIVERSITY	WHAT IS THE WEST? CIVILIZATIONS, RELIGIONS, INTERCULTURAL, INTER-CULTURAL, DIVERGENCE (IN TWO PARTS)	WORLD'S KEY ISSUES: INEQUALITY IN THE WORLD	GLOBALIZATION OF PARADIGM CONCEPTS: LEFT AND RIGHT - CRITICAL CONCEPTS: RELIGION IN THE AND (GRAND) - OTHERS TODAY
	WHAT WAS THE SOVIET UNION? WHAT WAS THE COLD WAR? REQUIREMENT FOR THE SOVIET UNION: ROMANOVICH'S PLAN	MODERNIZATION EFFORTS OVER TIME IN THREE PARTS: RUNNING OUT OF TIME, AND UNITED NATIONS, IN PICTURES, THEORIES OF MODERNIZATION, OF DEPENDENCY AND OF WORLD SYSTEM	GLOBALIZATION OF PARADIGM CONCEPTS: LEFT AND RIGHT - CRITICAL CONCEPTS: RELIGION IN THE AND (GRAND) - OTHERS TODAY
	GLOBALIZATION: IN SIX PARTS: AN INTRODUCTION TO SOME TERMS, FIRST ACCOUNTS, NEOLIBERAL VIEW (THOMAS THROUGH THE GLOBALIZED WORLD, THEORIES OF GLOBALIZATION: 1 AND 2)	DEVELOPMENT THINKING OVER TIME: A BIGGER PICTURE IN THREE PARTS	THUCYDIDES: 'I
	RELATIONS IN THE WORLD: THREE PARTS: ORIGINAL, HISTORY, DEMOGRAPHY, GEOPOLITICAL, A QUICK OVERVIEW, AND THINK IN THREE PARTS: HISTORY AND CULTURE CHINESE THINKING ABOUT IR, TANGKAL, GLOBALIZATION (WELL AND HEAD WITH		



The figure below shows how we divided the 180 videos into blocks/modules/groups. Each block indicates the number of videos (what they are about can be found in their complete list in this document including how many minutes they take). In a frame we place videos covered in most IR texts – (i.e., IR **without PLUS**). Besides that, we create two groups which we recommend to any user of the videos: **General Introduction (3 videos)** and **Around the World's main issues in 100 minutes (8 videos)**. Those videos lead to three groups – **first**, Global South and its predicament, the West, the Soviet Union and Russia, China, civilizations, religions, cultures. **Second**, philosophy, theory, major thinkers such as Descartes, Foucault, Marxism of different kinds, and the **third group** deals with the standard topics in IR classes. You can look at the composition of each group in the complete list starting on page 13.



OUR RECOMMENDATIONS

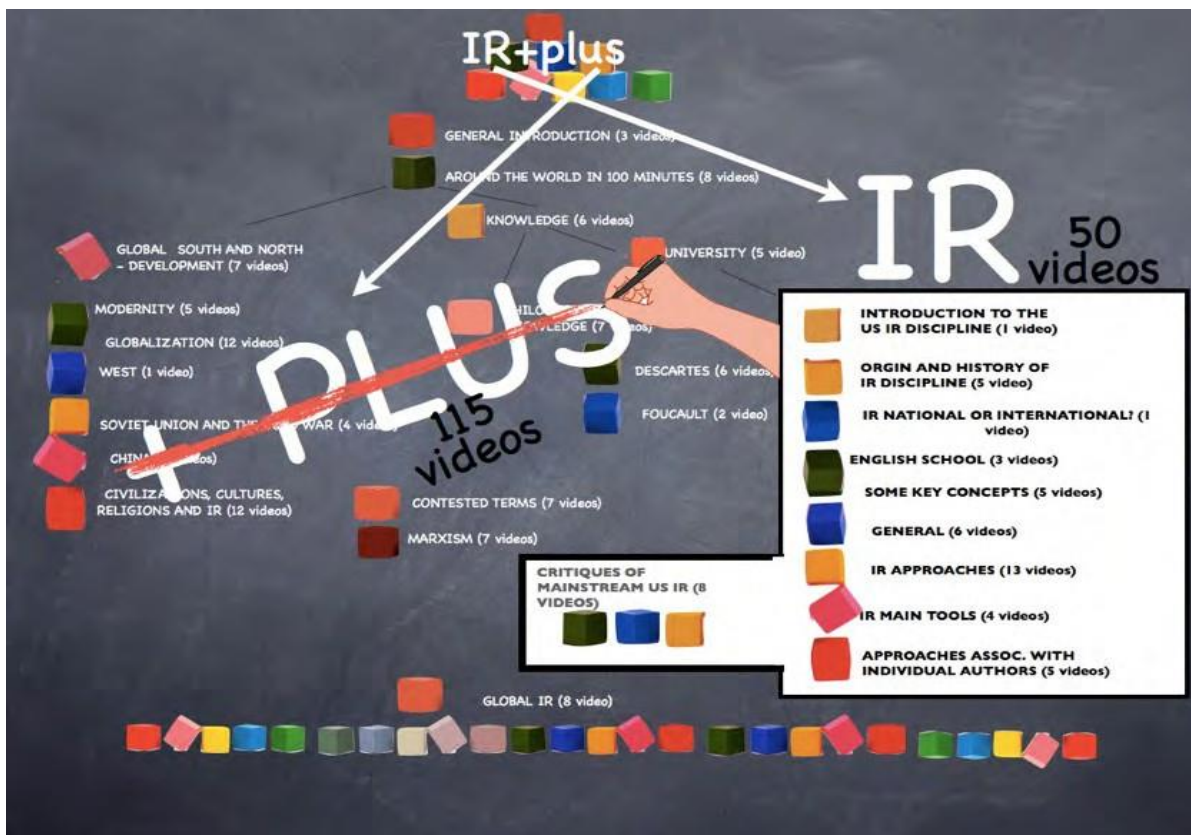
In broadest terms everybody can make their own selection. But we specifically recommend the following altogether 11 videos:

- THE INTRODUCTORY VIDEOS (3 videos)
- AROUND THE WORLD'S PROBLEMS IN 100 MINUTES (8 VIDEOS)



After that there are two choices:

We begin with the obvious: International Relations without Plus. That leads us to main themes of IR as you find them in textbooks. We cross anything covered by PLUS and we are left with simple “IR minus +” dramatizing only in 50 videos or so what is usually covered by IR textbooks.



The second option is to eliminate anything to do with International Relations – and we are then left with history and philosophy, different civilizations. This is no substitute for the work of departments of philosophy or sociology, but certainly, departments of philosophy are shrinking, and philosophy as a field is being pushed out by the stress on "STEM" courses. With these videos we hope to foster as far as possible cultural literacy to simply put it - in the "PURSUIT OF KNOWLEDGE".

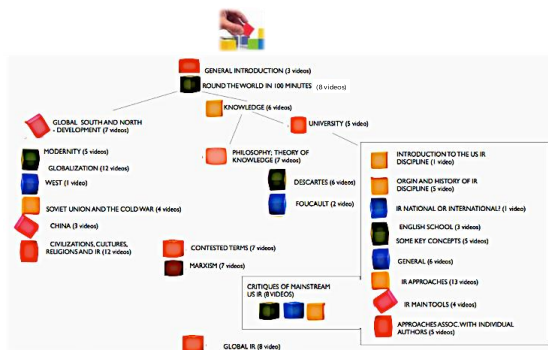
Look what major philosophers you will meet, through videos – effortlessly. See them on the picture below.





INTERNATIONAL RELATIONS PLUS+

A LIST OF VIDEOS:



ORGANIZED INTO 20 BLOCKS/GROUPS

THE VIDEOS' TITLES ARE INTENDED TO BE DESCRIPTIVE OF THEIR CONTENT. IR+ IS A WORK-IN-PROGRESS: NEW VIDEOS MIGHT BE ADDED.

🌐 GENERAL INTRODUCTION (3 VIDEOS)

- ▶ A NEW GLOBE FOR THE CLASSROOM? A PLURALITY OF WORLDVIEWS, THEORIES, VALUES, BELIEFS, AND EXPECTATIONS: AGAINST PAROCHIALISM. HOW TO STUDY THE WORLD? 10.57 MIN
- ▶ THE 21ST CENTURY WORLD ON STAGE, THEATRUM MUNDUM 6.13 MIN
- ▶ ABOUT INTERNATIONAL RELATIONS PLUS (IR+) 3.04MIN

🌐 AROUND THE WORLD'S SOME MAIN ISSUES IN 100 MINUTES (9-10 VIDEOS)

- ▶ TROUBLE IN THE WORLD, INEQUALITY, ENVIRONMENT 8 MIN
- ▶ WAR – WHAT ONE NUCLEAR BOMB DROPPED ON MANHATTAN WOULD DO 12.24 MIN
- ▶ WHAT WAS THE SOVIET UNION, WHAT WAS THE COLD WAR 18 MIN
- ▶ WHAT IS THE WEST 11 MIN
- ▶ GLOBALIZATION – NEW ERA? 4 MIN
- ▶ CHINA – GLOBALIZING BELT AND ROAD, BEIJING CONSENSUS? 12 MIN
- ▶ PREPARING FOR THE NUCLEAR WAR?: THE MUSIC OF DESTRUCTION 11.52MIN
- ▶ PEACE OF WESTPHALIA AND BEYOND 14MIN
- ▶ HOW WE GET KNOWLEDGE – THE INVENTION OF THE PRESS, THE ENLIGHTENMENT AND THE DIGITAL AGE 12MIN
- ▶ MISUSE OF INFORMATION: FROM PAST TOTALITARIAN REGIMES TO TODAY'S PRACTICES 4.9MIN
- ▶ RETURN OF RELIGION, CIVILIZATIONS: BEYOND HUNTINGTON'S CIVILIZATIONS (SEE UNDER RELIGIONS, CIVILIZATIONS, INTER CIVILIZATIONAL, INTER- CULTURAL DIALOGUES PART 1 13.56)

THE COLD WAR (EAST-WEST): THE USSR (4 VIDEOS)

- ▶ WHAT WAS THE SOVIET UNION, WHAT WAS THE COLD WAR 18MIN
- ▶ GORBACHEV'S PLANS FOR THE SOVIET UNION AND THE WORLD 18.09MIN
- ▶ REQUIEM FOR THE SOVIET UNION 4.33MIN
- ▶ VARIOUS EXPLANATIONS OF THE END OF THE COLD WAR, 8 MIN

GLOBAL SOUTH/GLOBAL NORTH, DEVELOPMENT, MODERNIZATION (7-8 VIDEOS)

- ▶ GROTESQUE INEQUALITY 8MIN
- ▶ MODERNIZATION EFFORTS – RUNNING OUT OF TIME 4.25MIN
- ▶ MODERNIZATION EFFORTS IN CARTOONS 9.08MIN
- ▶ THEORIES OF MODERNIZATION, DEPENDENCY, WORLDSYSTEM, 16.23MIN
- ▶ MODERNIZATION – SUSTAINABLE DEVELOPMENT, THE ROLE OF THE UNITED NATIONS 6.50MIN
- ▶ DEVELOPMENT THINKING OVER TIME PART 1 A BIGGER PICTURE – OVERVIEW 8.27MIN
- ▶ DEVELOPMENT THINKING OVER TIME PART 2 A BIGGER PICTURE – INPUT OF DIFFERENT DISCIPLINES 8.53MIN
- ▶ DEVELOPMENT THINKING OVER TIME PART 3 WASHINGTON AND BEIJING CONSENSUS? 13MIN

MODERNITY (7 VIDEOS)

- ▶ MODERNITY IN THE CONTEXT OF HISTORICAL ERAS – MULTIPLE MODERNITIES OF SHMUEL EISENSTADT 14.42MIN
- ▶ MODERNITY: SCIENCE AND FAITH- LOOKING AT MICHELANGELO'S CREATION FRESCO IN THE VATICAN PART 1 5.34MIN
- ▶ MODERNITY: SCIENCE AND FAITH- LOOKING AT MICHELANGELO'S CREATION FRESCO IN THE VATICAN PART 2 5.34MIN
- ▶ MODERNITY: SCIENCE AND FAITH- LOOKING AT MICHELANGELO'S CREATION FRESCO IN THE VATICAN PART 3 5.50MIN
- ▶ LANGUAGE IN IR: PROBLEMS WITH THE POSITIVIST APPROACH, BACK TO SISTINA AND THE FRESCO 11.05MIN
- ▶ WHAT IS THE WEST? 11 MIN

PHILOSOPHY 7 VIDEOS, KNOWLEDGE 6 VIDEOS

LESSONS FROM A PHILOSOPHER - THE BASICS: ONTOLOGY, EPISTEMOLOGY, METHODOLOGY IN FOUR PARTS

- ▶ LESSONS FROM A PHILOSOPHER - PART 1 INTRODUCTION 6.34 MIN.
- ▶ LESSONS FROM A PHILOSOPHER - PART 2 "101";10.17 MIN,
- ▶ LESSONS FROM A PHILOSOPHER - PART 3 "201"; 4.24 MIN;
- ▶ LESSONS FROM A PHILOSOPHER - PART 4 CONCLUSION 3.16MIN

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