



<b>Instructor:</b> Marcos S. Scauso	
<b>Course:</b> Issues in Politics (PO 101-03)	<b>Term:</b> Fall 2019
<b>Time:</b> M/W/F at 11am – 11:50am	<b>Location:</b> EC 201
<b>Office Hours:</b> Monday at 12pm – 1:45pm and by appointment	<b>Office:</b> CAS3 - 310
<b>Email:</b> <a href="mailto:marcos.scauso@quinnipiac.edu">marcos.scauso@quinnipiac.edu</a>	<b>Personal Website:</b> <a href="http://www.marcosscauso.com">www.marcosscauso.com</a>
<b>Office phone number:</b> 203-582-7519	



**We wish to acknowledge the learning that will take place on unceded Eansketambawg land and honor their community: past, present, and into the future**

### **Course Description**

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The word “politics” is often used to describe governments, elections, and scandals but the issues of politics expand far beyond these areas. In fact, politics affect our daily lives in ways that are seldom clear or explicit. The prices of our food, the rights that protect us, the privileges that we can access, the obstacles that we face, the household chores that are assigned to us, the bullying that we might suffer, the threats that hunt us, and even the air that we breathe are all connected to issues of politics. Hence, we will analyze in this class some of the most salient issues and implications that politics bring into our lives, while also investigating alternatives and their limitations.

In order to achieve this goal, “Issues in Politics” deploys a critical approach, which examines who is regarded as a superior “self” and who fits categories that create disproportionate obstacles, insecurities, poverty, and/or exploitation. Through this lens, the class highlights the assumptions that create, sustain, and justify issues of politics such as nationalism, immigration, authoritarianism, religion/secularism, inequality, neocolonialism, environmental problems, violence, and war. Additionally, the connection between these topics and the approach lead to a form of analysis that locates politics closer to our daily lives, experiences, and struggles. The class unveils the ways in which domestic, international, and global politics affect us, while also highlighting alternatives and their limitations.

### **Course Methodology**

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During the beginning of our **semester**, we will focus each class on one of the most salient issues of politics: identity politics, immigration, nationalism, democracy, media, religion/secularism, violence/war, economy/inequality, colonialism/underdevelopment, and nature/biosphere. The main goal of these lectures and discussions is to survey some of the primary issues, discussions, and concepts of politics. Then, during the last four weeks of classes, we will concentrate on a broader set of concepts, which will help us to connect some of the previous discussions, think critically about politics, and draw new conclusions.

For most **weeks**, I will begin by discussing the readings and the basics of each issue. Then, Friday’s will propitiate more participation and include discussions, which aim to apply the new concepts, analyzing new cases and experiences. In order to illustrate these cases and phenomena, students will have the opportunity to access videos, newspaper articles, documentaries, and other forms of media listed below, but all students are strongly encouraged to read newspapers and articles weekly. Please notice that participation in these discussions and in lectures is an important part of the grade.



### Communication:

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- **Office hours:**
  - Monday from 12pm to 1:45pm in CAS3-310.
  - Students can also set up appointments at other times.
  - I will also answer my phone (203-582-7519 ) during M/W/F at 12pm- 1:45pm.
- **Emails:** During the week, I will try to respond e-mails within 24 hours. If you have an urgent enquiry, please feel free to add the word “urgent” to the subject of the e-mail and I will try to respond as soon as possible.
- **Anonymous and open survey:** I created a survey that is completely anonymous and open ([Click here](#)) for students to be able to provide feedback to me throughout the entire semester. This is one of the tools students can use to democratize the class and make changes before it is too late. Students can write positive or negative feedback anytime.
- In general, I will try to **make myself available** to you, please use these opportunities to avoid missing assignments and to get as much as you can from your education.
- Finally, If you read the syllabus and find this statement within the first week of classes, send me an e-mail with the phrase “I read it. I promise” as the subject, and you will get 0.5 extra credit points.

### Course Goals/Student Learning Objectives

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- **Understanding:** Knowledge and understanding of the scope of political theory, history, diverse human interests and cultures, and a wide range of political phenomena. This goal can be achieved by reading the material and listening to the lectures about the different issues of politics, but the last weeks of the course are primarily designed to reflect on the scope of politics.
- **Empirical inquiry:** Ability to assess diverse theories and empirical evidence in the political science field. This goal can be achieved by participating in discussions that encourage us to apply concepts to new cases and information. Additionally, students will have to deploy concepts and examine information in written assignments such as the four commentaries and the final paper summary/outline.
- **Normative Inquiry:** Capacity for normative analysis of politics, founded on knowledge of the core concepts and history of political theory. Students will need to think about various issues of politics by analyzing the implications of particular perspectives and their limitations.
- **Responsible Engagement:** Capability for reflection on one’s own experiences of action in civic or political engagement, in a way which synthesizes empirical inquiry, normative inquiry, ethical responsibility, and respect for diverse perspectives in the political world. The entire class is structured around the possibility of analyzing issues through diverse lenses while also connecting these insights with our own experiences.
- **Communication:** Verbal and written ability to communicate one's political judgments in clear, organized, concise and reasoned persuasive arguments, supported by analysis of moral norms, empirical evidence.



## Work and Assignments:

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- **In-class attendance** as well as participation are very important in order to assure your success. If each student reads the assigned material and participates in class, it is very likely that we will achieve all of our goals. In order to grade attendance, I will pass a signup sheet every time we meet. Attendance is worth 10% of the grade.
- In order to grade **participation**, I will use sticky notes. During each class, I will give one sticky note (worth 0.5 points) to those students who contribute with relevant, critical, and profound commentaries or questions. Students will be expected to write their names and turn the sticky note back to me at the end of each class. Participation points can also be acquired through office visits. Participation is 5% of the grade.
- Additionally, students will be required to turn in **four commentaries** (worth 5% of the grade each), which will aim to apply a particular concept to a case or an on-going issue of their choosing. Students will be expected to deploy a concept from the readings, add bibliography from other academic sources such as Jstor or other journal repositories, and analyze a particular aspect of a case in two pages. The analysis should unveil the hidden and normative tendencies surrounding the ways in which an issue is most saliently constructed. Each commentary will be due in class (see the class schedule below for dates).
- Issues in Politics also requires a **midterm exam** (worth 20% of the grade) and a non-cumulative **final exam** (worth 20% of the grade). These exams will include multiple choice, true or false, and essay questions.
- Finally, students will need to write a **final paper outline/summary** (maximum of 5 pages). This assignment is designed to understand and deploy a particular concept of political science to examine an issue and case. Each student will choose one of the concepts included in the class and will use it to understand a current phenomenon of politics. Then, she/he will analyze the contributions, limitations, and normative tendencies of the chosen concept.
- **Extra credit opportunity**: students can turn in two video presentations (worth 1.5% of the grade each) for extra credit. The students who choose to turn this assignment in can film themselves discussing a concept and its implications for the examination of an issue. I might also offer additional extra credit points for documented participation in particular talks and events.
- The different assignments of the class lead from one to the other and they accumulate towards the possibility of deploying concepts, analyzing issues, encouraging critical thinking, and improving research skills.



**Grading:**

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Evaluation Method

Assignment	Points for each Assignment	Total
Attendance		10
In class discussion and participation (sticky notes)	0.5	5
Four commentaries	5	20
Midterm		20
Final Paper outline/summary		25
Final exam		20
Extra Credit	1.5	3
Total		100

Grading System (<https://www.qu.edu/content/dam/qu/documents/academic-catalogs/2018-2019-academic-catalog.pdf>):

Letter Grade	Numerical Range	Grade Pt. Value
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D	60-69	1.00
F	0-59	0.00



## Late Work

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Every assignment for this class is time-sensitive. Late work will be accepted only if there is a documented excuse. Acceptable reasons for delayed deadlines or missed quizzes are the same as those for an excused absence. An “excuse” absence is defined as 1) illness or injury of the student, 2) death, injury, or serious illness of an immediate family member, 3) religious reasons, 4) jury duty or government obligations, 5) university sanctioned activities (artistic performances, intercollegiate athletics, etc.). Documentation must be provided for an excused absence. The student is responsible for all missed work. In the event of an excused absence the instructor will offer make up work and no penalty will be imposed.

In the event of an **unexcused** missed deadline, students will be able to make up **one** assignment and they will receive a maximum of 70% of the original grade. In the case of unexcused missed classes, students will be allowed to make up **one** class attendance by sending a small (2 pages) summary of the readings assigned for the missed class. Despite this policy, final exams can only be taken on the assigned date or they can be rescheduled when the absence is excused.

## Required texts/material

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- **Edkins, Jenny and Maja Zehfuss. “Global Politics: a new introduction.”** Third Edition, 2019, Routledge. (978-1138060296)
- **Hurd, Elizabeth S. “The Politics of Secularism in International Relations.”** Princeton and Oxford: Princeton University Press. 2008. We are only reading chapter one of this book, so **please do not buy it.** Instead, find it through our library: <https://ebookcentral.proquest.com/lib/quinnipiac/reader.action?docID=457831>
- **Scauso, Marcos S. “Indianismo and Decoloniality: voices of Resistance”** in *Religious activism in the global economy: promoting, reforming, or resisting neoliberal globalization?* Edited by Jay Smith and Sabine Dreher (Rowman & Littlefield International, 2016). Please **do not buy the book**, an early draft of the text can be found in our “course material” website: [https://quinnipiac.blackboard.com/bbcswebdav/pid-3056991-dt-content-rid-39846060\\_1/courses/PO10103\\_19FA/Indianismo%20.pdf](https://quinnipiac.blackboard.com/bbcswebdav/pid-3056991-dt-content-rid-39846060_1/courses/PO10103_19FA/Indianismo%20.pdf) .
- **The videos and articles** that will be assigned can be accessed through the links provided below.



## **Class policy**

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### **Student Accessibility** (<https://catalog.qu.edu/university-policies/disability-policy/>)

Quinnipiac University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me.

If you have a disability, or think you may have a disability, you may also want to meet with the Office of Student Accessibility, to begin this conversation or to request reasonable accommodations. Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Please contact the Office of Student Accessibility by emailing [access@qu.edu](mailto:access@qu.edu), or by calling (203) 582 – 7600. If you have already been approved for accommodations through the Office of Student Accessibility, please meet with me so we can develop an implementation plan together.

### **Title IX** (<https://catalog.qu.edu/university-policies/titleix-policy/>)

Quinnipiac University is committed to providing an environment free from gender-based discrimination and harassment. Consistent with its commitment to addressing gender-based misconduct, the university complies with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in educational programs or activities that receive federal financial assistance. As such, Quinnipiac University is dedicated to fostering a healthy and safe environment in which members of the community can realize their full potential in an educational, working and living environment free from all forms of gender or sex discrimination and sexual misconduct.

Quinnipiac seeks to ensure that no student, faculty or staff member is excluded from participation in or denied the benefits of any university program or activity on the basis of sex. This includes all university activities, including, without limitation, academic, athletic, campus life, residential life programs and all aspects of employment. Students, faculty or staff who believe they have been subjected to or witnessed gender-based misconduct are encouraged to report these incidents. As discussed below, faculty, administration, athletic, human resources, public safety and student affairs staff are considered responsible employees under Title IX and are required to immediately report any incidents of sexual violence they observe. Upon receiving a report, the university will respond promptly, equitably and thoroughly. In addition, the university will take steps to prevent the recurrence of the misconduct and correct its effects, if appropriate.



**Academic Dishonesty** (<https://catalog.qu.edu/university-policies/academic-integrity-policy/#policiestext>)

### **Integrity: The Foundation of Quinnipiac University**

In its Mission Statement, Quinnipiac University emphasizes its commitment to be an academic community. As an academic community, our students, faculty and staff work together to acquire and extend knowledge, develop skills and competencies and serve the greater good of our nation and local communities. Our individual and collective inquiry and pursuit of knowledge are only possible when each of us in the community is aware of and strives to maintain a code of ethical practice and integrity. All communities, though diverse in their individual members, are based on a shared set of beliefs and values that serve as their foundation. **At Quinnipiac, our community has chosen integrity as one of its guiding principles.**

Integrity means upholding a code or standard of values. In its most general sense integrity also means being complete. As an academic community, the completeness that we seek includes asking each individual to see her/his life as a whole, and to understand how the actions that he/she takes affect self, others and the community. Individual actions also impact the community of higher education as a whole. In keeping with this commitment to the Quinnipiac community and the larger community of higher learning, Quinnipiac is a member of the Center for Academic Integrity (CAI), a consortium of institutions of higher education committed to the principle of integrity. Our Academic Integrity Policy is based on the five fundamental values outlined by the CAI: honesty, trust, responsibility, fairness and respect.

Quinnipiac expects all members of our community, students, faculty and staff, to uphold these five standards of integrity and to contribute to our larger culture of integrity.

#### **Honesty**

Honesty is the bedrock upon which integrity is based. Academic and professional honesty require that each individual conduct herself or himself openly and in keeping with the truth. Even more importantly, honesty requires actively searching for and upholding the truth. Honesty is critical for the production and exchange of knowledge and ideas that are the hallmark of an institution of higher learning.

#### **Trust**

Trust is essential for an academic community. Academic work almost always builds upon or extends from the work of others and all members of the community must respect the work of others. Each individual must trust that community members undertake their work in such a way that we build our knowledge, while freely and openly admitting our dependence upon the work of others. Community members also must endeavor to be worthy of the trust others have placed in us. This foundation of trust is vital to our community of inquiry and learning.



## **Responsibility**

An academic or professional community provides its members with support, fellowship and intellectual stimulation. The price of these benefits is responsibility to the community. Therefore, all members of the university community must not only be committed to ethical practices themselves, but also must bear the responsibility of helping to encourage integrity among all community members.

## **Fairness**

True communities celebrate the differences among their members while upholding the general principle that each individual should be treated equally. This basic principle of fairness to all is an aspect of integrity that guarantees each of us freedom to express our own individuality. This standard of fairness also carries the burden, however, of fair sanctions to those who violate the standards of the community.

## **Respect**

The university is a gathering place where students and faculty come to learn about different ideas, cultures and ways of thinking — even those with which we may strongly disagree. This learning environment can be maintained only with mutual respect. This respect must be present in the classroom, in our everyday encounters with each another, and in our individual work. Respect means listening to others, evaluating and criticizing their ideas fairly, and properly acknowledging all sources of material that are not originally ours.

**Plagiarism, Misrepresentation and Fabrication** (<https://catalog.qu.edu/university-policies/academic-integrity-policy/#appendicestext>)

### **1. Plagiarism**

Plagiarism refers to representing another person's words or ideas as one's own in any academic exercise, whether intentional or not. Examples include:

- Copying information word for word from a source, without using quotation marks and giving proper acknowledgment/citation.
- Paraphrasing (i.e., putting into one's own words) a source's text, without providing proper acknowledgment/citation. This violation occurs when the ideas or arguments of another are presented in such a way as to lead the reader to believe that these ideas originated with the writer.
- Presenting as one's own any work (or portion thereof) that which has been prepared in whole or in part by someone other than oneself. This includes using unauthorized assistance in preparing one's work and acquiring written work from an outside source.



Outside sources include other persons, commercial organizations, electronic sources and other sources.

- Reproducing (without proper citation) any other form of work of another person, such as a graphic element, a musical phrase, a proof, experimental data, experimental results, data or laboratory reports, in full or in part. This includes turning in work of another student as one's own work.
- *It is the responsibility of all students to understand the methods of proper attribution and to apply those principles in all written, oral and electronic submissions.*

## **2. Misrepresentation**

Examples include, but are not limited to:

- Arranging for another student to substitute for oneself in class, during an examination session or in the completion of any course work.
- Taking credit for work not done, such as taking credit for a team assignment without participating or contributing to the extent expected.
- “Double Dipping” (multiple uses of the same work) or presenting the same or substantially the same written work (or portion thereof) as part of the course requirement for more than one project or course, without the express prior written permission of the instructor(s) involved.
- If a student does wish to use another assignment as a base for additional credit, faculty should give the student the opportunity to submit in writing an explanation of the unique educational benefits of the new project.

## **3. Fabrication**

Fabrication refers to falsifying or misusing data in any academic exercise. Examples include, but are not limited to:

- Falsifying data collected for any academic purpose.
- Making up or presenting falsified data in papers, manuscripts, books or other documents submitted for publication or as course or degree requirements.
- Making up a source for use in any assignment.
- Citing a source one did not use.
- Falsifying material cited.
- Attempting to deceive any instructor by altering and resubmitting for additional credit assignments, tests, quizzes or exams that have been graded and returned.
- Attempt to deceive any instructor or supervisor with respect to attendance in any class, internship or clinical setting.
- Falsifying any information on any document relating to any course, internship or co-curricular activity (including signatures, hours, etc.)



#### **4. Cheating and Stealing**

Cheating refers to using (or attempting to use) unauthorized assistance in any academic exercise. It includes the stealing or unauthorized acquisition of a test or test answers or impeding the fair process of an examination in any way. Examples of this violation include, but are not limited to:

- Copying from someone else's exam, paper or assignment.
- Looking at someone else's exam before or during an examination.
- Unauthorized use or possession of notes, supplemental notes, access passwords or any unauthorized materials during an examination, quiz or other assignment or evaluation.
- Possessing an electronic device that contains unauthorized information for a test or assignment (e.g., programming one's computer or calculator inappropriately).
- Using unauthorized materials (e.g., notes, textbooks, calculators, computers or other online sources) in the preparation of a test or assignment.
- Violating test and assignment procedures and restrictions established by the instructor. If a student is uncertain or unaware of the instructor's expectations/procedures, the student must consult with the instructor beforehand.
- Communicating or attempting to communicate answers, hints or suggestions during an examination.
- Collaborating (without instructor permission) in the preparation and presentation of reports, laboratory reports or take-home examinations or other course assignments such as copying or giving aid or otherwise failing to abide by the university's or instructor's rules governing the exercise or examination.
- Using another person's answers for an assignment.
- Soliciting, obtaining, possessing or providing to another person an examination or portions of an exam, prior or subsequent to the administration of the exam, without the authorization of the instructor. Unless the instructor has given permission, students may not provide test questions to other students in any form--oral, written or electronic.
- Stealing, or attempting to steal, an examination or answer key.
- Sharing answers for or collaborating on a take-home assignment or examination without explicit permission from the instructor.
- Signing an attendance sheet for another student or having another student sign an attendance sheet on your behalf when attendance is a part of the course grade.
- Recording any portion of a classroom lecture or other instructional activity, or any conversation related to academics or the academic integrity process, without the express consent of the instructor, adviser or administrator.
- The unauthorized sale, purchase, posting, dissemination or use of academic lectures, academic computer software, instructional materials, papers/essays or research for papers/essays.



**Course Schedule:** Please note that I might change the media suggested for the discussions.

Week	Class	Topics	Readings and Assignments
1	1- August 26 <sup>th</sup>	Introduction to Issues in Politics	1. Required: a. Syllabus
	2- August 28 <sup>th</sup>	Introduction to Issues in Politics	1. Required: a. Edkins and Zehfuss: Ch. 5
	3- August 30 <sup>th</sup>	Discussion: “we,” “others,” and difference	1. Required: a. Participation b. Edward Said: <a href="https://youtu.be/4QYrAqrpshw">https://youtu.be/4QYrAqrpshw</a> c. President Trump and immigration: <a href="https://youtu.be/ibBqHBVFQxY?t=111">https://youtu.be/ibBqHBVFQxY?t=111</a> d. President Obama and “universal” values: <a href="https://youtu.be/KQFyOzUs7uE?t=1m24s">https://youtu.be/KQFyOzUs7uE?t=1m24s</a>
2	1- September 2 <sup>nd</sup>		<b>a. No classes</b>
	2- September 4 <sup>th</sup>	Immigration and Borders	1. Required: a. Edkins and Zehfuss: Ch. 10 and Ch. 11
	3- September 6 <sup>th</sup>	Discussion: privileges and others	1. Required: a. Participation b. Obama, “The deporter in Chief.” <a href="https://youtu.be/8CMjw-ibKtQ">https://youtu.be/8CMjw-ibKtQ</a> c. Trump: Immigrants as “bringing drugs, crime” and being “rapists” or “terrorists from the Middle East.” <a href="https://youtu.be/Jaz1J0s-cL4">https://youtu.be/Jaz1J0s-cL4</a> d. Children and cages: <a href="https://www.youtube.com/watch?v=RJVqs_mhOA4">https://www.youtube.com/watch?v=RJVqs_mhOA4</a>



3	1- September 9 <sup>th</sup>	Nation-states and Nationalism	1. Required: a. Edkins and Zehfuss: Ch. 12
	2 - September 11 <sup>th</sup>	Nation-states and Nationalism	1. Required: a. Edkins and Zehfuss: Ch. 13
	3 – September 13 <sup>th</sup>	Discussion: Who are “we”?	1. Required: a. Participation b. Who’s “America”? <a href="https://www.youtube.com/watch?v=sRBsJNdK1t0">https://www.youtube.com/watch?v=sRBsJNdK1t0</a> c. Who’s “Brazil”? <a href="https://www.youtube.com/watch?v=H1DXtQua074">https://www.youtube.com/watch?v=H1DXtQua074</a> d. Who is not “Brazil”? <a href="https://qu.techsmithrelay.com/qbcD">https://qu.techsmithrelay.com/qbcD</a> <b>e. Turn in Commentary #1 (please submit it in our course website, under “assignments”)</b>
4	1- September 16 <sup>th</sup>	Democracy and Media	1. Required: a. Edkins and Zehfuss: Ch. 14
	2- September 18 <sup>th</sup>	Democracy and Media	1. Required: a. Edkins and Zehfuss: Ch. 8
	3 – September 20 <sup>th</sup>	Discussion: Is democracy under attack?	1. Required: a. Participation b. Media and influence: <a href="https://youtu.be/eJ3RzGoQC4s">https://youtu.be/eJ3RzGoQC4s</a> (at least until min. 16:35) c. Facebook and elections: <a href="https://www.npr.org/2018/04/11/601323233/6-facts-we-know-about-fake-news-in-the-2016-election">https://www.npr.org/2018/04/11/601323233/6-facts-we-know-about-fake-news-in-the-2016-election</a> d. Money and elections: <a href="https://www.youtube.com/watch?v=BsXjeWldToW">https://www.youtube.com/watch?v=BsXjeWldToW</a>



5	1- September 23 <sup>rd</sup>	Religion and Secularism	1. Required: a. Elizabeth S. Hurd: Ch. 1 <a href="https://ebookcentral.proquest.com/lib/quinnipiac/reader.action?docID=457831">https://ebookcentral.proquest.com/lib/quinnipiac/reader.action?docID=457831</a>
	2 - September 25 <sup>th</sup>	Religion and Secularism	1. Required: a. Edkins and Zehfuss: Ch. 6
	3- September 27 <sup>th</sup>	Discussion: “Rational” and “irrational”	1. Required: a. Participation b. Obama: <a href="http://www.cnn.com/videos/politics/2016/09/29/president-obama-town-hall-radical-islam-sot.cnn">http://www.cnn.com/videos/politics/2016/09/29/president-obama-town-hall-radical-islam-sot.cnn</a> c. Trump: <a href="https://youtu.be/ETLrJN2mCak">https://youtu.be/ETLrJN2mCak</a>  2. Optional: a. Islam: Empire of Faith (documentary) <a href="https://www.youtube.com/watch?v=PF6VPZsHDZQ">https://www.youtube.com/watch?v=PF6VPZsHDZQ</a>
6	1- September 30 <sup>th</sup>	Violence and War	1. Required: a. Edkins and Zehfuss: Ch. 23
	2- October 2 <sup>nd</sup>	Violence and War	1. Required: a. Edkins and Zehfuss: Ch. 22 2. Optional: a. Attend Albert Schweitzer’s event: October 3 <sup>rd</sup> , 5-6:15pm in the CCE Auditorium ( <b>extra credit</b> applicable)
	3- October 4 <sup>th</sup>	Discussion	1. Required: a. Participation b. Gun violence in the U.S. <a href="https://www.vox.com/policy-and-politics/2017/10/2/16399418/us-gun-violence-statistics-maps-charts">https://www.vox.com/policy-and-politics/2017/10/2/16399418/us-gun-violence-statistics-maps-charts</a> c. Bush, the “civilized world,” and “danger:” <a href="https://youtu.be/hJyhqlkaHBO">https://youtu.be/hJyhqlkaHBO</a> (until min. 4:47)  d. <b>Turn in Commentary #2 (please submit it in our course website, under “assignments”)</b>



7	1- October 7 <sup>th</sup>	Review	<ol style="list-style-type: none"> <li>1. Required:               <ol style="list-style-type: none"> <li>a. Everything from previous weeks</li> </ol> </li> </ol>
	2- October 9 <sup>th</sup>		<ol style="list-style-type: none"> <li>1. <b>No classes</b></li> </ol>
	3 - October 11 <sup>th</sup>	<b>Midterm</b>	<ol style="list-style-type: none"> <li>1. Required:               <ol style="list-style-type: none"> <li>a. Everything that we have discussed thus far</li> <li>b. Printed questionnaire and paper will be provided</li> </ol> </li> <li>2. Optional:               <ol style="list-style-type: none"> <li>a. Turn in <b>extra credit #1</b> (send link via email)</li> </ol> </li> </ol>
8	1- October 14 <sup>th</sup>	Economics and Finances	<ol style="list-style-type: none"> <li>1. Required:               <ol style="list-style-type: none"> <li>a. Edkins and Zehfuss: Ch. 17</li> </ol> </li> </ol>
	2- October 16 <sup>th</sup>	Economics and Finances	<ol style="list-style-type: none"> <li>1. Required:               <ol style="list-style-type: none"> <li>a. Edkins and Zehfuss: Ch. 19</li> </ol> </li> </ol>
	3- October 18 <sup>th</sup>	Discussion	<ol style="list-style-type: none"> <li>1. Required:               <ol style="list-style-type: none"> <li>a. Participation</li> <li>b. The story of Stuff:  <a href="https://www.youtube.com/watch?v=9GorqroigqM&amp;feature=youtu.be">https://www.youtube.com/watch?v=9GorqroigqM&amp;feature=youtu.be</a> </li> <li>c. American Inequality: John Oliver  <a href="https://youtu.be/LfgSEwjAeno">https://youtu.be/LfgSEwjAeno</a> </li> </ol> </li> <li>2. Optional:               <ol style="list-style-type: none"> <li>a. iPhone economics:  <a href="https://archive.nytimes.com/www.nytimes.com/interactive/2012/01/20/business/the-iphone-economy.html?_r=0">https://archive.nytimes.com/www.nytimes.com/interactive/2012/01/20/business/the-iphone-economy.html?_r=0</a> </li> </ol> </li> </ol>



9	1- October 21 <sup>st</sup>	Colonialism, neocolonialism, and underdevelopment	1. Required: a. Edkins and Zehfuss: Ch. 15
	2- October 23 <sup>rd</sup>	Colonialism, neocolonialism, and underdevelopment	1. Required: a. Edkins and Zehfuss: Ch. 16
	3- October 25 <sup>th</sup>	Discussion	1. Required: a. Participation b. The Middle East and colonialism: John Stewart <a href="https://youtu.be/HSIriHaSIWA">https://youtu.be/HSIriHaSIWA</a> c. Modern slavery: <a href="https://youtu.be/dqCSgCDGNT8">https://youtu.be/dqCSgCDGNT8</a> d. Cheap clothing and our role in colonialism: <a href="https://youtu.be/vP1cXvQKluA">https://youtu.be/vP1cXvQKluA</a>  <b>e. Turn in Commentary #3 (please submit it in our course website, under “assignments”)</b>
10	1- October 28 <sup>th</sup>	Nature or Biosphere	1. Required: a. Edkins and Zehfuss: Ch. 3
	2- October 30 <sup>th</sup>	Nature or Biosphere	1. Required: a. Edkins and Zehfuss: Ch. 4
	3- November 1 <sup>st</sup>	Discussion	1. Required:  a. Participation b. Denial of climate change in the U.S. Gov.: John Stewart. <a href="https://youtu.be/lPgZfhnCAAdI">https://youtu.be/lPgZfhnCAAdI</a> c. John Oliver, climate change, and our national security: <a href="https://youtu.be/cjuGCJJUGsg">https://youtu.be/cjuGCJJUGsg</a> d. Trump, climate change or competitiveness: <a href="https://youtu.be/CsUrbwLRjfl">https://youtu.be/CsUrbwLRjfl</a>



11	1- November 4 <sup>th</sup>	Transformations	1. Required: a. Edkins and Zehfuss: Ch. 26
	2- November 6 <sup>th</sup>	Transformations	1. Required: a. Indianismo reading (in our course material: <a href="https://quinnipiac.blackboard.com/bbcswebdav/pid-3056991-dt-content-rid-39846060_1/courses/PO10103_19FA/Indianismo%20.pdf">https://quinnipiac.blackboard.com/bbcswebdav/pid-3056991-dt-content-rid-39846060_1/courses/PO10103_19FA/Indianismo%20.pdf</a> )
	3- November 8 <sup>th</sup>	Discussion	1. Required: a. Participation b. Documentary about struggles in Bolivia and Argentina: <a href="https://youtu.be/BjC_7YV0ksU?t=1883">https://youtu.be/BjC_7YV0ksU?t=1883</a> c. Ashley Judd: “I am a nasty woman” <a href="https://www.youtube.com/watch?v=ffb_5X59_DA">https://www.youtube.com/watch?v=ffb_5X59_DA</a> d. Art and resistance: <a href="https://www.ted.com/talks/shirin_neshat_art_in_exile?language=en">https://www.ted.com/talks/shirin_neshat_art_in_exile?language=en</a>
12	1- November 11 <sup>th</sup>	How do we think about the world?	1. Required: a. Edkins and Zehfuss: Ch. 2
	2- November 13 <sup>th</sup>	How do we think about the world?	1. Required: a. Edkins and Zehfuss: Ch. 2
	3- November 15 <sup>th</sup>	Discussion	1. Required: a. Participation b. Edward Said: <a href="https://www.youtube.com/watch?v=4QYrAqrps_hw&amp;feature=youtu.be">https://www.youtube.com/watch?v=4QYrAqrps_hw&amp;feature=youtu.be</a> c. Self and others: <a href="https://www.youtube.com/watch?v=BT0kzF4A-WQ">https://www.youtube.com/watch?v=BT0kzF4A-WQ</a> d. Civilization versus evil: <a href="https://www.youtube.com/watch?v=VAALGqKPaT4&amp;feature=youtu.be">https://www.youtube.com/watch?v=VAALGqKPaT4&amp;feature=youtu.be</a> e. <b>Turn in paper outline/summary (please submit it in our course website, under “assignments”)</b>



13	1- November 18 <sup>th</sup>	Power and Domination	1. Required: a. Edkins and Zehfuss: Ch. 7
	2- November 20 <sup>th</sup>	Power and Domination	1. Required: a. Edkins and Zehfuss: Ch. 7
	3- November 22 <sup>nd</sup>	Discussion: What is power?	1. Required: a. Participation b. Military power: <a href="http://www.globalfirepower.com/country-military-strength-detail.asp?country_id=United-States-of-America">http://www.globalfirepower.com/country-military-strength-detail.asp?country_id=United-States-of-America</a> c. UNESCO report on cultural exports (read section called “highlights”) <a href="https://en.unesco.org/creativity/sites/creativity/files/pdfglobalisation_of_cultural_trade_a_shift_in_consumption.pdf">https://en.unesco.org/creativity/sites/creativity/files/pdfglobalisation_of_cultural_trade_a_shift_in_consumption.pdf</a> d. The Tank Man: <a href="https://www.youtube.com/watch?v=YeFzeNAHEhU&amp;feature=youtu.be">https://www.youtube.com/watch?v=YeFzeNAHEhU&amp;feature=youtu.be</a>  <b>e. Turn in Commentary #4 (please submit it in our course website, under “assignments”)</b>
14	1 - November 25 <sup>th</sup> - 30 <sup>th</sup>	<b>Fall Break</b>	1- No readings
15	1- December 2 <sup>nd</sup>	Do we know better than others?	1. Required: a. Edkins and Zehfuss: Ch. 21
	2- December 4 <sup>th</sup>	Do we know better than others?	1. Required: a. Edkins and Zehfuss: Ch. 21
	3- December 6 <sup>th</sup>	Discussion:	1. Required: a. Products and culture: <a href="https://www.youtube.com/watch?v=3agI9ZYBAS">https://www.youtube.com/watch?v=3agI9ZYBAS</a> b. Iraq: from bad to worse: <a href="http://www.aljazeera.com/indepth/opinion/2015/03/iraqi-women-150308055143624.html">http://www.aljazeera.com/indepth/opinion/2015/03/iraqi-women-150308055143624.html</a>



16	December 11 <sup>th</sup> at 10:30am  (this time can change, please check e-mails)	<b>Final Exam</b>	<ol style="list-style-type: none"><li>1. Everything since the midterm</li><li>2. Optional: Turn in <b>extra credit #2</b> (send link via email)</li></ol>
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