
POLS 203: INTERNATIONAL RELATIONS

Bellevue College (Winter 2014)

Professor: Timothy M. Jones, Ph.D. (Please call me “Tim”)

Office: A200B

Office Hours: M-TH, 11 am to 12 pm

Phone: 425-564-2010

Email: tim.jones@bellevuecollege.edu

Course Website: <https://bc.instructure.com/courses/913823>



“If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and what never will be” ~ Thomas Jefferson

“All life is interrelated. We are all caught in an inescapable network of mutuality, tired into a single garment of destiny. Whatever affects one destiny, affects all indirectly.” ~ Martin Luther King, Jr.

**“If I am not for myself, who will be for me? And if I am only for myself, what am I”
~Rabbi Hillel**

The purpose of this course is to help you to develop the conceptual and theoretical tools necessary to critically understand and creatively respond to world events. I will be introducing you to the main concepts, perspectives and levels of analysis at the heart of international relations scholarship. In the process, I hope you will come to appreciate how your perspective and level of analysis can both illuminate and obscure understanding. Although we will discuss what is going on around the world, this is more than just a current events course. You will be asked to sort through and develop informed opinions about a variety of issues, including: the causes and consequences of conflict, poverty, globalization, anti-Americanism, respect for human rights, and many other phenomena.

COURSE OBJECTIVES

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

COURSE POLICIES

This is a college-level course, which means *you are responsible for your own learning*. I will do my best to facilitate our interactions on-line in a fun and interesting way, and to assess your learning fairly. 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 on-line discussions and activities. *If you do not understand something you need to take the initiative to find out the answer*—post a question on the “Ask the Professor” discussion board, email me, etc. I cannot read minds so it is up to you to try to seek clarity when it is lacking.

RULES OF ENGAGEMENT FOR CLASS DISCUSSIONS

This course involves 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 avoiding inflammatory, derogatory and insulting words, phrases and labels. Please use your common sense to avoid any other conduct that might distract or offend me or your classmates. Thank you!

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 sometimes there will be no right or wrong answers. That said, there are good and bad arguments. Good arguments will be entertained on the discussion board (i.e. those that are logically sound and supported by the available evidence); bad arguments will be discouraged.

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 any late work unless it has been approved by me BEFORE the date it is due or you can document an emergency. ***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).

DISABILITY RESOURCES

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. For application information and other helpful links the DRC website is <http://www.bellevuecollege.edu/drc>. Deaf students can reach the DRC by videophone at 425-440-2025 or by TTY at 425-564-4110. Finally, if you have either an apparent or non-apparent disability and require assistance in case of an emergency situation, such as a fire, earthquake, etc., please let me know early in the quarter so that we can develop an appropriate safety plan for you. Thank you.

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 (http://bellevuecollege.edu/policies/2/2050P_Student_Code_%28Procedures%29.asp). 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 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.

COURSE MATERIALS

The primary text for this course is Scott, Carter, & Drury's *IR* (1st Edition), which is available in the bookstore and on-line. It is currently priced at \$61.83 on Amazon.com and you can also rent an electronic version there for \$46.46. A copy of the textbook will also be made available for short-term check out (up to two hours) in the library. 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 if you prefer you can just read the materials on-line. Please also 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 that I have planned. 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 class—if you don't keep up you are going to find it hard to succeed. 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 (nearly) 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 as well as 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 doing the reading and/or viewing. 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. You are encouraged to print the reading prompts and write answers to the reflection questions that I have provided on the prompts themselves as well as to define the key concepts that I have listed. These prompts will prove to be a valuable resource on the midterm and final exams.

KEEPING UP WITH THE NEWS

Please keep up with current events related to American government and politics. Our discussions on the discussion board will sometimes touch on current events and it is important that you keep up-to-date on the major political goings-on. Please find a few news sources that work for you (representing different mediums and viewpoints) and make a habit of reading, listening, and/or watching them throughout the quarter. If you have questions about the appropriateness of a particular news source for this class, please ask me sooner rather than later. I suggest that at least one of your sources be a national newspaper such as: the *New York Times* (www.nytimes.com), the *Washington Post* (www.washingtonpost.com), or the *Wall Street Journal* (www.wsj.com). I also encourage international sources such as the *BBC* (www.bbc.co.uk) and *Al Jazeera* (<http://english.aljazeera.net>). If you speak another language I encourage you to follow the news in that language and bring that perspective to class.

GRADED WORK

Foreign Affairs Quiz (Credit/No Credit)	(5 pts)	1%
Geography Quiz (Credit/No Credit)	(5 pts)	1%
Syllabus Quiz (Graded)	(5 pts)	1%
Profile Picture Assignment (Credit/No Credit)	(5 pts)	1%
Final Reflection	(40 pts)	12%
Survey Assignment	(60 pts)	12%
Political Action Assignment	(60 pts)	12%
Midterm Exam	(100 pts)	17%
Final Exam	(100 pts)	17%
Weekly Journal (10 pts per week)	(110 pts)	18%

Weekly Participation (10 pts per week)	(110 pts)	18%
	(600 pts)	100%

GRADEPOINT CONVERSION CHART

Grade	Points	Percentage	Grade	Points	Percentage
A	564-600	94-100%	C	444-461	74-76%
A-	540-563	90-93%	C-	420-443	70-73%
B+	522-539	87-89%	D+	402-419	67-69%
B	504-521	84-86%	D	360-401	60-66%
B-	480-503	80-83%	F	0-359	59% & Below
C+	462-479	77-79%			

FOREIGN AFFAIRS QUIZ (5 PTS) (JANUARY 9TH)

This quiz will test your knowledge of foreign affairs. 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 change your grade to either five points if you took the quiz and posted your results and reflections on the discussion board or zero points if you did not. The best way to access this assessment is to find in the Week One “Module,” but you can also access it by clicking on the “Quizzes” heading.

GEOGRAPHY QUIZ (5 PTS) (DUE JANUARY 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 change your grade to either five points if you took the quiz and posted your results and reflections on the discussion board or zero points if you did not. You need to take the quiz AND post your score and reflections on the discussion board to receive credit for this assessment. Good luck!

PROFILE PICTURE ASSIGNMENT (5 PTS) (DUE JANUARY 12TH)

For this assignment, you 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 (5 PTS) (DUE JANUARY 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, (b) are familiar with the course schedule and my

expectations, and (c) can navigate your way around our course website. I would recommend printing the syllabus so that you can easily refer to it during the quiz.

FINAL REFLECTION (60 PTS) (DUE MARCH 24TH)

For this assignment, I would like you to summarize what you have learned in this course about your rights and responsibilities as a global citizen. Please be specific and cite specific course content in your response (e.g., Carroll, DeChristopher, King, Leonard, Lincoln, Loeb, the Yes Men, Zinn, etc.). This write-up should be one-page minimum, single-spaced, typed with Times New Roman, 12 pt font, 1-inch margins, and 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, March 24th, 2014.***

SURVEY WRITING ASSIGNMENT (60 PTS) (DUE JANUARY 26TH)

This writing assignment requires you to conduct a survey of twenty questions to ten people—the same questions that are on the foreign affairs and geography quizzes discussed above. You will need to make at least one front-to-back copy of the questionnaire provided in order to complete this assignment. This is an in-person interview survey—not a self-administered questionnaire—so you will need to read each question to each respondent. When the respondents give you an answer make sure you mark it down. It is important that you prevent the survey respondent from seeing the questionnaire itself. Once you have completed ten surveys, you will need to input the data that you collect into the excel template that I have provided for you on the course website. Once the data have been inputted, I would like you to analyze and reflect on the data in light of the first day’s readings and our class discussion about civic ignorance. Your write-up should be at least one-page, single-spaced, typed with Times New Roman, 12 pt font, and 1-inch margins. It should also include a clear and descriptive title as well as proper spelling, syntax and grammar. Click on the “Assignments” button on the course website to see more detailed directions. Please let me know if you have any questions. ***This assignment is due by 11:59 pm on Sunday, January 26th.***

ACTION ASSIGNMENT (60 PTS) (DUE MARCH 9TH)

This assignment requires you to choose a political issue that you care about, research it, take political action, and reflect on your action. Start by thinking about what 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. Once you’ve decided on an issue, carefully decide on one or more actions that you would be willing to take that would help resolve this issue. For example, you might start a petition, contact an elected official, attend a political protest or rally, volunteer for a cause you believe in, etc. Please clear your action with me before doing it. After you’ve acted, you need to write a one-page, single-spaced reflection on the issue

that you chose, what you did, why you did it, and what you learned. I would also like you to share an abbreviated version of this write-up with your classmates so they have a chance to engage with you about your action—these write-ups should be posted on the discussion board called “Action Assignment.” The write-up for me should be at least one-page, single-spaced, typed with Times New Roman, 12 pt font, and 1-inch margins. It should also include a clear and descriptive title as well as proper spelling, syntax and grammar. 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, March 9th, 2014.***

***Success Tip:** Pick a political topic that you care about and clear your action with me early in the quarter so that you are not rushing to do something meaningless to both of us at the last minute.

WEEKLY JOURNAL (110 PTS) (DUE EVERY SUNDAY)

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 on-line discussions. You are responsible for writing one outside-of-class journal entry per week for a total of seven entries. Each journal entry should be at least 300 words in length. Each week’s journal prompts will be posted on our course website by 11:59 pm on Monday and you must complete your journal entry by 11:59 PM on Sunday. 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.

WEEKLY DISCUSSION (110 PTS) (DUE EVERY SUNDAY)

Each week I will post between approximately 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—this requires reading (most of) 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 to post—if you do, your classmates will not benefit from your insights and you will be downgraded for doing so. I expect you to read (most of) your classmates’ posts and to make a minimum of five 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 sentence/paragraph format, and you should avoid “text message” grammar (that means no “u” instead of “you”).
- Please write complete sentences/paragraphs and 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 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 go too far off onto personal tangents. 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!

MIDTERM EXAM (100 PTS) (FEBRUARY 16TH)

Your midterm must be submitted by 11:59 pm on Sunday, February 16th. 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 (100 PTS) (MARCH 26TH)

Your final must be submitted by 11:59 pm on Wednesday, March 26th. 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.

TENTATIVE COURSE SCHEDULE

WEEK 1: GROSS IGNORANCE

Monday, January 6th, 2014—Syllabus

- Assigned Reading
 - Syllabus (16 pgs)

Tuesday, 7th, 2014—Gross Ignorance

- Assigned Reading/Viewing (32 pgs/1 min)
 - Shenkman: “Gross Ignorance” (pp. 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” (pp. 1-4) (4 pgs)
 - Speth: “We’re Number One” (1 pg)

Wednesday, January 8th, 2014—World Politics

- Assigned Reading/Viewing (18 pgs)
 - Scott: “Ch. 1: World Politics” (pp. 3-18) (16 pgs)
 - Scott: “Chapter in Review 1” (2 pgs)

Thursday, January 9th, 2014—Collective Action Problems

- Assigned Reading (24 pgs)
 - Klein: “Simultaneous Move Games” (pp. 89-93) (5 pgs)
 - Layard: “Can We Pursue A Common Good?” (pp. 95-107) (13 pgs)
- Assigned Activity
 - Profile Picture Assignment Due Today by 11:59 PM!
 - Syllabus Quiz Due Today by 11:59 PM!
 - Foreign Affairs Quiz Due Today by 11:59 PM!
 - Geography Quiz Due Today by 11:59 PM!

Friday, January 10th, 2014—Cognitive Biases & Logical Fallacies

- Assigned Reading (24 pgs)
 - McRaney: “Self Delusion” (pp. 1-15) (15 pgs), “Confirmation Bias” (pp. 27-31) (5 pgs), “The Third Person Effect” (pp. 166-169) (4 pgs)
- Assigned Activity
 - Journal 1 Due Sunday by 11:59 PM!

WEEK 2: GETTING ORIENTED

Monday, January 13th, 2014—The Players and the Playing Field (Part 1)

- Assigned Reading (18 pgs/7 mins)
 - Scott: “Ch. 2: The Players and the Playing Field” (pp. 21-38) (18 pgs)

- Hashimoto: “Time Lapse of Every Nuclear Explosion on Earth” (7 mins)

Tuesday, January 14th, 2014—The Players and the Playing Field (Part 2)

- Assigned Reading/Viewing (19 pgs)
 - Scott: “Ch. 2: The Players and the Playing Field” (pp. 38-54) (17 pgs)
 - Scott: “Chapter in Review 2” (2 pgs)

Wednesday, January 15th, 2014—The Realist Perspective

- Assigned Reading (15 pgs)
 - Scott: “Ch. 3: The Powerful Ideas” (pp. 57-71) (15 pgs)

Thursday, January 16th, 2014—The Liberal Perspective

- Assigned Reading (21 pgs)
 - Scott: “Ch. 3: The Powerful Ideas” (pp. 71-79) (9 pgs)
 - Scott: “Chapter in Review 3” (2 pgs)

Friday, January 17th, 2014— The Military-Industrial Complex

- Assigned Viewing (99 mins)
 - *Why We Fight* (99 mins)
- Assigned Activity
 - Journal 2 Due on Sunday by 11:59 PM!

WEEK 3: ALTERNATIVE PERSPECTIVES

Monday, January 20th, 2014—Martin Luther King Day of Service

- No day or evening classes!

Tuesday, January 21st, 2014—The MLK You Don’t See on TV

- Assigned Reading (5 pgs/56 mins)
 - Solomon: “The MLK You Don’t See on TV” (2 pgs)
 - West: “Dr. King Weeps in His Grave” (3 pgs)
 - Smiley: *A Call to Conscience* (56 mins)

Wednesday, January 22nd, 2014—Constructivism

- Assigned Reading (8 pgs)
 - Scott: “Ch. 4: Alternative Perspectives” (pp. 83-90) (8 pgs)

Thursday, January 23rd, 2014—Marxism

- Assigned Reading (10 pgs)
 - Scott: “Ch. 4: Alternative Perspectives” (pp. 90-99) (10 pgs)

Friday, January 24th, 2014—Feminism

- Assigned Reading/Viewing (20 pgs)
 - Scott: “Ch. 4: Alternative Perspectives” (pp. 99-109) (11 pgs)
 - Scott: “Chapter in Review 4” (2 pgs)

- Nau: “How the Different Theories See the Prisoner’s Dilemma” (pp. 22-28) (7 pgs)
- Assigned Activity
 - Journal 3 Due Sunday by 11:59 PM!
 - Survey Assignment Due on Sunday by 11:59 PM!

WEEK 4: WAR AND CONFLICT

Monday, January 27th, 2014—Understanding Conflict (Part 1)

- Assigned Reading (26 pgs)
 - Scott: “Ch. 5: Understanding Conflict” (pp. 113-127) (15 pgs)

Tuesday, January 28th, 2014—Understanding Conflict (Part 2)

- Assigned Reading/Viewing (17 pgs)
 - Scott: “Ch. 5: Understanding Conflict” (pp. 128-142) (15 pgs)
 - Scott: “Chapter in Review 5” (2 pgs)

Wednesday, January 29th, 2014—Is the World A Less Violent Place?

- Assigned Viewing (5 pgs/33 mins)
 - Pinker: “The Surprising Decline in Violence” (21 mins)
 - Pinker: “Violence Vanquished” (pp. 1-5) (5 pgs)
 - NPR: “Is the World A Less Violent Place” (12 mins)

Thursday, January 30th, 2014—Realism And Conflict

- Assigned Reading (17 pgs)
 - Scott: “Ch. 6: Seeking Security” (pp.148-164) (17 pgs)

Friday, January 31st, 2014—Influencing the Government

- Assigned Reading (34 pgs)
 - Carroll: “You Can Do This,” “You Need to Do This,” Registering Your Support or Opposition,” “Calling Your Legislators,” “Emailing Your Legislators,” “Writing Your Legislators,” “Using Petitions,” “Advocacy for Busy People,” “Advocacy for Youth Under Eighteen,” “Other Ways to Be Involved” & “Putting It in Perspective” (pp. 3-4, 5-11, 29-31, 53-54, 55-57, 59-60, 61-63, 77-78, 79-83, 133-136, 143) (34 pgs)
- Assigned Activity
 - Journal 4 Due on Canvas by 11:59 PM on Sunday!

WEEK 5: PATRIOTISM AND CIVIL DISOBEDIENCE

Monday, February 3rd, 2014—The War Over Patriotism

- Assigned Reading (20 pgs)
 - Beinart: “The War Over Patriotism” (pp. 1-7) (7 pgs)
 - Goldman: “Patriotism: A Menace to Liberty” (pp. 270-272) (3 pgs)
 - Zinn: “Patriotism” (pp. 111-120) (10 pgs)

Tuesday, February 4th, 2014—Civil Disobedience

- Assigned Reading (20 pgs)
 - Thoreau: “Civil Disobedience” (286-289) (4 pgs)
 - Canon: “The Constitutional Framework and the Individual” (1 pg)
 - Lincoln: “The Perpetuation of Our Political Institutions” (pp. 135-141) (7 pgs)
 - King: “Letter from Birmingham Jail” (pp. 142-149) (8 pgs)

Wednesday, February 5th, 2014—The Most Dangerous Man in America

- Assigned Reading/Viewing (112 mins)
 - *The Most Dangerous Man in America* (94 mins)
 - *Collateral Murder* (18 mins)

Thursday, February 6th, 2014—Faculty Professional Day (No School for Students)

- No day or evening classes!

Friday, February 7th, 2014—Edward Snowden and the NSA

- Assigned Reading (7+ pgs/3 mins)
 - Wikipedia: “Edward Snowden”
 - The Guardian: “NSA And Surveillance Made Simple” (3 mins)
 - The Guardian: “Snowden Affair: The Case for Pardon” (2 pgs)
 - The Guardian: “NSA Files Decoded” (Interactive Website)
 - NYT: “Edward Snowden: Whistleblower” (2 pgs)
- Assigned Activity
 - Journal 5 Due on Sunday by 11:59 PM!

WEEK 6: DIPLOMACY

Monday, February 10th, 2014—Building Peace (Part 1)

- Assigned Reading/Viewing (19 pgs)
 - Scott: “Ch. 7: Building Peace” (pp. 179-197) (19 pgs)

Tuesday, February 11th, 2014—Building Peace (Part 2)

- Assigned Reading/Viewing (21 pgs)
 - Scott: “Ch. 7: Building Peace” (pp. 197-215) (19 pgs)
 - Scott: “Chapter in Review 7” (2 pgs)

Wednesday, February 12th, 2014—The Leaderless Revolution (Part 1)

- Assigned Reading/Viewing (47 pgs)
 - Ross: “Preface: A Guide to the Leaderless Revolution” (pp. xiii-xxvii) (16 pgs)
 - Ross: “Introduction” (pp. 8-24) (17 pgs)

Thursday, February 13th, 2014—The Leaderless Revolution (Part 2)

- Assigned Reading (50 pgs)
 - Ross: “The Wave and the Suicide Bomber” (pp. 25-38) (14 pgs)

- Ross: “The Man in the White Coat” (pp. 113-128) (16 pgs)
- Ross: “Why Chess Is an Inappropriate Metaphor” (pp. 129-158) (20 pgs)

Friday, February 14th, 2014—The Leaderless Revolution (Part 3)

- Assigned Reading (20 pgs)
 - Ross: “Nine Principles to Guide Action” (pp. 179-202) (14 pgs)
 - Ross: “Conclusion” (pp. 212-217) (6 pgs)
- Assigned Activity
 - Midterm Exam Due Sunday by 11:59 PM!
 - Journal 6 Due Sunday by 11:59 PM!

WEEK 7: THE MEDIA

Monday, February 17th, 2014—Staff Professional Development Day

- No day or evening classes!

Tuesday, February 18th, 2014—War Made Easy

- Assigned Reading (73 mins)
 - Solomon: *War Made Easy* (73 mins)

Wednesday, February 19th, 2014—The Influencing Machine (Part 1)

- Assigned Reading/Viewing (32 pgs/6 mins)
 - Gladstone: “The Influencing Machine” (pp. xi-xxii; 3-34 (32 pgs)
 - CNN: “Kalle Lasn on Buy Nothing Day” (5 mins)
 - Be A Witness to Genocide: “Darfur Ad” (30 secs)

Thursday, February 20th, 2014—The Influencing Machine (Part 2)

- Assigned Reading/Viewing (2 pgs/15 mins)
 - Gladstone: “Bias” (pp. 60-70) & “War” (pp. 71-95) (36 pgs)

Friday, February 21st, 2014—America’s Dirty Wars

- Assigned Reading/Viewing (86 mins)
 - Scahill: *Dirty Wars* (86 mins)
- Assigned Activity
 - Journal 7 Due Sunday by 11:59 PM!

WEEK 8: ECONOMIC SECURITY

Monday, February 24th, 2014—The Pursuit of Money

- Assigned Reading (19 pgs)
 - Scott: “Ch. 8: The Pursuit of Money” (pp. 217-225, 233-240, skim rest) (17 pgs)
 - Scott: “Ch. 9: The Role of the U.S.” (pp. 266-267) (2 pgs)

Tuesday, February 25th, 2014—International Development

- Assigned Reading/Viewing (19 pgs/1 min)
 - Scott: “Ch. 10: International Development” (pp. 277-295, skim rest) (19 pgs)
 - The Economist: “Big Mac Index” (1 min)

Wednesday, February 26th, 2014—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)

Thursday, February 27th, 2014—Darwin’s Nightmare

- Assigned Reading/Viewing (105 mins)
 - *Darwin’s Nightmare*

Friday, February 28th, 2014—The World Behind A T-Shirt

- Assigned Reading/Viewing (??)
 - Planet Money: “The World Behind A T-Shirt” (??)
- Assigned Activity
 - Journal 8 Due Sunday by 11:59 PM!

WEEK 9: HUMAN SECURITY

Monday, March 3rd, 2014—Human Rights (Part 1)

- Assigned Reading/Viewing (13 pgs)
 - Scott: “Ch. 11: Human Rights” (pp. 309-321) (13 pgs)

Tuesday, March 4th, 2014—College Issues Day

- No day or evening classes!

Wednesday, March 5th, 2014—The Rwandan Genocide

- Assigned Reading (115 mins)
 - *Ghosts of Rwanda* (115 mins)

Thursday, March 6th, 2014—Human Rights (Part 2)

- Assigned Reading (24 pgs)
 - Scott: “Ch. 11: Human Rights” (pp. 322-339) (18 pgs)

Friday, March 7th, 2014—U.S. Torture

- Assigned Reading/Viewing (120 mins)
 - *Taxi to the Darkside* (106 mins)
 - The Daily Show: “Respect My Authoritah” (8 mins)
 - The Daily Show: “Limbo Update” 6 mins)
- Assigned Activity
 - Journal 9 Due Sunday by 11:59 PM!
 - Political Action Assignment Due Sunday by 11:59 PM!

WEEK 10: ENVIROMENTAL SECURITY

Monday, March 10th, 2014—Managing the Environment (Part 1)

- Assigned Reading (11 pgs/27 mins)
 - Scott: “Ch. 12: Managing the Environment” (pp. 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)

Tuesday, March 11th, 2014—Managing the Environment (Part 2)

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

Wednesday, March 12th, 2014—On A Road to Disaster

- Assigned Reading (34 pgs)
 - Speth: “Looking into the Abyss” (p.. 17-19, 39-45) (10 pgs)
 - Speth: “Consumption” (pp. 147-164) (18 pgs)
 - Speth: “The Bridge at the Edge of the World” (pp. 233-237) (5 pgs)
 - Daly: “On A Road to Disaster” (1 pg)

Thursday, March 13th, 2014—Climate of Doubt

- Assigned Viewing (54 mins)
 - *Climate of Doubt* (54 mins)

Friday, March 14th, 2014—Climate Activism

- Assigned Reading (9 pgs/73 mins)
 - Moore: “Moving Toward A Global Moral Consensus on Environmental Action” (pp. 225-233) (9 pgs)
 - *Bidder 70* (73 mins)
- Assigned Activity
 - Journal 10 Due Sunday by 11:59 PM!

WEEK 11: CHANGING THE WORLD

Monday, March 17th, 2014—Transnational Advocacy Networks

- Assigned Reading/Viewing (15 pgs)
 - Scott: “Ch. 13: Transnational Advocacy Networks” (pp. 373-383, 386, 394-396, skim rest) (15 pgs)

Tuesday, March 18th, 2014—Good Enough Activism

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

Wednesday, March 19th, 2014—The Optimism of Uncertainty

- Assigned Reading (22 pgs)

- McCraney: “Learned Helplessness” (pp. 205-209) (5 pgs)
- McCraney: “The Bystander Effect” (pp. 73-77) (5 pgs)
- Loeb: “Postscript: The Ten Suggestions” (pp. 357-358) (2 pgs)
- Zinn: “The Optimism of Uncertainty” (pp. 63-72) (10 pgs)

Thursday, March 20th, 2014— The Yes Men Fix the World

- Assigned Reading (14 pgs)
 - *The Yes Men Fix the World* (85 mins)

Friday, March 21st, 2014—Final Reflection/Exam

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

WEEK 12: FINAL EXAM

Wednesday, March 26th, 2014—Final Exam

- Assigned Activity
 - Final exam due today by 11:59 pm!