

**Political Science 203: International Relations
Syllabus (Spring 2015)
Bellevue College – Online Course**

INSTRUCTOR: Katie Banks

WEBSITE: <https://bc.instructure.com/courses/1119476>

EMAIL: k.banks@bellevuecollege.edu

OFFICE ON CAMPUS: A200F

OFFICE HOURS: MTWR 10:30-11:20a in BC office; 10.00a-10.20a on-site at library/SUB; or by appointment (also available via phone or online chat/conference)

This course introduces students to the principles and foundations of international relations, including three major theories: Realism, Liberalism, and Marxism. The purpose of this course is to help you to develop the conceptual and theoretical tools necessary to critically understand and to creatively respond to world events. Throughout the term, we apply these theories to examine a variety of topics in international relations, including conflict, globalization, development, human rights, and contemporary international politics.

Course Objectives

The primary course objective is to give students the analytical and theoretical tools to understand past and current international relations. More specifically, this means the course is intended to help students do the following:

1. develop the ability to critically assess the strengths and weaknesses of different international relations perspectives,
2. become more informed and discriminating consumers of political information,
3. develop a basic understanding of, and appreciation for, contemporary international relations, and
4. foster self-reflection about the rights and responsibilities of global citizenship.

Course Policies

Even though this is an online course, you are responsible for your own learning. I will facilitate interactions online and provide clear, upfront expectations that provide guidelines for how I will assess your learning. I expect you to do your best to complete assignments in a timely and appropriate fashion, to log on to the course website each work day prepared for the day's work, and to actively participate in online discussions and activities. If you do not understand something, you are expected to take the initiative to find out the answer—this means that you are responsible for posting a question on the week's "Ask the Professor" discussion board, emailing me, scheduling an appointment, etc. It is up to you to try to seek clarity of course concepts and content if you do not understand them.

Creating a Vibrant Space for Discussion: Respecting Diversity & Rules of Engagement

According to Bellevue College's [Affirmation of Inclusion](#), "every member of the campus community should feel welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect." In this classroom, there will be no disrespect around issues including, but not limited to the following: gender (including transgender or gender non-conforming students, as protected under Title IX laws), sexual identity (LGBT+), religion, culture, disability, race and immigrant/ refugee/undocumented citizenship status.

Moreover, this course may involve the discussion of controversial political issues. Remember that reasonable people often disagree. Your challenge and responsibility is to maintain civil discourse. We will achieve this by being respectful of each other and by avoiding inflammatory, derogatory, and insulting words, phrases, and labels. Please use your commonsense to avoid any conduct that might distract or offend me or your classmates.

A Note about Ideology

I have no intention of trying to convert you to my belief system. The issues we will be exploring are often contentious; and often, there will be no right or wrong answers. That said, there are good and bad arguments. Good arguments (i.e., those that are logically sound and supported by the available evidence) will be entertained in the classroom on the discussion board; bad arguments, though, are discouraged.

Academic Integrity

Cheating and plagiarism—using the ideas or words of another as one’s own without crediting the source—are violations of the [Student Code of Conduct](#) at Bellevue College. Such behavior will result in a grade of 0.0 for the assignment/exam in question. Please note that these are serious offences, which can result in possible probation or suspension from Bellevue College, and the offense may go on your permanent record. If you have questions about academic integrity, please familiarize yourself with BC’s Student Code of Conduct and/or send me a message via email. I am happy to discuss any questions you have around incorporating others’ texts into your own arguments in advance to avoid potential issues.

Disabled Student Services

The [Disability Resource Center](#) (DRC) serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or a learning challenge for which you have documentation or have seen someone for treatment, and if you feel you may need accommodations in order to be successful in college, please contact the DRC staff as soon as possible. The DRC office is located in B132, and the reception desk phone number is 425-564-2498.

COURSE MATERIALS

Required Texts

- 1) Scott, Carter, and Drury’s *IR*,
- 2) supplemental material—all of which are available on the course website, and
- 3) daily reading of a major daily news source with detailed coverage of world events.

The primary text for this course is Scott, Carter, & Drury’s *IR* (1st Edition), which is available in the bookstore and online. It is currently priced at ~\$65 on Amazon.com, or you can rent an electronic version for ~\$18.

Supplemental texts will be made available on our course website. To access the supplemental materials, click on the “Modules” button, and you will find them uploaded in the order in which they have been assigned. Please note that you are responsible for downloading—and reading and/or watching—all supplemental materials as they are assigned. For those of you who do not have a printer at home, you can print in the student computer lab in the N-Building, or you can read the materials online (without printing).

You are also expected to keep up with current events in international relations. This entails daily reading of the world news headlines of a major daily news source; possibilities include

The New York Times (<http://www.nytimes.com>),
The Wall Street Journal (<http://online.wsj.com>),
The Washington Post (<http://www.washingtonpost.com>),
BBC News (<http://www.bbc.co.uk/news>),
Al Jazeera English (<http://english.aljazeera.net>),
or a similar major newspaper with detailed world coverage.

Please find a news source that work for you, and make a habit of reading, listening, and/or watching it throughout the quarter. If you have questions about the appropriateness of a particular news source for this class, ask me (sooner than later). Also, if you speak another language, I encourage you to follow the

news in that language and bring that perspective to class. We will delve into a couple of these articles to facilitate a larger conversation and to apply course concepts to contemporary phenomenon. Do not be surprised if current events show up in your exams or as a weekly journal prompt.

Reading/Supplemental Material Due Dates

Please note that all assigned materials should be completed before the class session for which they are scheduled, so that you can participate in discussions and other activities. Any material covered by an assigned reading/video may be included in examination questions, regardless of whether it is specifically discussed on the discussion board. If adjustments are made to the reading/viewing schedule, you will be informed via the announcement board on our class website.

The assigned reading/viewing is the core of this online class. There are approximately 100 pages of reading and 30 minutes of viewing material per week. If you don't keep up with these, you are going to find it hard to succeed. It's not something you can easily catch-up on, and doing well on weekly writing assignments requires engagement with reading/viewing material. The quarter's tentative reading/viewing schedule appears at the end of this syllabus. Please review it carefully, and let me know if you have any questions or concerns so that we can address potential issues before they become problems.

Reading/Viewing Prompts

To help you get the most out of the course materials, you will be provided with a prompt for (almost) every reading and video assigned in this course. These prompts will be made available at least one week before the reading is due, and they will include a handful of reflection questions and a comprehensive list of key concepts.

Each day's prompts can be found under the heading "Reading/Viewing Prompts" in the module for that week. You are expected to engage with these prompts before, during, and after completing the reading and/or viewing assignment. My primary purpose in creating these prompts is to help you focus on what is important in the assigned materials, to help you get ready for our discussions, and to help you prepare for assignments, quizzes, and exams.

I encourage you to print the reading prompts and to write answers to the reflection questions on the prompts themselves. Also use this print-out to define the key concepts that I have listed. These prompts will prove to be a valuable resource on the midterm and final exams.

ASSESSMENT

Graded Work (ranked by point value)

Foreign Affairs Quiz (credit/no credit)	(5 pts)	~1%
Geography Quiz (credit/no credit)	(5 pts)	~1%
Profile Picture Assignment (credit/no credit)	(5 pts)	~1%
Syllabus Quiz (graded)	(5 pts)	~1%
Theory Worksheet	(30 pts)	~5%
Political Action Assignment	(50 pts)	~9%
Final Reflection Essay	(50 pts)	~9%
Weekly Journal (up to 10 pts per week)	(100 pts)	~18%
Weekly Participation (up to 10 pts per week)	(100 pts)	~18%
Midterm Exam	(100 pts)	~18%
<u>Final Exam</u>	<u>(100 pts)</u>	<u>~18%</u>
	(550 pts)	100%

Conversion Chart

Grade	Points	Percentage	Grade	Points	Percentage
A	517-550	94-100%	C	407-422	74-76%
A-	495-516	90-93%	C-	385-406	70-73%
B+	478-494	87-89%	D+	368-484	67-69%
B	462-477	84-86%	D	330-467	60-66%
B-	440-461	80-83%	F	0-329	59% & Below
C+	423-439	77-79%			

Late Assignments and Missed Exams

All major due dates are indicated on the calendar on our course website. Because I believe that one of the major lessons that students learn in college is the importance of meeting deadlines, I will not accept late work unless it has been approved by me **BEFORE** the date it is due or if you can document an emergency (doctor's note, mechanic receipt, etc.). **This means you will have to manage your time accordingly to meet the expectations of this course.** All assignments turned in late will receive a grade of 0.0. Likewise, missed quizzes and exams will receive a grade of 0.0. Make-up exams will not be administered unless you receive prior permission from me or you can document a catastrophe, such as being medically unable to take the exam.

ASSIGNMENTS

FIRST WEEK ASSIGNMENTS

World Affairs Quiz (5pts) – Due Thursday, April 9th

This quiz will test your knowledge of foreign affairs; this assessment, however, is a credit/no-credit quiz, so it doesn't matter how many questions you get right or wrong—at least not for your grade. The exam itself should only take five or ten minutes. Please do **NOT** refer to outside sources (the Internet, your textbook, friends, etc.) while taking the quiz. When you finish, the computer will give you a score out of ten points. I would like you to post your scores on the discussion board, along with your reflections on the quiz and your performance. At the end of the week, I will go back in and either (1) manually change your grade to five points if you took the quiz and posted your results and reflections on the discussion board or (2) zero points if you did not take the quiz *or* failed to post your results and reflections. You need to take the quiz **AND** post your score and reflections on the discussion board to receive credit for this assessment—make sure you do **both** steps. To best way to access this assessment is to find it in the Week One “Module.”

World Geography Quiz (5pts) – Due Thursday, April 9th

Like the Foreign Affairs Quiz above, this assessment is a credit/no-credit quiz, so it doesn't matter how many questions you get right or wrong—at least not for your grade. The exam itself should only take about two minutes. Please do **NOT** refer to outside sources (the Internet, your textbook, friends, etc.) while taking the quiz. When you finish, the computer will give you a score out of five points. I would like you to post your scores on the discussion board along with your reflections on the quiz and your performance. At the end of the week, I will go back in and either (1) manually change your grade to five points if you took the quiz and posted your results and reflections on the discussion board or (2) zero points if you did not take the quiz *or* failed to post your results and reflections. You need to take the quiz **AND** post your score and reflections on the discussion board to receive credit for this assessment—make sure you do **both** steps. To best way to access this assessment is to find it in the Week One “Module.”

Profile Picture Assignment (5pts) – Due Thursday, April 9th

For this assignment, you simply need to upload a profile picture of yourself to our course website. If you prefer not to share a picture of yourself, please upload an (appropriate) image with which you would like to be associated. Thank you!

Syllabus Quiz (5pts) – Due Thursday, April 9th

For this assignment, you need to read the syllabus and answer ten logistical questions about the class. The quiz will be made available on our course website. To access the quiz just click on the “Quiz” button, and you should see it. The purpose of this quiz is to make sure you (a) read the syllabus completely, (b) are familiar with the course schedule and my expectations, and (c) can navigate your way around our course website. Regardless of your score, you are responsible for knowing all of the information presented in the course syllabus.

WEEKLY ASSIGNMENTS

Weekly Journal Entries (10pts per week) – Due every Sunday by 11:59pm

I would like you to keep a reflective journal this quarter. The purpose of this journal is to stimulate your thinking about the material being covered in class and to serve as a starting point for online discussions. You are responsible for writing one outside-of-class journal entry per week for a total of ten entries. Each journal entry should be single-spaced and ~300 words in length (+/- 50 words). Each week’s journal prompts will be posted on our course website by on Monday, and you must complete your journal entry by 11:59 PM on the following Sunday to receive credit. Each journal entry is worth ten points. Please let me know if you have any questions.

***Success Tip:** Take the journal prompts seriously, and keep up with the assigned entries. Make sure you follow the instructions regarding the number of words.

Participation: Weekly Online Contributions (10pts per week) – Due every Sunday by 11:59pm

Each week, I will post between five and ten discussion questions on the discussion board, which can be accessed via the “Discussions” link (on the left-hand side of the course website) or via the “Modules” page. It is your responsibility, as a member of our class, to respond thoughtfully to not only to my questions, but also to your classmates’ comments.

To receive full credit on this portion of the class, you need to participate thoroughly in each week’s discussion. Your final grade will be based on the level of your involvement and the thoughtfulness of your contributions. I expect you to post throughout the week. Please don’t wait until the end of the week (e.g., Saturday or Sunday) to post—if you do, your classmates will not benefit from your insights, and your grade will suffer.

I expect you to read (most of) your classmates’ posts and to make a minimum of **THREE (3)** intellectually meaningful posts throughout the week. I recommend that you check the discussion board at least once a day between Monday and Friday. By checking the discussion board frequently, you will be able to identify more opportunities where you can add something to the conversation (thus, improving your grade). Please follow the following guidelines when making posts.

- Your posts should be in complete sentence/paragraph format, and you should avoid “text message” grammar (that means no “u” instead of “you”).
- Please fully explain and elaborate your points using examples, evidence, and logic.
- Be precise about what you are saying; don’t be vague or general.
- Respond to the topic, not to the author. This does not mean that you should ignore the person who wrote the original post, but it means you need to focus on the ideas in the post and how to further the conversation on the topic, not tell the author what you think of his or her post.
- Minimize prejudices, biases, unfounded beliefs, and emotional reactions.
- Feel free to be personal and interpersonal, as this will help us bond as an online community, but please do not to go too far off onto personal tangents. Be concise. In other words, I would like you to stay focused on the topics that I post for you. If you want to carry on other discussions, please use the “other” forum on the discussion site. The course content forums are reserved for

addressing the course content of the week.

- Examples of good discussion posts include: clarifying or expanding the discussion if important points are unclear or missing; looking at the issue from another angle or perspective; adding pertinent information; and asking a question that forces your classmates to think more in depth about the topic.
- As much as possible, please cite page numbers and/or a web address so that your classmates can benefit from access to the sources of your information.
- I'm looking forward to an engaging and interesting discussion board!

Exams

Midterm Exam (100pts) – Due Sunday, May 10th

Your midterm must be submitted by 11:59 pm on Sunday to receive credit. This exam will consist of a mix of question types, including: true-false, multiple choice, identifications, short answer, and essay. A study-guide will be made available to you a week before the exam.

***Success Tip:** Keep up with the assigned material, and do not leave your exam preparation until the night before the exam. I will provide you with a review sheet a week before the exam: take advantage of the review sheet and the reading prompts, and let me know if you have questions.

Final Exam (100pts) – Due Tuesday, June 16th

Your final must be submitted by 11:59 pm on Tuesday to receive credit. Like the midterm, this exam will consist of a mix of question types, including: true-false, multiple-choice, identifications, short answer, and essay. Also, like the midterm, a study-guide will be made available to you a week before the exam.

Other Assignments

Theory Worksheet (30pts) – Due Sunday, April 26th

The Theory Worksheet is meant to help solidify your understanding of the theoretical foundations that will influence our analysis of future course content. Complete the Word .doc defining components of the three dominant theories in International Relations (Realism, Liberalism, and Marxism) using the PowerPoint and readings provided. This will serve as a valuable midterm and final exam guide. Please let me know if you have questions.

Political Action Letter Writing Assignment (50pts) – Due Sunday, May 24th

You have a lot to say on a variety of topics, but you might feel like who's going to listen to you. You can make your voice heard. This assignment requires you to choose a political issue that you care about, research it, form an opinion, and write a letter on that topic to an elected official. Your letter/email must be mailed, and you must include it in uploading your files to Canvas. Moreover, **your topic must be related to international relations**. Start by thinking about what IR-related political issues you care about and why you care about them. Choose an issue, and do some research into what—if anything—is being done locally, nationally, or internationally in regards to this issue.

After you've *sent your letter*, you will write two responses. (1) The first is a reflection essay on the issue that you chose, who you've chosen to contact, what research taught you about the topic, and what you learned *by doing the action*. This essay should be a two-page, single-spaced (~800 words +/- 50 words) and typed with Times New Roman 11 or 12-pt font with 1-inch margins. It should also include a clear and descriptive title as well as proper spelling, syntax, and grammar. (2) The second response is an abbreviated (summarized) version of this write-up (~75 words) with your classmates so they have a chance to engage with you about your action/topic. These abbreviated write-ups should be posted on the discussion board called "Action Assignment."

Click on the “Assignments” button on the course website to see more detailed directions for this assignment. You must complete both portions of the assignment in order to receive full credit. Please let me know if you have any questions. ***This assignment is due by 11:59 pm on Sunday, May 24th.***

***Success Tip:** Think about issues that strike a chord with you as the quarter progresses. Dig in a bit and find out information about that topic: its background, what’s being done about it legislatively or otherwise, and the pro/cons of the particular position(s) you might align with. Don’t wait until the last minute to complete this assignment.

Final Reflection Essay (50pts) – Due Sunday, June 14th

For this assignment, I would like you to summarize what you have learned in this course by arguing whether for which theoretical paradigm—Realism, Liberalism, or Marxist—provides the best lens for thinking about international relations. You’ll want to detail all three theoretical perspectives before you provide evidence supporting your own point of view. You’ll also want to consider 2 or 3 events/issues presented over the quarter that you believe your preferred theory explains well. The best essays will also detail how opposing theories don’t do quite as good of a job explaining that issue or event. Make sure your argument is clear, and be sure to engage (and cite!) specific course content in your response.

This write-up should be two-pages, single-spaced, (~800 words, +/- 100 words) typed with Times New Roman 11 or 12-pt font and 1-inch margins. Provide a clear and descriptive title. You can choose whatever citation method you feel most comfortable with, as long as you are consistent and it is clear where your ideas originated. I will be grading you on the clarity of your thinking and writing, the depth of your reflection, and the extent to which you incorporate the appropriate course content. I would recommend citing five to ten course materials to corroborate your claims in this reflection.

Click on the “Assignments” button on the course website to see more detailed directions for this assignment. Please let me know if you have any questions. ***This assignment is due by 11:59 pm on Sunday, June 14th.***

***Success Tip:** Essay structure/organization matter. Thus, the best essays will be third (or more) drafts. Feel free to send me your outline in advance, and I’m happy to help you structure your argument. Also, make sure you engage the literature—from the theoretical foundations to the specific issue/event.

This course has no specified time to meet, but the expectation is that you are doing a bit of work each day, as you would do in an on-ground course. Thus, you have nightly readings, are expected to read and respond on discussion boards a couple of times per week, and have weekly writing assignments in addition to larger assignments (e.g., major writing assignments and exams). It is easy to fall behind with such a rigorous schedule, so try to manage your time effectively, and let me know if you have any issues early.

Tentative Course Schedule

WEEK ONE: From Ignorance to Understanding

M 4/6: Introduction

- Discussion: Personal Introductions
- Assigned Reading (14 pgs)
 - Syllabus (14 pgs)

T 4/7: Civic Ignorance

- Assigned Reading/Viewing (31 pgs / 1 min)
 - Shenkman: "Gross Ignorance," p. 13-36 (24 pgs)
 - CNN: "Geography Greek to Many Americans" (1 pg)
 - Miss Teen South Carolina: "Some People Out There Don't Have Maps" (1 min)
 - Iyengar: "Mind the Gap," p. 1-4 (4 pgs)
 - Speth: "We're Number One" (2 pgs)

W 4/8: An Introduction to World Politics

- Assigned Reading (18 pgs)
 - Scott et al.: "Ch. 1: World Politics," p. 3-18 (16 pgs)
 - Scott et al.: "Chapter in Review 1" (2 pgs)

R 4/9: The Players and the Playing Field (Part I)

- Assigned Reading/Viewing (18 pgs / 7 mins)
 - Scott et al.: "Ch. 2: The Players and the Playing Field," p. 21-38 (18 pgs)
 - Hashimoto: "Time Lapse of Every Nuclear Explosion on Earth" (7 mins)
- Assigned Activity
 - Profile Picture Assignment due today by 11:59 PM!
 - Syllabus Quiz due today by 11:59 PM!
 - World Affairs Quiz due today by 11:59 PM!
 - Geography Quiz due today by 11:59 PM!

F 4/10: The Players and the Playing Field (Part II)

- Assigned Reading (19 pgs)
 - Scott et al.: "Ch. 2: The Players and the Playing Field," p. 38-54 (17 pgs)
 - Scott et al.: "Chapter in Review 2" (2 pgs)
- Assigned Activity
 - Journal 1 due Sunday by 11:59 PM!

WEEK TWO: Theories of International Relations

M 4/13: The Realist Perspective (Part I)

- Assigned Reading (11 slides / 15 pgs)
 - PowerPoint: Realism (11 slides)
 - Scott et al.: "Ch. 3: The Powerful Ideas," p. 57-71 (15 pgs)

T 4/14: The Realist Perspective (Part II)

- Assigned Reading (26 pgs)
 - Thucydides: "The Melian Dialogue," p. 400-408. (9 pages)
 - Douthat: "Obama the Realist" (2 pages)

W 4/15: The Liberal Perspective (Part I)

- Assigned Reading (12 slides / 12 pgs)
 - PowerPoint: Liberalism (12 slides)
 - Scott et al.: "Ch. 3: The Powerful Ideas," p. 71-80 (10 pgs)
 - Scott et al.: "Chapter in Review 3" (2 pgs)

R 4/16: The Liberal Perspective (Part II)

- Assigned Reading (7 pgs)
 - Doyle: "After the Freedom Agenda" (5 pages)
 - Douthat: "A Very Liberal Intervention" (2 pages)

F 4/17: Influencing the Government (consider in thinking about your Action Response Essay)

- Assigned Reading (18 pgs)
 - Carroll: "You Can Do This," "You Need to Do This," "Emailing Your Legislators," "Writing Your Legislators," "Advocacy for Busy People," "Advocacy for Youth Under Eighteen," & "Putting It in Perspective," p. 3-4, 5-11, 59-60, 77-78, 79-83, 143 (18 pgs)

Assigned Activity

- **Journal 2 due Sunday by 11:59 PM!**

WEEK THREE: Theories of International Relations, continued

M 4/20: The Marxist Perspective (Part I)

- Assigned Reading (19 slides / 23 pgs)
 - PowerPoint: Marxism (17 slides)
 - Scott et al.: "Ch. 4: Alternative Perspectives," p. 90-99 (10 pgs)
 - Zilliacus: "Economic and Social Causes of War," p. 136-149 (13 pgs)

T 4/21: The Marxist Perspective (Part II): The Military-Industrial Complex

- Assigned Reading/Viewing (5 slides / 9 pgs / 99 mins)
 - PowerPoint: Military-Industrial Complex (5 slides)
 - Cassidy: "The Return of Karl Marx" (9 pgs)
 - *Why We Fight* (99 mins)

W 4/22: Constructivism

- Assigned Reading (8 pgs)
 - Scott et al.: "Ch. 4: Alternative Perspectives," p. 83-90 (8 pgs)

R 4/23: Feminism

- Assigned Reading/Viewing (11 pgs)
 - Scott et al.: "Ch. 4: Alternative Perspectives," p. 99-109 (11 pgs)

F 4/24: Theories in Review

- Assigned Reading/Viewing (5 slides / 9 pgs)
 - Powerpoint: Summary of International Relations Theories (7 slides)
 - Scott et al.: "Chapter in Review 4" (2 pgs)

- Assigned Activity
 - Theory Worksheet due Sunday by 11:59PM!
 - Journal 3 due Sunday by 11:59 PM!

WEEK FOUR: Conflict and Security

M 4/27: Understanding Conflict (Part I)

- Assigned Reading (15 pgs)
 - Scott et al.: "Ch. 5," p. 113-127 (15 pgs)

T 4/28: Understanding Conflict (Part II)

- Assigned Reading (17 pgs)
 - Scott et al.: "Ch. 5: Understanding Conflict," p. 128-142 (15 pgs)
 - Scott et al.: "Chapter in Review 5" (2 pgs)

W 4/29: Kernels of Current Conflict

- Assigned Reading (14 pgs)
 - Kaplan: "The South China Sea Is the Future of Conflict" (9 pgs)
 - Walt: "How Not to Contain Iran" (5 pgs)

R 4/30: Realism and Conflict

- Assigned Reading (17 pgs)
 - Scott et al.: "Ch. 6: Seeking Security," p.148-164 (17 pgs)

F 5/1: The Long Peace and the Soviet Collapse

- Assigned Reading (9 pages)
 - John Lewis Gaddis. "The Long Peace." *International Security* 10/4 (1986), p. 33-42 (9 pages).
- Assigned Activity
 - Journal 4 due Sunday by 11:59 PM!

WEEK FIVE: Applying Theories in Post-Cold War Politics & Considering Peace

M 5/4: The Gulf War

- Assigned Reading (9 slides / 13 pgs / 11 minutes)
 - PowerPoint: Gulf War (9 slides with 3 embedded audio clips [1:38, 8:04, and 1:41])
 - Miller and Yetiv: "The New World Order in Theory and Practice: The [G.H.W.] Bush Administration's Worldview in Transition" (13 pgs)

T 5/5: The Iraq War

- Assigned Reading (13 slides / 10 pgs / 18 minutes)
 - PowerPoint: Iraq War (13 slides with 2 embedded audio clips [14:01 and 4:06])
 - Kennedy. "The Perils of Empire" (4 pgs)
 - Boot. "Neither New nor Nefarious: The Liberal Empire Strikes Back." *Current History*. (Nov 2003) (6 pgs)

W 5/6: Is the World A Less Violent Place?

- Assigned Reading/Viewing (10 pgs / 10 mins)
 - Reason's interview with Pinker: "The Surprising Decline in Violence" (10 pages / 10 mins)

R 5/7: Building Peace (Part I)

- Assigned Reading (19 pgs)
 - Scott et al.: “Ch. 7: Building Peace,” p. 179-197 (19 pgs)

F 5/8: Building Peace (Part 2)

- Assigned Reading (21 pgs)
 - Scott et al.: “Ch. 7: Building Peace,” p. 197-215 (19 pgs)
 - Scott et al.: “Chapter in Review 7” (2 pgs)
- Assigned Activity
 - Midterm Exam due Sunday by 11:59 PM!
 - Journal 5 due Sunday by 11:59 PM!

WEEK SIX: The Global Economy

M 5/11: The International Community

- Assigned Reading (20 pgs)
 - Albright: “Think Again: United Nations” (7 pgs)
 - Stiglitz: “Thanks for Nothing” (4 pgs)
 - Scott et al.: “Ch. 10: International Development,” p. 297-306 (9 pgs)

T 5/12: The Pursuit of Money

- Assigned Reading (21 pgs)
 - Scott et al.: “Ch. 8: The Pursuit of Money,” p. 217-229, 233-240 (19 pgs)
 - Scott et al.: “Ch. 9: The Role of the U.S.,” p. 266-267 (2 pgs)

W 5/13: Free Trade and Globalization (Part I)

- Assigned Reading (17 slides / 8 pgs)
 - PowerPoint: Free Trade and Globalization (17 slides)
 - Cassidy: “Winners and Losers: The Truth about Free Trade” (8 pgs)

R 5/14: Free Trade and Globalization (Part II): A Look at Sweatshops

- Assigned Reading (20 pgs)
 - Kristof: “Where Sweatshops are a Dream” (2 pgs).
 - Silverstein: “Shopping for Sweat: The Human Cost of a Two-Dollar T-shirt.” (18 pgs)

F 5/15: The World behind a T-Shirt

- Assigned Reading/Viewing
 - Planet Money: “The World Behind A T-Shirt” (5 audio chapters)
- Assigned Activity
 - Journal 6 due Sunday by 11:59 PM!

WEEK SEVEN: Poverty, Inequality, and (Potential) Solutions

M 5/18: International Development

- Assigned Reading/Viewing (20 pgs / 1 min)
 - Scott et al.: “Ch. 10: International Development,” p. 277-297 (20 pgs)
 - The Economist: “Big Mac Index” (1 min)

T 5/19: Global Wealth Inequality

- Assigned Viewing (27 mins)
 - YouTube: “Global Wealth Inequality” (4 mins)
 - YouTube: “Wealth Inequality in America” (6 mins)
 - Wilkinson: “How Economic Inequality Hurts Societies” (17 mins)

W 5/20: More about Poverty (and Aid)

- Assigned Reading (27 pgs)
 - Sachs: “Can Extreme Poverty Be Eliminated?” (8 pgs)
 - Easterly: “A Modest Proposal” (4 pgs)

R 5/21: Alternatives to Aid

- Assigned Reading (6 pgs)
 - Solomon: “Questions for Dambisa Moyo: The Anti-Bono” (2 pgs)
 - Bhagwati: “Banned aid: why international assistance does not alleviate poverty (4 pgs)
 - Visit kiva.org (exploring aims of microfinance)

F 5/22: Justice and Human Rights (Part I)

- Assigned Reading (19 slides / 21 pgs)
 - PowerPoint: Justice and Human Rights (19 slides)
 - Kristof and WuDunn: “The Women’s Crusade” (12 pgs)
 - Katzenstein and Snyder: “Expediency of the Angels” (9 pgs)
- Assigned Activity
 - **Journal 7 due Sunday by 11:59 PM!**
 - **Action Assignment Essay due Sunday by 11:59PM!**

WEEK EIGHT: Justice and Human Rights Issues

M 5/25: HOLIDAY: Memorial Day (no class)

T 5/26: Justice and Human Rights (Part II)

- Assigned Reading (16 pgs)
 - Scott et al.: “Ch. 11: Human Rights,” p. 309-321 (13 pgs)
 - *The Universal Declaration of Human Rights*: Available at <http://www.un.org/en/documents/udhr/index.shtml> (3 pgs)

W 5/27: Justice and Human Rights (Part III)

- Assigned Reading (34 slides / 18 pgs)
 - Scott et al.: “Ch. 11: Human Rights,” p. 322-339 (18 pgs)
 - Powerpoint: Interventions and Non-Interventions (34 slides)

R 5/28: Rwandan Genocide

- Assigned Reading/Viewing (31 pgs / 115 mins)
 - *Ghosts of Rwanda* (115 mins)
 - Optional: Power: “Bystanders to genocide: why the United States let the Rwandan tragedy happen” (31 pgs)

F 5/29: Darfur and Syria

- Assigned Reading (8 pgs)
 - Prendergast and Ismail: “Genocide in Darfur: How Sudan Covers it Up” (3 pgs)
 - Slaughter, “Obama Should Remember Rwanda as He Weighs in Syria” (3 pgs)
 - Zewail, “Syria: Is the World Waiting for Genocide” (2 pages)
- Assigned Activity
 - **Journal 8 due Sunday by 11:59 PM!**

WEEK NINE

M 6/1: Managing the Environment (Part 1)

- Assigned Reading (11 pgs / 27 mins)
 - Scott et al.: “Ch. 12: Managing the Environment,” p. 343-353 (11 pgs)
 - Al Jazeera: “It Happened in Bhopal: Parts 1 & 2” (22 mins)
 - Good Morning America: “The Great Pacific Garbage Patch” (5 mins)

T 6/2: Managing the Environment (Part II)

- Assigned Reading (22 slides / 21 pgs)
 - PowerPoint: Environment (22 slides)
 - Soroos: “The Tragedy of the Commons in Global Perspective” (14 pgs)

W 6/3: Managing the Environment (Part III)

- Assigned Reading (16 pgs / 21 mins)
 - Scott et al.: “Ch. 12: Managing the Environment,” p. 353-368 (16 pgs)
 - Leonard: “The Story of Stuff” (21 mins)

R 6/4: On A Road to Disaster

- Assigned Reading (19 pgs)
 - Speth: “Consumption,” p. 147-164 (18 pgs)
 - Daly: “On A Road to Disaster” (1 pg)

F 6/5: Climate of Doubt

- Assigned Viewing (1 pg / 55 mins)
 - *Climate of Doubt* (54 mins)
 - NASA Time Lapse of Global Temperatures (30 secs)
 - Borowitz: “Largest Climate-Change March in History Unlikely to Convince Idiots” (1 page)
- Assigned Activity
 - **Journal 9 due Sunday by 11:59 PM!**

WEEK TEN: Transnational Issues and Activism

M 6/8: IR and Media

- Assigned Reading (17 pgs)
 - Gladstone: “Bias” pp. xi-xxii; 60-70 (10 pgs)
 - Robinson: “Media as a Driving Force in International Politics: The CNN Effect and Related Debates” (7 pgs)
 - Optional: Gladstone on the Colbert Report (6 mins)

T 6/9: Transnational Advocacy Networks

- Assigned Reading/Viewing (24 pgs)
 - Scott et al.: “Ch. 13: Transnational Advocacy Networks,” p. 373-383, 386, 394-396 (15 pgs)
 - Bob: “Merchants of Morality” (9 pgs)

W 6/10: Good Enough Activism

- Assigned Reading/Viewing (24 pgs)
 - Loeb: “We Don’t Have to Be Saints,” p. 34-57 (24 pgs)

R 6/11: The Optimism of Uncertainty

- Assigned Reading (4 pgs)

- Loeb: “Learned Helplessness” (4 pgs)

F 6/12: Final Reflection

- Assigned Activity
 - Journal 10 due Sunday by 11:59 PM!
 - Final Reflection due Sunday by 11:59 PM!

FINALS WEEK

T 6/16: Final Exam

- Assigned Activity
 - Final Exam due Tuesday 6/16 by 11:59 PM!