



**COLLEGE OF
LIBERAL ARTS & SCIENCES**
Division of Interdisciplinary Programs
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September 12, 2017

To: General Education Program and Curriculum Committee
From: Ari Ariel on behalf of the International Studies Program

Re: General Education Core Status Proposal for IS:2020:0EXW World Events Today!

Attached please find my proposal for General Education Core Status for IS:2020:0EXW World Events Today! as follows:

- I. Cover Letter
- II. General Education Proposal (Sections A, B & C)
- III. Syllabus
- IV. Samples from Modules in Online Format (Modules 2 and 4)
- V. Sample Assignments (Weekly Discussions, Historical Context Essay, Interdisciplinary Perspectives Project, Peer Review)

Thank you for your consideration.

Sincerely,

Ari Ariel
Adjunct Assistant Professor
Departments of History and International Studies



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September 8, 2017

General Education Program and Curriculum Committee
120 Schaeffer Hall
University of Iowa
Iowa City, IA 52242-1409

Dear General Education Curriculum Committee:

I am writing to propose IS:2020:0EXW *World Events Today!* for the General Education core status in the area of Diversity and Inclusion. *World Events Today!* is an online course in the International Studies Program, which uses multidisciplinary texts and current events to introduce students to the diversity and complexity of the world. Students learn about the fundamental approaches to international studies, including anthropology, cultural studies, history, political science and sociology, and apply these to contemporary events in order to bridge the divide between academic theory and practice. Likewise, the course engages important thematic concerns, such as race and representation, human rights, immigration, economic justice, global commons and social movements. *World Events Today!* will be taught during fall, spring and summer semesters in sections of 25 students, by Ari Ariel, who obtained his Ph.D. from Columbia University in 2009, in the Department of Middle Eastern, South Asian and African Studies.

World Events Today! has no prerequisites. It is a lower-level undergraduate course, and an approved 'Foundation Course' for the B.A. in international studies. The audience, however, is not limited to international studies majors and minors, but includes those in all fields of study who are interested in learning about our interconnected world and want to use current events to thoughtfully engage with its peoples and cultures.

This proposal has been approved by Emily Wentzell, in her capacity as International Studies Program Faculty Director, and Karmen Berger, as the Associate Director and Senior Academic Advisor of the program.

Attached please find proposal sections A, B and C, and the required appendix items. Thank you for your consideration.

Sincerely,

Approved by,

A handwritten signature in black ink, appearing to read "Ari Ariel".

Ari Ariel
Adjunct Assistant Professor
Departments of History and International Studies

A handwritten signature in black ink, appearing to read "Emily Wentzell".

Emily Wentzell
Associate Professor of Anthropology
Director of the International Studies Program

Proposal Section A: Required GE Course Attributes

World Events Today! is an online course which uses current events to introduce students to the diversity of the global and to encourage them to reflect on their own positions in the world, including their social and cultural perspectives. The bulk of the course is made up of student discussion about texts related to identity and representation, and the application of these text to contemporary issues. Starting from week one, and every week thereafter, students receive feedback on both their written reactions to these texts and their responses to other students in the course. For example, during week 2 students respond to texts on the topic “Representation and Bias.” A lecture by Stuart Hall on race as a “floating signifier” serves as a model for analyzing identity as socially constructed, and for understanding how stereotypes and biases impact our understanding of groups of peoples of backgrounds different than our own. Students then use this model to analyze a popular film: Sacha Baron Cohen’s, *The Dictator*. They are asked to analyze the film’s representations, and to discuss whether or not the use of stereotype in the film rises to the level of Islamophobia. They receive feedback based on a rubric that highlights their analysis of the Hall lecture, their application of theory to practice, and their ability to express these ideas in written form. In addition, students receive feedback on their discussion with, and response to, their colleagues, using a rubric that asks them to engage with the ideas of other students and to reflect critically on their own positions. Throughout the semester, I integrate my own approaches to course topics such as identity, migration, and global interconnectedness, which are the primary thematic concerns of my research on Middle Eastern migrations and Diasporas.

Overall the course structure builds from simple to complex. Students begin the course in informal introductory conversations, then engage in more formal academic discussion, and finally design a group project to be viewed by the entire class. Their written assignments build from weekly discussion and response posts, to a historical context essay, and then to the Interdisciplinary Perspectives Project, which is designed so that they employ multiple academic approaches to a single topic. Each assignment is modeled by the course materials and each has its own rubric defining expectations and stressing the learning outcomes for the assignment. The first five modules of the course (Thinking Globally, Representation and Bias, Nations and Nationalism, Understanding the Past, and Understanding Culture) provide the “big-picture” perspective and theoretical underpinning for more specific thematic work later in the semester on issues such as economic justice, immigration, human right, and protest movements.

World Events Today! also employs a variety of teaching strategies, including short video lectures, discussions, and written assignments of various lengths and complexity. Active learning is stressed: almost weekly students are asked to consider theoretical material and then to choose related current event articles or videos to present to their colleagues. They explain how these are connected to the week’s texts, provide their own analysis and interpretation, and invite their colleagues to respond. The course also stresses cooperative learning through discussion, peer evaluation, and group work. The latter part of the syllabus is focused heavily on students learning from one another: they peer review drafts, read each other’s final papers, and do a final group project for which they must synthesize material from their individual research projects in order to create a presentation that will teach something to the rest of the class. Group projects are recorded using multimedia technologies so that students also gain valuable technical skills.

Section II: General Education Proposal

B. General Education Comprehensive Learning Outcomes

The goals and learning outcomes of the course are clearly delineated, both at the beginning of the semester and in every weekly module. The online syllabus and welcome materials discuss academic integrity and outline course expectations. In addition, each weekly modules includes clearly defined objectives. For example, the objectives for *Module 5: What is Culture* are outlined as follows:

By the end of this module you should be able to:

- Explain culture as a symbolic, shared and learned system of meaning.
- Reflect critically on your own cultural perspectives.
- Interpret aspects of cultures different than your own.
- Better engage with people of other cultures.
- Evaluate the link between popular culture and political discourse.

Likewise, module overviews and weekly wrap-ups link the perspectives and learning outcomes from multiple weeks. This helps students connect the different topics and modes of knowledge presented in the course. Over the semester, learning outcomes and intellectual perspectives build on one another and, hopefully, become an archive from which students can draw as they reflect on their own outlooks and viewpoints. This is intended to motivate students to transform their own thinking and to impact their worlds outside of the classroom.

Because international studies is inherently multidisciplinary and interdisciplinary, students are introduced to multiple modes of inquiry, including: cultural studies, history, anthropology, political science and sociology. They use these methodologies to engage important thematic questions including: human rights, social movements, race and representation, nationalism, and globalization. All these are clearly related to the Diversity and Inclusion area outcomes, as will be outlined in detail in section C.

As students become familiar with new ideas and approaches they are required to: 1. apply these to contemporary issues that are interesting or important to them, 2. engage with students who have perspectives different than their own and 3. critically reflect on their own preconceived notions. In so doing, they acquire essential skills: they learn to read analytically, looking for arguments, assumptions and biases; they develop their own arguments using the various analytical and interpretative strategies modeled by the course materials; and they present their interpretation and analysis to others in assignments requiring different kinds, and registers, of formal of communication.

During the semester students practice these skills via multiple types of written assignments and an oral/multimedia presentation. Weekly, students compose a discussion post based on a critical reading of an academic text, and a second post applying that text to a contemporary issue. In addition, each student writes two posts reacting to the work of their colleagues. In the process they engage with classmates who have different opinions/perspectives from their own, and learn from one another.

In week two, students are introduced to their first larger written assignment for the semester, the *Historical Context Essay*, which requires them to research the historical background of a

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contemporary issue and to write an essay explaining how events in the past have impacted the present. For example the syllabus states:

“If you choose a current news item dealing with Israel/Palestine, you might ask how the 1967 war is linked to the current conflict. Or you might analyze Israeli-PLO relations from the 1970s to the Oslo Accords and link those to current Israel-Palestinian Authority relations. If you choose a current event item dealing with the U.S. prison system, you may want to ask how current rates of incarceration are linked to Jim Crow and/or racial segregation laws.”

Feedback is based on a rubric that asks students to construct a thesis and to analyze and synthesize academic literature to bolster their arguments. They practice writing in the style appropriate for intellectual journalism or an academic essay.

The *Interdisciplinary Perspectives Project* is the course’s most substantial written project. It is divided into sections, each of which teaches a different skill. After choosing a topic, students learn how to develop a thesis, write an annotated bibliography, and a proposal. They write a paper in formal academic language, analyzing the topic using at least two of the methodologies we have studied during the semester. They then peer review drafts of their papers, before presenting them to the class. The group project requires students to work cooperatively to synthesize the topics/themes of their individual projects and to use these to create an online presentation for the rest of the class. These are multimedia presentations, allowing students to learn and practice technical skills. As a final assignment, the *Interdisciplinary Perspectives Project* represents the amalgamation of the skills and methods learned throughout the semester into a single research project.

C. General Education Area Outcomes: Diversity and Inclusion

World Events Today! has been designed to achieve the outcomes of the Diversity and Inclusion core area. Module 1 introduces students to thinking globally about the world’s diversity and interconnectedness. The course then achieves each area outcome as follows:

Historical and structural bases of inequality: As a historian myself I am keenly interested in making students aware of the historical and structural bases of inequality. The course does so throughout the semester. For example:

- Module 2: Representation and Bias, discusses the forms of knowledge used to distinguish ‘us’ from ‘them’ from a historical perspective, so that students think about religion and science as systems of meaning that have, at times, been used to legitimize inequality.
- In Module 3: Nations and Nationalisms, students learn that like race, nation is not a scientific fact, but rather a historically contingent phenomenon. They are again asked to reflect critically on the idea of ‘us’ and ‘them’ as they deconstruct national identities and nationalism as an ideology.
- Module 4: Understanding the Past, introduces students to historiography and in particular asks them to challenge their notions about truth and to consider history as a narrative which expresses the interpretations and biases of its authors.
- Module 6: Capitalism, Free Trade & Fair Trade, discusses the history of markets to help students better understand current inequality and resistance to it.

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- Module 10: Human Rights, stresses the development of three “generations” of human rights so that students understand that even what we think of as basic rights are historically contingent.

In other words, almost every week stresses the historical and structural bases of inequality. These outcomes are also addressed in the course’s major assignments: the *Historical Context Essay*, which is specifically designed to address the historical bases of contemporary issues and the *Interdisciplinary Perspectives Project*, which asks students to consider historical context along with other methodologies. Student learning is measured and reported to students via feedback and grades for weekly discussions and major assignments. Students also evaluate their own development through a graded course reflection at the end of the semester.

The *benefits and challenges of diversity* are likewise addressed during most weeks of *World Events Today!* Students are asked to think about diversity of thought and diversity of peoples, nationally and internationally, as both a potential source of anxiety and a generator of new identities and ideas. For example:

- Module 2: Representation and Bias, does so through an analysis of racism and stereotyping. Module 3: Nations and Nationalisms, asks students to consider diversity within national groups, but also discusses extreme forms of nationalism as chauvinism.
- Module 5: What is Culture? examines interactions between diverse groups of people and examines both cultural misunderstandings, and popular culture as a potential expression of diverse positioning within a society.
- Module 7: Immigration, and Module 8: Globalization, each in its own way, addresses anxieties about the movements of peoples and ideas, but also how these generate new cultural forms.
- Module 12: Social Movements and Protest, explores political expression outside of the electoral system, and asks students to think about the benefits and challenges of identity politics.

Student learning is measured and reported through feedback and grades for weekly discussions and a graded course reflection at the end of the semester. Likewise, because students must apply the theoretic and thematic concerns of the course to their major project, the *Interdisciplinary Perspectives Project* must address diversity. Students are also encouraged to choose topics related to diversity for their historical context essays. This semester, for example, topics chosen for the Historical Context Essay have included: the national anthem protests at NFL games, Charlottesville and white supremacy, and Title IX and sexual assault on college campuses. (Students have already chosen topics, but the essays themselves are not due until September, 30.)

Throughout the semester students *reflect critically on their own social and cultural perspectives*. Each week they engage with texts that address important socio-cultural issues including: race and ethnicity, economic injustice, immigration, globalization, human rights, global commons and social protest. These include: Stuart Hall’s lecture on race as a floating signifier, Michael Billig’s book *Banal Nationalism*, Robin Kelley’s *Race Rebels*, Arjun Appadurai on modernity and globalization, and Charles Tilly on social movement and contentious political action. These texts, and others, challenge students think about their perspectives, assumptions and biases as they relate to the most important issues in our society. The goal, of course, is not to change their opinions, but rather to promote sophisticated conversation that will help students to think analytically about their own beliefs. As a result, they leave the course with more nuanced and

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developed ideas, regardless of their specific positions. Student learning for this component is likewise measured and reported via feedback and grades for weekly discussions and major assignments, as well as through the course reflection. In particular, the *Historical Context Essay* is intended to challenge students to think about “how we got here.” In other words, to help them question their assumptions about the present through a more nuanced understanding of the past. Similarly, the *Interdisciplinary Perspective Project*, requires students to study a topic using multiple academic approaches. To do so successfully, students must seriously consider their own perspectives in addition to those of the authors they are reading.

Engagement with people of different backgrounds and ideas is among the most important aspects of *World Events Today!* Each week, as students reflect on their own positions, they engage in dialogue with classmates. They are asked directly: do you agree or disagree with your colleagues’ analysis? Can you explain why citing examples from the texts? Using course texts as the reference point for discussion promotes respectful and productive dialogue with adherents of different or opposing viewpoints. Likewise, peer review requires engagement. Students share their work and comment on colleagues’ papers in the same way that they discuss academic texts throughout the semester. This gives students an unparalleled sense of ownership over their research and creates the ideal environment for constructive engagement with different ideas. Likewise, the final group project requires that students work directly with one another. Students must try to understand each other’s perspectives, both to explain their potential disagreements and to find common ground. Student success is measured via feedback and grading of weekly discussion, the peer review process, group discussion of student papers, and the final group project. Moreover, the course reflection specifically asks students how discussion throughout the semester has increased their ability to engage with people who hold opinions or perspectives different from their own.



IS:2020:EXW | FALL 2017 SESSION

WORLD EVENTS TODAY!**Course Instructor**

Ari Ariel**Campus Address:** 302 CC**Email:** ari-ariel@uiowa.edu**Office Hours:** Virtual (Office Hours by Appointment)**Course Site**

To access the course site, log into [Iowa Courses Online \(ICON\)](#) using your Hawk ID and password.**Academic Course Home**

[College of Liberal Arts and Sciences](#)

International Studies Program

Director: Emily Wentzell**Phone:** (319) 384-1328**Email:** intlstudies@uiowa.edu**Prerequisites**

None

Course Description and Goal

This introductory level course will use current events to introduce students to political and cultural developments throughout the world. We will read international newspapers and magazines, watch television programs, and listen to podcasts, and will then employ an interdisciplinary approach to help us understand the historical background of current events and their contemporary meaning(s) in global context. In addition to political events, we will highlight sociocultural and artistic themes that connect different parts of the world, for example the politics of popular music, film, or foodways.

During this course students will learn to:

- Identify current major global issues, and find reputable and reliable sources of information on these issues, in order to develop a greater understanding of contemporary global issues and conflicts.
- Critically read news articles and other forms of media, identifying bias in sources, and analyzing media and art for political themes.
- Research historical context for global issues and inequalities and explain the impact locally and globally of past events.
- Compare and contrast disciplinary (history, anthropology, sociology, etc.) and thematic (immigration studies, cultural studies, etc.) approaches to global issues.
- Reflect critically on their own perspectives and biases and better engage with people of different backgrounds and with different perspectives.

Media/System Requirements

Technical requirements for completing University of Iowa Distance and Online Education classes include:

- Student-provided personal computer.

- Computer with reliable Internet access. A wired Ethernet connection to the internet is very strongly suggested. Wireless and cellphone data connections may experience connection problems. Android and iOS operating systems are not fully supported at this time. See specific requirements on the [Distance and Online Education Technical Requirements/Download page](#).
- While tablets, smartphones and other mobile devices may allow for some completion of coursework, they are not guaranteed to work in all areas. Please ensure you have a Windows or Mac based computer available to complete coursework in the event your selected mobile device does not meet the needs of the course.

Students who need assistive technologies will have different computer and technology requirements. Please check with your [Student Disability Services](#) to determine the requirements for the specific technologies needed to support your online classes.

For questions, with virtual classrooms (i.e. Zoom) or UICapture (Panopto), please contact [Continuing Education Technical Support](#) (319 335-3925).

Need help with ICON or your Hawkid? Please contact the [ITS Helpdesk](#) (319 384-HELP).

Required Textbook/Media

All readings and other course materials are available electronically on Canvas.

Grading Criteria

Final course grades will be assessed based on the student's performance in the following items:

| Assignment | Grade Percentage |
|---------------------------|------------------|
| Weekly Posts & Responses | 40 |
| Historical Essay Proposal | 3 (pass/fail) |
| Historical Essay | 10 |
| Paper Proposal | 5 |
| Annotated Bibliography | 5 |
| First Draft | 10 |
| Peer Review | 5 |
| Final Draft | 10 |
| Group Presentation | 10 |
| Course Reflection | 2 (pass/fail) |
| Total | 100% |

Final course grades will be assigned as follows:

A to A- = 100 – 90%

B+ to B- = 89 – 80%

C+ to C- = 79 – 70%

D+ to D- = 69 – 60%

F = below 60%

Course Structure

This course is being offered over the World Wide Web as a Distance and Online Education offering. Students will **login to the course site** on ICON to access the course materials. For details of the course assignments and activities, see the **“Course Work”** section of this syllabus.

Students are expected to visit the course site regularly to:

- **Access assigned course materials (posted on the “Modules” page)** such as pre-recorded lectures and journal articles.
- **Review the course homepage regularly** for any updates related to the course **“Announcements”** and/or **“Calendar.”**

Course Work

Weekly Posts and Class Participation:

You must participate fully and enthusiastically in our course discussions. To do so you must read and analyze the class texts (and other materials) and be sure to post and reply on the discussion boards on time. Try to think creatively about the texts we read and do your best to apply the theoretical aspects of these materials to the current event issues that we discuss. (See the discussion post rubric on Canvas for more on writing a good post and response post.) You need not agree with me or with your colleagues – you may have different interpretations of our texts. That is good. Just be sure that differences are expressed in an analytical, productive, and supportive manner.

Historical Context Essay:

Choose a current event that you are particularly interested in. To prepare for the assignment, read several articles from reputable news sources to familiarize yourself with the topic. Then find at least 3 academic secondary sources about the history of the place, government(s) and/or major participants in your current event. (Academic sources means books published by academic presses or articles published in peer-reviewed journals.) Use these academic sources to write an essay, between 800-1200 words, analyzing the current event from a historical perspective. I.e. “how did we get here”? What important historical decisions and happenings led to the point we are at today? How does the history of this event impact the actions of participants in the present? Etc. For example, if you choose a current news item dealing with Israel/Palestine, you might ask how the 1967 war is linked to the current conflict. Or you might analyze Israeli-PLO relations from the 1970s to the Oslo Accords and link those to current Israel-Palestinian Authority relations. If you choose a current event item dealing with the U.S. prison system, you may want to ask how current rates of incarceration are linked to Jim Crow and/or racial segregation laws. If you have questions about the appropriateness of your topic or sources be sure to ask me as soon as possible. It is important that you start off on the right track. Next week you will submit your topic and citations for at least 3 sources for approval. See Canvas for more details.

Interdisciplinary Paper Project:

The Interdisciplinary Perspective Project will be your major paper assignment for the semester. For this paper you will choose a current event and write a paper analyzing it from at least two academic perspectives. Your topic must be different from the topic of your Historical Context essay. Historical context also cannot be one of your academic perspectives BUT you should most certainly consider the history related to your topic and incorporate it into your analysis.

To begin, choose a current event that you are particularly interested in and read several articles from reputable news sources to familiarize yourself with the topic. Then consider the thematic topics of our course modules. (You will have to read ahead on the syllabus to do this.) Choose two thematic topics that relate to your topic. For example, the Trump administration’s attempt to limit immigration into the U.S. could be

analyzed using any of our module themes. Choose the two themes that you believe best address your topic. Using at least 8 academic sources, along with reputable journalism and other media (as necessary for your specific topic), you will write a paper, 10-12 pages, analyzing your chosen current event from these two perspectives.

The project is broken into 5 parts as follows:

Proposal: A short proposal/abstract (approximately 300-400 words) and a list of at least 4 academic sources that you plan to use is due in module 8. See Canvas for more details.

Annotated Bibliography: This should include a description of any primary sources you plan to use and at least 8 academic secondary sources outside of the class readings. You may also use readings from our syllabus but you must have 8 additional sources. (Academic sources means books published by academic presses or articles published in peer-reviewed journals.) For a sample annotated bibliography see:

<http://guides.library.cornell.edu/annotatedbibliography>

See Canvas for more details.

First Draft/Peer Review: A full draft of your final paper, between 10-12, double spaced, with 1 inch margins, in 12 point Times New Roman font. Your bibliography must include at least 8 academic secondary sources. You may also include primary sources (as relevant to your topic) and media sources, including newspapers, magazines, internet sites, etc. Please remember that not all sources are equally reliable. (*You may not use Wikipedia as a source.)

Once you upload this draft it will be sent to your colleagues for peer review. They will read your draft and give you comments for improving the paper the following week. Your peer reviewers will send me their assessment of your paper draft. You will also read and review two of your colleagues' papers. See Canvas for more details.

Final Draft: The final paper, incorporating readers' suggestions and corrections, must be uploaded to Canvas in module 14. See Canvas for more details.

Group Presentation: You will be assigned to a group based on the topic or thematic approach of your paper. You will then create a short presentation with the other members of your group to present to the rest of the class. The format of your presentation can be as creative as you'd like. You can upload a recorded oral presentation over a PowerPoint, film a mock newscast, perhaps even write a song. Just be sure to consider what ideas and information you want to relay to the rest of the class. See Canvas for more details. See Canvas for more details.

Course Policies

As a registered student in a Distance and Online Education course through The University of Iowa, you are responsible for the course policies posted below.

Communications: Students can expect to receive weekly communications from the instructor (via course "Announcements"). You can expect to receive responses to your inquiries within 24-48 hours.

Assignment Format: See Canvas for format details.

Due Dates and Missed Deadlines: Late discussion posts **will not** receive credit. For all other assignments, late submission will result in a reduced grade as follows - an assignment turned in the day after it is due will lose one letter grade (for ex., it will be reduced from a B+ to a B). After that you will lose one letter grade for each two days of lateness.

Netiquette: The term “netiquette” refers to the do’s and don’ts of online communication. As it applies to this online course, it is my expectation that students will communicate effectively and respectfully with each other, the instructor, and our guest speakers (if applicable). (if applicable). [Follow this link to learn more about The Core Rules of Netiquette.](#)

College Policies

As a registered student in a Distance and Online Education course through The University of Iowa, you are responsible for the college policies posted below.

Academic Misconduct: All forms of plagiarism and any other activities that result in a student presenting work that is not his or her own are academic fraud. All academic fraud is reported to the departmental DEO and then to the Associate Dean for the Office of Academic Programs and Student Development. All incidents of academic misconduct (plagiarism and cheating) will be subject to the rules and regulations of the College of Liberal Arts and Sciences as defined and stated in section IX of the Academic Policies Handbook (<http://clas.uiowa.edu/students/handbook>).

Complaint Procedures: If at any time you have concerns about this class or your performance in it, please do not hesitate to contact me. If you do not feel that your concern has been resolved satisfactorily, you may contact the Department Chair (contact information provided at the top of page one of this syllabus). If you still do not feel that your concern has been resolved satisfactorily, you may contact the College of Liberal Arts and Sciences Office of Academic Programs and Student Development, 120 Schaeffer Hall, (319) 335-2633, clasps@uiowa.edu. All complaints must be made within six months of the incident. The College's complaint procedures are in section IX of the Academic Policies Handbook (<http://clas.uiowa.edu/students/handbook>).

Administrative Home of the Course: The administrative home of this course is the College of Liberal Arts and Sciences, which governs academic matters relating to the course such as the add/drop deadlines, the second-grade-only option, issues concerning academic fraud or academic probation, and how credits are applied for various graduation requirements. Different colleges might have different policies. If you have questions about these or other CLAS policies, contact your academic advisor or the Office of Academic Programs and Student Development, 120 Schaeffer Hall, (319) 335-2633, clasps@uiowa.edu. The CLAS Academic Policies Handbook also contains important CLAS academic policy: <http://clas.uiowa.edu/students/handbook>.

University Policies

As a registered student in a Distance and Online Education course through The University of Iowa, the following University policies apply to you.

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences ([Operations Manual, III.15.2](#), k.11).

Accommodations for Disabilities

The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which includes but is not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See <https://sds.studentlife.uiowa.edu/> for information.

Nondiscrimination in the Classroom

The University of Iowa is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity, diversity@uiowa.edu, or visit diversity.uiowa.edu.

Academic Honesty

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](#). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled ([CLAS Academic Policies Handbook](#)).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Office of the Sexual Misconduct Response Coordinator](#) for assistance, definitions, and the full University policy.

Course Reading List/Schedule

| Unit/Week/Topic | Reading/Content/Lectures |
|---|--|
| 1 Introduction Jan. 16-21 | Introduction: Think Globally Juergensmeyer, Mark. <i>Thinking Globally A Global Studies Reader</i> . Berkeley: University of California Press, 2013, pp. 14-38. |
| 2 Representations and Bias Jan. 22-28 | Watch: https://shop.mediaed.org/race-the-floating-signifier-p173.aspx (Links to an external site.) Links to an external site. Film: The Dictator |
| 3 Nations and Nationalism Jan. 29-Feb. 4 | Gellner, Ernest. <i>Nations and Nationalism</i> . Ithaca: Cornell University Press, 1983, pp. 1-7, 53-62. Billig, Michael. <i>Banal Nationalism</i> . SAGE, 1995. Chpt. 3. |
| 4 Understanding the Past Feb. 5- 11 | Read: Edward H. Carr. <i>What is History?</i> (New York: Random House, 1961), 3-35. Watch: <i>What's the Difference Between History and the Past?</i> PBS Idea Channel https://www.youtube.com/watch?v=5N5zfBzzTvs&t=686s <u>Reading News Sources:</u> |

| | |
|---|--|
| | <p>Oren Liebermann, "Shimon Peres: Israel's Warrior for Peace Dies," CNN.com, September 28, 2016.</p> <p>Jonathan Cook, "Shimon Peres Obituary: Peacemaker or War Criminal?" AlJazeera.com, September 28, 2016.</p> |
| <p>5 What is Culture? Feb. 12-18</p> | <p>Anderson, Sheldon, Mark Allen Peterson, Stanley W. Toops, and Jeanne A. K. Hey. <i>International Studies: An Interdisciplinary Approach to Global Issues</i>. 3 edition. Boulder, Colorado: Westview Press, 2014, Chapter 3.</p> <p>Kelley, Robin. <i>Race Rebels: Culture, Politics, and The Black Working Class</i>. Simon and Schuster, 1996, Chapter 8.</p> |
| <p>6 Capitalism and Fair Trade Feb. 19-25</p> | <p>Jaffee, Daniel. <i>Brewing Justice: Fair Trade Coffee, Sustainability, and Survival</i>. Univ of California Press, 2014, Intro, Chapter 1 & 7.</p> <p>Watch: https://www.youtube.com/watch?v=hpAMbpQ8J7g (Links to an external site.)Links to an external site.</p> |
| <p>7 Immigration Feb. 26-Mar. 4</p> | <p>Castles, Stephen, Hein de Haas and Mark J. Miller . <i>The Age of Migration: International Population Movements in the Modern World</i>. 5th ed. New York: Palgrave Macmillan, 2014, Chapter 2 and Chapter 10.</p> |
| <p>8 Globalization Mar. 5-10</p> | <p>Appadurai, Arjun. <i>Modernity at Large: Cultural Dimensions of Globalization</i>. University of Minnesota Press, 1996, Intro.</p> <p>Watson, James, ed. <i>Golden Arches East: McDonald's in East Asia, Second Edition</i>. Stanford University Press, 2006, Intro.</p> |
| <p>9 International Politics Mar. 19-25</p> | <p>Blair, Alasdair. <i>International Politics: An Introductory Guide</i>. Politics Study Guides EUP. Oxford: Edinburgh University Press, 2009, Chapter 1.</p> |
| <p>10 Human Rights Mar. 26-Apr. 1</p> | <p>Weston, Burns H., and Anna Grear. <i>Human Rights in the World Community: Issues and Action</i>. University of Pennsylvania Press, 2016, pp. 3-36.</p> |
| <p>11 The Environment & Global Commons Apr. 2-8</p> | <p>Mikler, John. "Global Commons." In <i>Encyclopedia of Global Studies</i>, by Helmut Anheier and Mark Juergensmeyer. United States: SAGE Publications, Inc., 2012.</p> <p>Harrison, Kathryn. <i>Global Commons, Domestic Decisions The Comparative Politics of Climate Change</i>. MIT Press, 2010, Intro and Chapter 3.</p> |
| <p>12 Social Movements & Protests Apr. 9-15</p> | <p>Goodwin, Jeff, and James M. Jasper. <i>The Social Movements Reader: Cases and Concepts</i>. Wiley Blackwell, 2014, Intro.</p> <p>Tilly, Charles. <i>Social Movements: 1768-2004</i>. Boulder: Paradigm Publishers, 2004, Chapter 1.</p> |
| <p>13 First Drafts & Peer Review</p> | <p>Submit your first draft and work with your peer review colleagues. Begin work on your group projects.</p> |

| | |
|---|--|
| Apr. 16-22 | |
| 14 Final Papers Apr. 23-29 | Submit your final paper. Your paper will be distributed to your colleagues. Likewise you will read some of your colleagues' papers. Discussion will be based on your papers. |
| 15 Group Presentations Apr. 30-May 4 | Submit your group presentation. Discussion will be based on group presentations. |

Module 2 Overview & Instructions: Representation and Bias

INTRODUCTION

Race and ethnicity are not scientific facts; they are social constructs. That is to say, race is not a fact of nature, but rather a category that we have created to serve particular functions. Skin color should be, to paraphrase Bob Marley, of no more significance than the color of a man's eyes, but we as a society have imbued it with greater meaning and have historically linked it to legal status. In this module you will learn how race and ethnicity are used to represent people and predict their behaviors, creating biases and stereotypes. These biases then become part of our systems of power. The ability to analyze representations and biases is crucial to understanding the diverse world around us and will be an essential skill as we consider the wide range of topics that make up 'World News Today' throughout the semester.

OBJECTIVES

By the end of this module you should be able to:

- Identify race and ethnicity as socially constructed.
- Recognize the importance of representation in creating bias and stereotypes.
- Reflect critically on your own stereotypes and biases.
- Analyze bias and stereotype as part of the structural base of inequality.
- Critically evaluate sources for their representations and biases.

OVERVIEW

Complete the following tasks by the designated due date:

Due Wednesday



Read and watch all content on the [Module 2 Content](https://uiowa.instructure.com/courses/64703/pages/module-2-content)

<https://uiowa.instructure.com/courses/64703/pages/module-2-content>



Review the information on the [Introduction to the Historical Context Essay](https://uiowa.instructure.com/courses/64703/pages/introduction-to-the-historical-context-essay)

<https://uiowa.instructure.com/courses/64703/pages/introduction-to-the-historical-context-essay>



POST on the [M2 - Content Discussion: Understanding Race and Representation](https://uiowa.instructure.com/courses/64703/discussion_topics/354397)

https://uiowa.instructure.com/courses/64703/discussion_topics/354397



POST on the [M2 - Stereotypes](https://uiowa.instructure.com/courses/64703/discussion_topics/354384) (https://uiowa.instructure.com/courses/64703/discussion_topics/354384)

Due Saturday



RESPOND on the [M2 - Content Discussion: Understanding Race and Representation](https://uiowa.instructure.com/courses/64703/discussion_topics/354397)

https://uiowa.instructure.com/courses/64703/discussion_topics/354397



RESPOND on the [M2 - Stereotypes](https://uiowa.instructure.com/courses/64703/discussion_topics/354384) (https://uiowa.instructure.com/courses/64703/discussion_topics/354384)

Module 2 Content: Representation and Bias

CONTENT

BEFORE YOU WATCH: In this video you will see a interview with, and lecture by, sociologist Stuart Hall. Until his death in 2014 Hall was one of the world's leading cultural theorists, particular on matters dealing with race and representation. Before you watch, think about how you believe race leads us to make assumptions about people? Also, what do you believe is the relationship between positive and negative stereotypes about groups of people? (For example, group-of-people X is very spiritual, or group Y is lazy.) Please note that the video begins with a clip from Spike Lee's film *Do the Right Thing* and that the clip includes offensive language.



Watch: [Race: The Floating Signifier](#)

<http://libres.lib.uiowa.edu.proxy.lib.uiowa.edu/streaming/StuartHallRaceTheFloatingSignifierClassroom.html>



Watch: [The Dictator](#) <http://proxy.lib.uiowa.edu/login?>

[qurl=https%3A%2F%2Fdigitalcampus.swankmp.net%2Fuowa297089%2Fwatch%3Ftoken%3Dae488e5a80e1693](https://3A%2F%2Fdigitalcampus.swankmp.net%2Fuowa297089%2Fwatch%3Ftoken%3Dae488e5a80e1693)



 Published Edit

This is a graded discussion: 15 points possible

due Aug 30

M2 - Content Discussion: Understanding Race and Representation

35

DIRECTIONS

Initial Post due by Wednesday 11:59pm

For this initial post, answer both questions below. They are based on the content for this module located on the [Module 2 Content](#) page. Your post should be between **400 and 600 words**.

Questions 1:

Hall describes three positions, or definitions of race, which he calls:

- the realist position,
- the textual position, and
- the discursive position.

What are these three?

He ascribes to the discursive position and as such understands race as a “floating signifier”. What does he mean by this? And what is the role of science in defining race?

Questions 2:

Throughout the lecture Hall is concerned with race as a classificatory system used to predict behavior. How is this linked to power? What is the relationship of race to representation – particularly what is the relationship between positive and negative stereotypes in Hall’s analysis?

Response Post due by Saturday 11:59pm

Respond to at least one of your colleagues. Do you agree or disagree with your colleague’s answers/analysis? Explain why citing examples from the video. Your response should be approximately **250 words**.



 Published Edit ▾

This is a graded discussion: 15 points possible

due Aug 30

M2 - Stereotypes

5 32

DIRECTIONS

Initial Post due by Wednesday 11:59pm

After watching the film *The Dictator*, use the Stuart Hall video and at least one of your colleague's posts from Wednesday to analyze the film, paying particular attention to stereotypes in the film. Do you think the film is Islamophobic or anti-Muslim? Your post should be 400 to 600 words.

Response Post due by Saturday 11:59pm

Respond to at least one of your colleagues. Do you agree or disagree with your colleague's analysis of the Dictator? Explain why citing examples from the film and the Hall video. Your response should be approximately 250 words.



Module 4 Overview & Instructions: Understanding the Past

INTRODUCTION

In this module you will acquire a better understanding of how we construct the past, and how our constructions are related to the present. How, for example, do the biases we considered previously impact the way we understand history? How do our assumptions about nations and states influence our interpretations of current events? By the end of this module I hope you will see history, not as a series of past events, but as a continuous dialogue between the past and the present.

OBJECTIVES

By the end of this module you should be able to:

Explain how history is written, and compare this with other ways of thinking about the past and present.

Critically read news articles, identifying bias.

Analyze bias and perspectives in news articles and explain how those impact public discourse about current events.

OVERVIEW

Complete the following tasks by the designated due date:

Due Wednesday by 11:59PM



READ and WATCH all content on the [Module 4 Content](#)

<https://uiowa.instructure.com/courses/64703/pages/module-4-content> page.



POST on the [M4 - Content Discussion: What is History?](#)

https://uiowa.instructure.com/courses/64703/discussion_topics/354395



POST on the [M4 - Current Events Discussion](#)

https://uiowa.instructure.com/courses/64703/discussion_topics/354382

Due Saturday by 11:59PM

Module 4 Content: Understanding the Past

CONTENT

BEFORE YOU READ: E.H. Carr's book *What is History?* is one of the most important and influential books written about historiography in the twentieth century. Historiography is the study of how history is written. Though radical at the time it was published (1961), his assertions about the impact of bias in historical writing are now accepted by most historians. In fact, his position is now quite conservative. Carr stresses that history is not simply a compilation of fact about the past. Historians choose facts and interpret them, and in the process construct narratives that are influenced by their own beliefs. In this chapter, Carr discusses facts. He asserts that "facts of history" do not exist independently of the historian. Historians choose, and in essence, create facts. They then interpret collections of facts to construct history.

📖 Read: [Edward H. Carr. *What is History?* \(New York: Random House, 1961\), 3-35.](#) 📄 🌐

BEFORE YOU WATCH: This video, produced by the PBS Idea channel, confirms Carr's assertion that history doesn't exist until we create. It goes even further, asking if there is a difference between history and literature. What is the difference, for example, between *Downton Abbey* and a history book? Both are narrative reconstructions of the past. If that is true, is history about reconstruction of factual information about the past, a form of creative writing, or both?

📺 Watch: *What's the Difference Between History and the Past?* PBS Idea Channel



Published

Edit



This is a graded discussion: 15 points possible

due Sep 13

M4 - Content Discussion: What is History?

3 3

DIRECTIONS

Initial Post due by Wednesday 11:59pm

Read *What is History?* article and watch the PBS video. **Choose one of the following question options below**, writing approximately 500 words:

Question Option #1: Carr begins this chapter describing the introductions to two editions of the Cambridge Modern History, the first written by Acton, the second by Clark. What do Acton and Clark disagree about and why? Who does Carr agree with? Cite evidence from the text to prove your point. How is the position of the PBS video similar and different from Carr?

Question Option #2: What, according to Carr, is the difference between a fact and a historical fact? How do historians create historical facts? Are facts created through interpretation? If so, is it possible to write objective history? Are all historical interpretations equally valid? Does Carr agree or disagree with Nietzsche's assertion that "The falseness of an opinion is not for us any objection to it...The question is how far it is life-furthering, life preserving, species-preserving, perhaps species-creating."? How is the position of the PBS video similar and different from Carr.

Response Post due by Saturday 11:59pm

Respond to at least one of your colleagues **who answered the question you did not**. (I.e. if you answered Question Option 1, you must respond to a colleague who answered Question Option 2.) Do you agree or disagree with your colleague's answers/analysis? Explain why citing examples from the Carr text and/or the PBS video texts.

Approximately 250 words

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<https://uiowa.instructure.com/courses/64703/users/1047>

<https://uiowa.instructure.com/courses/64703/users/1047>

Yesterday



 Published Edit

This is a graded discussion: 15 points possible

due Sep 13

M4 - Reading News Sources Assignment

1 1

DIRECTIONS

Initial Post due by Wednesday 11:59pm

Read the two obituaries of Shimon Peres. Write a response of about 500 words, considering the following:

How do they describe Peres' life differently? Do they highlight different facts about Peres? Do they describe reactions to his death differently? If both obituaries are constructed from verifiable "facts" about the life of Shimon Peres, how do you account for the differences between them? How does this relate to Carr and the PBS video that week discussed earlier this week?



Read: Oren Liebermann, [“Shimon Peres: Israel’s Warrior for Peace Dies.”](#)

[\(http://www.cnn.com/2016/09/27/middleeast/shimon-peres-omit/\)](http://www.cnn.com/2016/09/27/middleeast/shimon-peres-omit/) CNN.com, September 28, 2016



Read: Jonathan Cook, [“Shimon Peres Obituary: Peacemaker or War Criminal?”](#)

<http://www.aljazeera.com/news/2016/01/israel-elder-statesman-shimon-peres-dead-93-160128070510467.html>) AlJazeera.com, September 28, 2016

Response Post due by Saturday 11:59pm

Respond to at least one of your colleagues. Do you agree or disagree with your colleague’s analysis? Explain why citing examples from the texts.

Approximately 250 words.



<https://uiowa.instructure.com/courses/64703/users/40754>

Module 5 Content: What is Culture?

CONTENT

BEFORE YOU READ: How would you define culture? Do you use the term primarily to refer to the arts? Does that include "popular" culture as well as "high" culture? The two texts you will read present culture in different ways. Anderson et al. define culture as the common sense of a community: "Common sense is that set of unstated assumptions we share with others in our community that we most rely on in making sense of the world around us." In other words, culture is made up of our beliefs and understandings of the world, those that seem so obvious to us that we take them for granted.

Kelley does not provide a definition of culture, but instead shows us culture at work. If culture is the common sense of a community, its meanings are often only clear to members of that community. Using one form of music, mid 1980s gansta rap, Kelley's text uncovers the political meanings hidden in this popular form. Please note that the text includes offensive language.

 **Read:** [Anderson, Sheldon, Mark Allen Peterson, Stanley W. Toops, and Jeanne A. K. Hey. *International Studies: An Interdisciplinary Approach to Global Issues*. 3 edition. Boulder, Colorado: Westview Press, 2014, Chapter 3. \(http://ebookcentral.proquest.com/lib/uiowa/reader.action?ppg=76&docID=1162946&tm=1501717025993\)](http://ebookcentral.proquest.com/lib/uiowa/reader.action?ppg=76&docID=1162946&tm=1501717025993)

 **Read:** [Kelley, Robin. *Race Rebels: Culture, Politics, and The Black Working Class*. Simon and Schuster, 1996, Chapter 8. \(https://uiowa.instructure.com/courses/64703/files/4423800/download?wrap=1\)](https://uiowa.instructure.com/courses/64703/files/4423800/download?wrap=1) 
 [\(https://uiowa.instructure.com/courses/64703/files/4423800/download?wrap=1\)](https://uiowa.instructure.com/courses/64703/files/4423800/download?wrap=1) 
 [\(https://uiowa.instructure.com/courses/64703/files/4423800/download?wrap=1\)](https://uiowa.instructure.com/courses/64703/files/4423800/download?wrap=1)

 Published Edit

This is a graded discussion: 15 points possible

due Sep 20

M5 - Popular Culture and Politics

DIRECTIONS

Initial Post due by Wednesday 11:59pm

Using the Kelly chapter as a model, find a song that you believe makes a political statement. The song can be from the U.S. or from anywhere in the world. Provide a link to the song and analyze and/or critique its message.

Response Post due by Saturday 11:59pm

Respond to at least one of your colleagues. Do you agree or disagree with your colleague's analysis? How is the song your colleague chose different from or similar to your example?

Approximately 250 words.

This topic is locked until Sep 18 at 12am.



Module 6 Overview & Instructions: Capitalism, Free Trade & Fair Trade

INTRODUCTION

In this module, we will consider capitalism both as an economic system and a lived experience. Our politicians talk quite a bit about free markets, free trade, and capitalism, but what exactly do these things mean? We will first examine how these terms have developed over time and then consider fair trade as a way to mitigate the inequitable aspects of free markets.

OBJECTIVES

By the end of this module you should be able to:

Explain the historical development of the concept of free markets and marketness.

Analyze the link between free market ideology and economic inequality.

Reflect on your own opinions about the pros and cons of free markets.

Describe the goals of the fair trade movement and evaluate its successes and failures.

Reflect on your own decisions about what you buy and from which businesses.

OVERVIEW

Complete the following tasks by the designated due date:

Due Wednesday



Read and watch the content on the [Module 6 Content](#)

<https://uiowa.instructure.com/courses/64703/pages/module-6-content>



POST on the [M6 - Content Discussion: Markets and Fair Trade](#)

https://uiowa.instructure.com/courses/64703/discussion_topics/354393



POST on the [M6 - Fair Trade and Consumerism](#)

https://uiowa.instructure.com/courses/64703/discussion_topics/354380

Due Saturday



RESPOND on the [M6 - Content Discussion: Markets and Fair Trade](#)

https://uiowa.instructure.com/courses/64703/discussion_topics/354393



RESPOND on the [M6 - Fair Trade and Consumerism](#)

https://uiowa.instructure.com/courses/64703/discussion_topics/354380

 Published Edit

This is a graded discussion: 15 points possible

due Sep 27

M6 - Fair Trade and Consumerism

DIRECTIONS

Initial Post due by Wednesday 11:59pm

 Watch:

<https://www.youtube.com/watch?v=hpAMbpQ8J7g>

[\(https://www.youtube.com/watch?v=hpAMbpQ8J7g\)](https://www.youtube.com/watch?v=hpAMbpQ8J7g)



[\(https://www.youtube.com/watch?v=hpAMbpQ8J7g\)](https://www.youtube.com/watch?v=hpAMbpQ8J7g)

In his Introduction Jaffee notes that although fair trade improves peasants' lives and local economies, it does not bring the majority of participants out of poverty. Going a step further, philosopher Slavoj Zizek suggests that fair trade might in fact perpetuate inequality by making it more tolerable. He describes charity, and by extension ethical consumption, as a way to reconcile our capitalist desire to consume and our anti-consumerist desire to benefit society. How does he use the example of Starbucks to explain why customers want to buy fair trade coffee? How does he problematize the moral position of fair trade? What elements of his argument do you agree and disagree with?

Approximately 500 words.

Response Post due by Saturday 11:59pm

Respond to at least one of your colleagues. Do you agree or disagree with your colleague's analysis? Explain why citing examples from the Jaffee text and/or Zizek video.

Approximately 250 words.

This topic is locked until Sep 25 at 12am.



Module 12 Overview & Instructions: Social Movements & Protests

INTRODUCTION

In this module we consider social movements and protest. The media has a tendency to reduce protest to an expression of anger. Think about the way news outlets have described the Tea Party or the Black Lives Matter movement. Scholars, however, do not understand social movements in this simplistic way. Instead, they describe social movements and protests in terms of political and non-political actors, coalitions of actors and interests, and claim making. By this understanding, social movements and protests involve specific actors making claims, using a repertoire of contentious action, aimed at specific actors within the political system. In this module we will learn about the theoretical model of contentious action, focusing on social movements in particular. We will then use this model to analyze contemporary movements.

OBJECTIVES

By the end of this module you should be able to:

Explain how scholars understand contentious action, including social movements, and how this has changed over time.

Analyze social movements, both historical and contemporary, using a scholarly model.

Reflect critically on your own understanding of social movements, both those that you align yourself with politically and those you are opposed to.

OVERVIEW

Complete the following tasks by the designated due date:

Due Wednesday



Read and watch the content on the [Module 12 Content](#)

<https://uiowa.instructure.com/courses/64703/pages/module-12-content> page



POST on the [M12 - Content Discussion: Social Movements as Contentious Politics](#)

https://uiowa.instructure.com/courses/64703/discussion_topics/354387



POST on the [M12 - Contemporary Social Movements](#)

https://uiowa.instructure.com/courses/64703/discussion_topics/354374

Due Saturday



RESPOND on the [M12 - Content Discussion: Social Movements as Contentious Politics](#)

https://uiowa.instructure.com/courses/64703/discussion_topics/354387

 Published Edit

This is a graded discussion: 15 points possible

due Nov 8

M12 - Contemporary Social Movements

DIRECTIONS

Initial Post due by Wednesday 11:59pm

Use Tilly's "Social Movements as Politics" and McAdam, Tarrow, and Tilly's *Dynamics of Contention* to analyze the Black Lives Matter movement. Who are the actors? What are their repertoires of contention? How does the movement display WUNC? Etc. Consider figure 1.2. in your analysis, but note that McAdam, Tarrow, and Tilly critique this model for being too static, i.e. for providing "still photographs of contentious movements rather than dynamic, interactive sequences."

Response Post due by Saturday 11:59pm

Respond to at least one of your colleagues. Do you agree or disagree with your colleague's analysis? Explain why citing examples from the texts.

Approximately 250 words.

This topic is locked until Nov 6 at 12am.



Introduction to the Historical Context Essay

INTRODUCTION

Introduction: Our goal in this course is to develop informed, nuanced understandings of contemporary international issues. In each case this requires studying the historical context in which political actors made decisions. For example, what ideologies impacted their understanding of the world around them, the choices they made, how they spoke about their choices, the responses of others, etc. To understand the 21st century politics of North Korea, for instance, one must consider the Japanese occupation of Korea, the post WWII partition of Korea, the Korean War, and the Cold War. Each past event informed the next in a chain leading us to today. For this assignment you will choose a current event and trace its historical development, explaining which events, actors, and outcomes were important in the past and how they resonate in the present.

DIRECTIONS

Historical Context Essay Prompt: Choose a current event that you are particularly interested in. To prepare for the assignment, read several articles from reputable news sources to familiarize yourself with the topic. Then find at least 3 academic secondary sources about the history of the place, government(s) and/or major participants in your current event. (Academic sources means books published by academic presses or articles published in peer-reviewed journals.) Use these academic sources to write an essay, between 800-1200 words, analyzing the current event from a historical perspective. I.e. "how did we get here"? What important historical decisions and happenings led to the point we are at today? How does the history of this event impact the actions of participants in the present? Etc. For example, if you choose a current news item dealing with Israel/Palestine, you might ask how the 1967 war is linked to the current conflict. Or you might analyze Israeli-PLO relations from the 1970s to the Oslo Accords and link those to current Israel-Palestinian Authority relations. If you choose a current event item dealing with the U.S. prison system, you may want to ask how current rates of incarceration are linked to Jim Crow and/or racial segregation laws. If you have questions about the appropriateness of your topic or sources be sure to ask me as soon as possible. It is important that you start off on the right track. Next week you will submit your topic and citations for at least 3 sources for approval.

Outline: Be sure to give your essay a title and to include your name on the document. After that, I suggest breaking the essay into at least three sections: an Introduction, the body of the essay (which you may want to give a separate title) and a conclusion. This essay is relatively short so these three sections may be enough BUT you may also give the body of the paper into several sections as you see fit. This will be good practice for the longer paper project as well.

Topic and Resources Submission: By next Saturday be sure to submit the following: A topic proposal consisting of a few sentences explaining: 1. what current event you have chosen to work on and 2. what historical event(s) you believe put this event in context and help explain outcomes. Also include the citations in Chicago or MLA format for at least 3 academic secondary sources that you will consult about the history of the place, government(s) and/or major participants in your current event.

Formatting expectations: Your essay should be between 800 and 1200 words. It must be submitted on Canvas, as a word document, double spaced, with 1 inch margins, in 12 point Times New Roman font. Citations and bibliography must

be in either MLA or Chicago style. For information on these see:

http://www.chicagomanualofstyle.org/tools_citationguide.html

(http://www.chicagomanualofstyle.org/tools_citationguide.html)

or

<https://owl.english.purdue.edu/owl/resource/675/01/>

GRADING INFORMATION

Grading: The Historical Context Essay will count for 10% of your final grade and will be evaluated as follows using [this rubric](#) (<https://uiowa.instructure.com/courses/64703/files/4423791/download?wrap=1>).

(<https://uiowa.instructure.com/courses/64703/files/4423791/download?wrap=1>)

[Minimize File Preview](#)

Page 1 of 2



PAPER GRADING RUBRIC

| REQUIRED ELEMENTS | EXCELLENT (2.5-2.3) | GOOD (2.2-2) | POOR (1.9-1.7) |
|--|--|---|---|
| Main Argument/ Thesis Statement | <p>The paper includes a specific, clearly stated and non-obvious thesis statement.</p> <p>The thesis statement is well developed, synthesizing course concepts with the author's insights.</p> | <p>The paper includes a clearly stated thesis statement that is mostly focused, but need more refinement.</p> <p>The thesis statement is clear but does not synthesize course concepts with the authors insights.</p> | <p>The thesis statement is unfocused, too broad or obvious.</p> |

SUBMISSION INSTRUCTIONS

First, you will submit your Topic and Resources on the [Historical Content Essay: Topic and Resources Submission](#) (<https://uiowa.instructure.com/courses/64703/assignments/519473>) in **Module 3**

Then you will submit your final Historical Context Essay on the [Historical Context Essay Due](#) (<https://uiowa.instructure.com/courses/64703/assignments/519474>) assignment in **Module 6**.

Introduction to Interdisciplinary Perspectives Project

INTRODUCTION

The **Interdisciplinary Perspective Project** will be your major paper assignment for the semester. For this paper you will choose a current event and write a paper analyzing it from at least two academic perspectives. Your topic must be different from the topic of your Historical Context essay. Historical context also cannot be one of your academic perspectives BUT you should most certainly consider the history related to your topic and incorporate it into your analysis.

To begin, choose a current event that you are particularly interested in and read several articles from reputable news sources to familiarize yourself with the topic. Then consider the thematic topics of our course modules. (You will have to read ahead on the syllabus to do this.) Choose two thematic topics that relate to your topic. For example, the Trump administration's attempt to limit immigration into the U.S. could be analyzed using any of our module themes. Choose the two themes that you believe best address your topic. Using at least 8 academic sources, along with reputable journalism and other media (as necessary for your specific topic), you will write a paper, 10-12 pages, analyzing your chosen current event from these two perspectives.

DIRECTIONS

This project consists of two major parts: an individual paper and a group presentation. Below you will find the directions for each.

PART 1: INDIVIDUAL PAPER DELIVERABLES AND FORMATTING

Proposal (Due M8): A short proposal/abstract (approximately 300-400 words) and a list of at least 4 academic sources that you plan to use is due in module 8. This should be formatted as follows:

1. A working title
2. Your thesis statement
3. A short description of what kind of methodology you believe you will use (i.e. how you will write your paper) and how you believe the paper will be structured - for example how will the paper be divided into sections, and what do you think the main point of each section will be.
4. A list of at least 4 academic sources you are planning to use, formatted in MLA or Chicago style. (See formatting below) If you are using primary sources or non-academic sources you should include them *in addition to* the 4 academic sources.

At this point, this should be an indication of the paper you are hoping to write. Your ideas, and therefore the paper, will probably change considerably between the proposal and the final draft.

Annotated Bibliography (Due M10): This should include a description of any primary sources you plan to use and at least 8 academic secondary sources outside of the class readings. You may also use readings from our syllabus but you must have 8 additional sources. (Academic sources means books published by academic presses or articles published in peer-reviewed journals.) For a sample annotated bibliography see:
<http://guides.library.cornell.edu/annotatedbibliography>

First Draft/Peer Review (Due M12): A full draft of your final paper, between 10-12, double spaced, with 1 inch margins, in 12 point Times New Roman font. Your bibliography must include at least 8 academic secondary sources. You may also include primary sources (as relevant to your topic) and media sources, including newspapers, magazines, internet sites, etc. Please remember that not all sources are equally reliable. (*You may not use Wikipedia as a source.)

Once you upload this draft it will be sent to the other members of your peer review group. They will read your draft and give you comments for improving the paper the following week. Your peer reviewers will also send me their assessment of your paper draft.

Final Draft (Due M13): The final paper, incorporating readers' suggestions and corrections, must be uploaded to Canvas in module 13.

PAPER FORMATTING AND GRADING:

Your paper must be 10-12 pages, double spaced, with 1 inch margins, in 12 point Times New Roman font. It must be submitted on Canvas. Citations and bibliography must be in either MLA or Chicago style. For information on these see:

http://www.chicagomanualofstyle.org/tools_citationguide.html (Links to an external site.)
[Links to an external site.](http://www.chicagomanualofstyle.org/tools_citationguide.html) (http://www.chicagomanualofstyle.org/tools_citationguide.html)

or

<https://owl.english.purdue.edu/owl/resource/675/01/> (<https://owl.english.purdue.edu/owl/resource/675/01/>)

Your paper will be graded using [this rubric.](https://uiowa.instructure.com/courses/64703/files/4423791/download?wrap=1) (<https://uiowa.instructure.com/courses/64703/files/4423791/download?wrap=1>)  (<https://uiowa.instructure.com/courses/64703/files/4423791/download?wrap=1>) 
(<https://uiowa.instructure.com/courses/64703/files/4423791/download?wrap=1>)

PART 2: GROUP PRESENTATION SUBMISSION AND FORMATTING

Group Presentation (M15): Your instructor will assign groups for the second part of this project. The members of your group have either chosen similar topics or thematic approaches. Now that you have completed your individual papers, you will create a group presentation which will teach the rest of the class about your work. In your presentation, the group should summarize your major research findings and explain how your thematic approaches led you to those findings. You should also discuss the similarities and differences in your individual topics and approaches. How exactly you do this will depend very much on your topics. If several of you researched the same current event, you may want to present the topic together, each providing a different perspective, but using the same basic set of facts. On the other hand, if your topics are different you should each provide a brief summary of your event but focus on the thematic issues.

Groups will be assigned in Module 13. See the Group Member Assignment page to see what group you are in. You should contact your group members ASAP in order to get started working on your presentation.

PRESENTATION FORMATTING AND GRADING:

The format of your presentation can be as creative as you'd like. You can upload a recorded oral presentation over a PowerPoint, film a mock newscast, perhaps even write a song. Just be sure to consider what ideas and information you want to relay to the rest of the class.

After submitting your papers in M13, your group should discuss how you would like to do your presentation.

The presentation will be due the middle of M15. Submit it on the [Submit Interdisciplinary Perspectives Group Presentation \(https://uiowa.instructure.com/courses/64703/assignments/519476\)](https://uiowa.instructure.com/courses/64703/assignments/519476) .

Your presentation will be graded using [this rubric. \(https://uiowa.instructure.com/courses/64703/files/4426929/download?wrap=1\)](https://uiowa.instructure.com/courses/64703/files/4426929/download?wrap=1) [\(https://uiowa.instructure.com/courses/64703/files/4426929/download?wrap=1\)](https://uiowa.instructure.com/courses/64703/files/4426929/download?wrap=1) [\(https://uiowa.instructure.com/courses/64703/files/4426929/download?wrap=1\)](https://uiowa.instructure.com/courses/64703/files/4426929/download?wrap=1)

Module 13 Overview & Instructions: Final Drafts and Peer Review

INTRODUCTION

This week we will not have "new" content. Instead you will use the time to complete full first drafts and then to peer review your colleagues' drafts. Through the peer review process you will help the other students in your group strengthen their arguments and improve their writing. They will do the same for you. Be sure to use the [Peer Review Rubric](#)

(<https://uiowa.instructure.com/courses/64703/files/4423793/download?wrap=1>)

(<https://uiowa.instructure.com/courses/64703/files/4423793/download?wrap=1>)

[Minimize File Preview](#)

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| | Strongly Agree | Agree | Neither Agree or Disagree | I |
|---|----------------|-------|---------------------------|---|
| 1. The paper's introduction clearly defines its topic. | | | | |
| 2. The paper's introduction clearly defines the author's main argument or thesis. | | | | |
| 3. The author explains his/her/their approach and sources. | | | | |
| 4. The paper uses appropriate | | | | |

to assess you colleagues papers.

There will be no discussion posts this week.

OVERVIEW

Complete the following tasks by the designated due date:

Due Wednesday



Review your [Group Assignment \(https://uiowa.instructure.com/courses/64703/pages/presentation-group-assignments\)](https://uiowa.instructure.com/courses/64703/pages/presentation-group-assignments) for the Presentation and connect with your group.