



<b>Instructor:</b> Marcos S. Scauso	
<b>Course:</b> Issues in Politics (PO 101-02)	<b>Term:</b> Spring 2023
<b>Time:</b> M/W/F between 2pm and 2:50pm	<b>Location:</b> CAS1-219
<b>Office Hours:</b> F. between 3pm – 4pm and by appointments.	<b>Office:</b> CAS3 – 310 (Please knock if the door is closed)
<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	<b>Zoom ID:</b> 285 487 7843

**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, nature/biosphere, and the current situation of Covid-19. The main goal of these lectures and discussions is to survey some of the primary issues, discussions, and concepts of contemporary 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 encourage 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.



## Course Modality

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For this course, students will have three **modalities**, but the course is **primarily in person**:

- 1- Our course will be primarily **on campus and in person**, which means that we will meet on M., W., and F. in the **CAS1-219** classroom at 2pm. This is our primary modality and it will be very important for you to attend these meetings, ask questions, and participate.
- 2- You will also be able to use Zoom to access **synchronous meetings only when needed and when discussed with me. The link to these meetings is in the schedule, but you have to send me an email and hear back from me before the class for the attendance to count.** If you do not feel good, please use this modality but make sure you email me and let me know. If you do not get in touch with me, the attendance **might not count.**
- 3- If you get sick, have an emergency, or have other kinds of issues, you will be able to access **recordings** of our classes to make up attendance and to stay up to date with our discussions. Of course, excused absences are exempted from attendance grading (see class policy below for definition of “excused absences”), but you can use the recordings to avoid missing discussions. You can also request recordings if you would like to review a discussion again. In order to access recordings, please e-mail me, tell the exact date of the class you need, and I will provide the links.

For more information on attendance policies, please scroll down to the section on assignments.

**As a Professor, I will try to keep these options available at all times, but if I get sick, we will switch to online for the time that is medically necessary for me to recover and to avoid contagion. If the University moves all courses to remote modalities due to public health concerns, we will use the synchronous Zoom modality and the recordings as well.**



## Course goals/student learning objectives

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- **Disciplinary Knowledge:** 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 more in general. Finally, students will have the opportunity to fulfill assignments and discussions that deploy the methods and lenses of the discipline.
- **Social and Emotional Intelligence:** Dealing with the characteristics and quality of relationships that students have with themselves and others. This course will encourage skills of reflection on one's own experiences of interaction. The course will also create spaces of interaction where students will learn to respond to feedback, adapt to different instructions, think about themselves, think about others, and ask for help when assistance is needed.
- **Effective Communication:** Verbal, written, and academic ability to communicate one's ideas in clear, organized, concise, reasoned, and persuasive arguments, supported by analysis of moral norms, empirical evidence, and theoretical concepts. The class will encourage these skills through participation in discussions, quizzes, and written assignments.
- **Recognition of Difference and Equity:** The course is structured around the idea of discussing diverse issues and perspectives of politics. Within this diversity, the course deploys a pedagogical possibility of confronting the privilege and biases of dominant perspectives that affect not only Political Science but also our daily lives. Additionally, I provide equal opportunities for all students to succeed both in my course and beyond. This entails the possibility of taking into account the disproportionate obstacles and barriers that some students might face.
- **Critical and Creative Thinking:** Throughout this course, students are encouraged to think beyond the limitations and boundaries of the common-sensical notions often promoted by the most dominant perceptions of Political Science.
- **Inquiry and Analysis:** The course promotes a methodologically rigorous possibility of researching questions of politics and providing evidence-based answers, which students then use to think creatively about alternatives and solutions. This pedagogical opportunity unfolds from each class discussion, but it is also included as the main goal of the final paper. Additionally, students will have to deploy concepts, examine information, analyze data, and study cases.
- **Ethical Reasoning:** 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. Based on this possibility, students will be asked to deploy lenses to reflect on their own daily lives and experiences, analyzing ethical dilemmas, values, options, and decisions that permeate our paths. Participation and the reflective essay are some of the activities that specifically aim towards this goal.



## 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: [Click here to find the text.](#)
- **The videos and articles** that will be assigned can be accessed through the links provided below or via our Library website.

## Communication with the Professor

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- **Student hours / Office hours:** This is **your time** to ask questions, talk politics with me, or discuss the meaning of life! Please feel welcomed in my office. My office is a **safe space**, where all students can come to talk about class-related issues, professional development, or more personal experiences.
  - **Student hours: Fridays between 3pm and 4pm in CAS3-310.** Please set up an appointment with me. Also, please knock on the door. I will be inside my office, but will keep my door closed.
  - **During office hours, I will have my Zoom available if you notify me ahead.** You can contact me via e-mail and set up appointments.
  - Students can set up **appointments** at other times as well. Please e-mail me and we will find a time that works for you.
  - I will also answer my **office phone** (203-582-7519) during M/W/F between 3pm and 4pm. Please feel free to leave me a voicemail anytime.
  - Consistently with the goals and pedagogical aims of this course, my office is a space where we can continue discussions about biases, politics, injustices, and oppressions that might affect our own experiences. Of course, we can think about alternatives as well. However, since I am not a trained counselor, I have important limitations. Despite these limitations, I can always share resources that the university offers and accompany you to the offices of professionals that can help when I cannot. Also remember that all professors and staff members of Quinnipiac



University are mandated reporters under Title IX. More detailed information can also be found in the “Policy” section below.

- **Emails:** During the week, I will answer e-mails within 24 hours. I usually dedicate time to e-mails early in the mornings, but please remember that e-mails are not text messages and I might be teaching or away from my computer. 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. During the weekend, I might take longer to answer or I might wait until Monday.
- **Anonymous and open survey:** I created a survey that is completely anonymous and continuously open (<https://www.surveymonkey.com/r/WQN356W>) for students to be able to provide feedback to me throughout the entire semester. This is one of the tools that students can use to democratize the class and to make changes before it is too late. Students can write positive or negative feedback anytime and repeatedly. The survey can be used by the same person many times.
- 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 before the first week of classes, send me an e-mail with the phrase “I read the entire syllabus. I promise” as the subject, and you will get 0.5 extra credit points.





## Work and assignments:

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- **Attendance** is worth 7% of the grade. **Classes might take three different modalities:**
  - **On campus:** We will be meeting on campus and in person. This means that you will be able to go to our class on campus every Monday, Wednesday, and Friday at 2pm. This **is the main modality** of the course and the one you should prioritize unless you become sick, have emergencies, or have communicated with me. I will take attendance in class.
  - **Online and synchronous:** If you are not feeling well, have become sick, or have other issues that have been discussed with me, you can access our class online via the Zoom link provided below. In order to access this modality and receive attendance points, you will **need to e-mail me**. If all classes go remote due to state or university-wide policies, we will meet via Zoom during our assigned schedule. Please let me know that you are online when I take attendance.
    - For **Zoom meetings:** we will meet during our usual times (Mondays, Wednesdays, and Fridays between 2pm and 2:50pm). Our class meeting ID is: 986 5014 8926 (Password: IR2023) or the direct link is: <https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09>
  - **Recorded and asynchronous:** If you have to miss a synchronous class due to emergencies, illness, or other issues, you will be able to access recorded classes. You can also request recorded classes to review particular lectures. This is not the main modality of the course and I expect you to use asynchronous recordings only when needed and when you notify me. To access these recordings, you can e-mail me. Please let me know the date of the class recording that you will need and I will share the link with you.
- **If you miss attendance** and would like to make up some of these points with the recordings, contact me. In two unexcused cases, you will be able to access the recordings and make up attendance by sending me a two-page long summary of the lecture or discussion. If the absence is excused, you will not need to make up attendance, but you can still watch the recordings to access the lecture and stay up to date.
- **Participation** is 20% of your grade.
  - In this class, participation is a key factor for your success. I expect you to ask appropriate questions that will help you to understand the approaches and, more importantly, apply them to your own research or daily life.
  - In order **to gain participation points**, you will have two different kinds of opportunities:



1. If you actively participate multiple times throughout the week with appropriate questions, comments, critiques, suggestions, and so on, I might give you a **sticky note**, which is the equivalent of 2 points of participation. You can then write your name on the sticky note and turn it back to me at the end of the class. I will use it as a reminder to add the point to your grade. Please notice that you can earn sticky notes only with **active and appropriate participation each week**. Also, you can only get 2 points of participation per week.
2. Each week, you can take **notes** in class and you should add a **small summary** of the readings. If you do not receive sticky notes in a particular week, you can turn these notes in to me. As long as these notes do not entail any kind of plagiarism and insofar as they evidence your own participation for the entire week, you can receive 2 points.
  - **To turn in notes**, you can simply write or copy and paste your notes into the assignment for weekly participation. Go to the assignments in Blackboard, find the “participation” assignment for whatever week you need, and click on “**Write Submission**”. You can then paste your notes and submit them. If you write in Microsoft Word, PDF files, or take hand-written notes that you can photograph, you can just **add a file attachment** instead. You can click on “Browse my computer” and then upload whatever file you use to show me your notes. If you take hand-written notes and would like to take pictures of them, please make sure you paste them into a **single document** and then upload that file.
  - These notes should be submitted **before each Sunday at 11:59pm**.
  - Each set of notes submitted should **demonstrate engagement** in the class and with the readings for each week; they should reflect sufficient quality in their content. They should show that you have followed the discussion, connected the examples and illustrations to the concepts, and engaged with the material, processing information and **not simply copying and pasting from slides or from readings** (If you use my slides to take notes, make sure to paste them in a different color than your own notes and signal that they are not your own notes). I will not be grading grammar or spelling, but your notes will be **assessed for content quality** because they have to demonstrate engagement and participation.
- If your notes attain this level of quality and they include discussions of all three days of the week, you will receive **2 point for each weekly submission** and you will need to turn in only 10 sets of notes (reaching 20 points max.). If your notes do not receive 2 points, you can turn in more of them to reach the 20 points. If you receive 10 sticky notes, you will also get the maximum participation score of 20 points. You cannot exceed 2 points per week or 20 points of participation in total.





- If these forms of **participation are not adequate for you**, please contact me via e-mail and I will try to accommodate your circumstances while also meeting the learning goals of the class.
- **The 6 Quizzes** throughout the semester will be worth 5 points each, resulting in 30% of your total grade. These quizzes will take place around every two weeks, but please see the schedule below for the specific dates.
  - To take the quizzes, please go to our **Blackboard** and click on “Assignments.” Once you start the quiz, you will need to finish it and you will only have one chance.
  - The quizzes will be taken **synchronously** at the end of class on particular **Fridays** for 15 minutes. Whether you are on campus or online, you will access blackboard once we decide to start it and you will complete the quiz at the same time as everyone else. If you take the quiz online without notifying me, the grade will not count. If you must miss one of the Fridays, please send me an e-mail at least one week prior to the quiz and we will work together to find an alternative.
  - Please remember to **bring your computer** to campus. If you cannot bring your computer to campus, please let me know and I will provide another way for you to take the quiz.
- The **final paper is worth 33% of your grade**. You will need to submit the paper to blackboard. Go to “Assignments,” click on “Final Paper” and submit a PDF, DOC or DOCX file.
  - You will need to write a final paper (maximum of 5 pages + bibliography). This assignment is designed to deploy a particular set of concepts from our discussions to examine a case or phenomenon. For example, you could investigate the issue of “nationalism” in Mexico today. Then, each student will analyze the alternative solutions to the problems selected. The final paper is due during Final’s Week during the scheduled time of our final. I will be present via Zoom at the time of the submission and in case you have questions.
- The **reflective essay is worth 10% of the grade**. At the end of the semester on May 7<sup>th</sup> at 11:59pm, you will be asked to turn in a reflective essay of 300-600 words. This essay needs to be submitted in Blackboard.
- **Extra credit opportunity:** Students can submit into the Blackboard “assignment” folder a maximum of three commentaries (worth 1% of the grade each) for extra credit. These commentaries have to be two-pages long and they ought to deploy a set of concepts to analyze an aspect of a selected phenomenon. I might offer other opportunities for extra credit related to lectures, public talks, or volunteer work. Each student can only acquire a maximum of 3 extra credit points from commentaries and/or other opportunities.



**Grading:**

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Evaluation Method

Assignment	Points for each Assignment	Total
Attendance	0.5 per week	7
Participation	2	20
Quizzes (6)	5	30
Final paper		33
Reflective Essay		10
Extra Credit	1	3 max.
Total		100

**Grades in blackboard:** please notice that the maximum grade is 100 points even if the Blackboard total exceeds this amount and tells you that you have, for example, 90 points out of 130. If your Blackboard total exceeds 100, it is because the extra credits are in addition to the 100%. Some students have used this opportunity to have grades that exceed 100% even if their final grade is an A because I can use this for letters of recommendation. On the other side, if you do not fulfill any extra credit assignments, those points will appear to be 0's, but this assignment does not affect your total grade negatively.

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 without modified grades only if there is a **documented and legitimate 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.), 6) exposure to COVID-19. Other personal struggles that are not included in these definitions might be considered as well. 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.

**Documentation** must be provided for an excused absence in most cases.

In the event of an **unexcused** missed deadline, students will be able to make up assignments and they will receive a maximum of 70% of the original grade. Despite this policy, the final paper can only be submitted on the assigned date or rescheduled in advance when the absence is excused.

**Despite the opportunity to turn in late assignments, everything needs to be submitted by Friday of week 15 at the latest. The reflective essay is due on Sunday of Week 15 and then we have the paper during final’s week, but nothing else will be accepted past week 15.**



## **Class policy**

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## **ADA Policy**

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QU 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 Policy**

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QU is dedicated to fostering a healthy and safe environment that is free from all forms of sex discrimination and sexual misconduct. The University complies with Title IX of the Education Amendments of 1972. Title IX prohibits discrimination on the basis of sex in educational programs or activities that receive federal financial assistance. If you believe that you have been subjected to discrimination on the basis of sex or gender, you are encouraged to file a complaint with the University's Title IX Coordinator, Dennis Kwarteng. The Title IX Coordinator can be contacted by phone at (203) 582-7327, or by email at [Dennis.Kwarteng@quinnipiac.edu](mailto:Dennis.Kwarteng@quinnipiac.edu).

Faculty members and other University staff are designated as “Responsible Employees.” This means that I am required to report any allegations of sexual misconduct that are directly reported to me, or of which I am made aware, to the University's Title IX coordinator or deputy coordinator.

On-campus resources are available that can provide confidentiality, sharing options and advice without any obligation to inform other University staff members unless requested. Such on campus confidential resources include Counseling Services, Student Health Services and/or Campus Ministry. Additionally, community members can seek out assistance from an off-campus crisis center, which can maintain confidentiality.



## **CARE Policy**

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Quinnipiac is dedicated to supporting our students through high-touch practices from CARE (Community, Assessment, Response and Evaluation). The CARE team employs a caring, preventive, early intervention approach with students who exhibit concerning or disruptive behaviors. The CARE team works to promote student well-being and success in the context of community safety. CARE referrals are submitted by faculty, staff, students, and community members. Referrals range from topics including: helping a student during difficult times such as the passing of a loved one; when a student needs support for their physical, emotional, mental, spiritual, financial health; and/or when experiencing social challenges with roommates, friends, and/or peers.

More information about the CARE team, behaviors of concern, how to make a referral, and answers to frequently asked questions can be found on the CARE page on MyQ. If you are concerned about a peer, student, or yourself, please submit a referral CARE and Conduct Incident Reporting Form.

## **Learning Commons**

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On the Mount Carmel Campus, the Learning Commons is located in the North wing of the Arnold Bernhard Library and on the North Haven Campus on the third floor of the Law School (SLE-340). Students are encouraged to visit The Learning Commons for support with class content, to improve study skills, to consult on academic success strategies, and for general developmental advising needs. To contact the LC, please email [LearningCommons@quinnipiac.edu](mailto:LearningCommons@quinnipiac.edu)

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

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### **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>)

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## 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 notice that this schedule might be subject to changes. All modifications will be notified via e-mail.

Week	Class	Topics	Readings and Assignments
1	January 23 <sup>rd</sup>	Introductions and Syllabus	1. Required: <ol style="list-style-type: none"> <li>Syllabus (in Blackboard)</li> <li>Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> </ol>
	January 25 <sup>th</sup>	Introduction to Issues in Politics: “Self” and “Other”	1. Required: <ol style="list-style-type: none"> <li>Edkins and Zehfuss: Ch. 5</li> <li>Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> </ol>
	January 27 <sup>th</sup>	Discussion: “Self”, “Other”, and difference	1. Required: <ol style="list-style-type: none"> <li>Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> <li>Edward Said: <a href="https://youtu.be/4QYrAqrpslw">https://youtu.be/4QYrAqrpslw</a></li> <li>President Trump and immigration: <a href="https://youtu.be/ibBqHBVFQxY?t=111">https://youtu.be/ibBqHBVFQxY?t=111</a></li> <li>President Obama and “universal” values: <a href="https://youtu.be/KQFyOzUs7uE?t=1m24s">https://youtu.be/KQFyOzUs7uE?t=1m24s</a></li> </ol> 2. Recommended: <ol style="list-style-type: none"> <li>Supporting lecture on identity: <a href="#">Click here</a></li> </ol>



2	January 30 <sup>th</sup>	Immigration and Borders	<p>1. Required:</p> <p>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a>                      (password: IR2023)</p> <p>b. Edkins and Zehfuss: Ch. 10</p>
	February 1 <sup>st</sup>	Immigration and Borders	<p>1. Required:</p> <p>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a>                      (password: IR2023)</p> <p>b. Edkins and Zehfuss: Ch. 11</p>
	February 3 <sup>rd</sup>	Discussion: Privileges and “Others”	<p>1. Required:</p> <p>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a>                      (password: IR2023)</p> <p>b. Obama, “The deporter in Chief.”  <a href="https://youtu.be/8CMjw-ibKtQ">https://youtu.be/8CMjw-ibKtQ</a></p> <p>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></p> <p>d. Children and cages:  <a href="https://www.youtube.com/watch?v=RJVqs_mhOA4">https://www.youtube.com/watch?v=RJVqs_mhOA4</a></p> <p>e. Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</p> <p>2. Recommended:</p> <p>a. The words of migrant children detained and separated from their parents (trigger warning): <a href="#">Click here.</a></p> <p>b. Supporting lecture on immigration: <a href="#">Click here</a></p>



3	February 6 <sup>th</sup>	Nation-states and Nationalism	<p>1. Required:</p> <p>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a>                      (password: IR2023)</p> <p>b. Edkins and Zehfuss: Ch. 12</p>
	February 8 <sup>th</sup>	Nation-states and Nationalism	<p>1. Required:</p> <p>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a>                      (password: IR2023)</p> <p>b. Edkins and Zehfuss: Ch. 13</p>
	February 10 <sup>th</sup>	Discussion: Who are we?	<p>1. Required:</p> <p>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a>                      (password: IR2023)</p> <p>b. Who's "America"?  <a href="https://www.youtube.com/watch?v=sRBsJNdK1t0">https://www.youtube.com/watch?v=sRBsJNdK1t0</a></p> <p>c. Who's "Brazil"?  <a href="https://www.youtube.com/watch?v=H1DXtQua074">https://www.youtube.com/watch?v=H1DXtQua074</a></p> <p>d. <b>Quiz #1 is due at the end of class (includes everything on Self and Other, immigration, and nationalism).</b></p> <p>e. Remember to <b>turn in</b> your notes for <b>participation</b> in our "Assignments" for the week by Sunday at 11:59pm.</p> <p>2. Recommended:</p> <p>a. A New Front for Nationalism (New York Times).  <a href="#">(Click Here)</a></p>





4	February 13 <sup>th</sup>	Democracy and Media	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Edkins and Zehfuss: Ch. 14</li> </ul>
	February 15 <sup>th</sup>	Democracy and Media	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Edkins and Zehfuss: Ch. 8</li> </ul>
	February 17 <sup>th</sup>	Discussion: Is democracy under attack?	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> <li>c. Media and influence: <a href="https://youtu.be/eJ3RzGoQC4s">https://youtu.be/eJ3RzGoQC4s</a> (at least until min. 16:35)</li> <li>d. 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></li> <li>e. Money and elections: <a href="https://www.youtube.com/watch?v=BsXjeWldTow">https://www.youtube.com/watch?v=BsXjeWldTow</a></li> </ul> <p>2. Optional:</p> <ul style="list-style-type: none"> <li>a. Turn in <b>extra credit #1</b> by Sunday at 11:59 (please submit in our course website under “assignments”)</li> </ul> <p>3. Recommended:</p> <ul style="list-style-type: none"> <li>a. Supporting lecture on democracy and media: <a href="#">Click here</a></li> </ul>



5	February 20 <sup>th</sup>	Religion and Secularism	<p>1. Required:</p> <p>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBF314QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBF314QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</p> <p>b. 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>)</p>
	February 22 <sup>nd</sup>	Religion and Secularism	<p>1. Required:</p> <p>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS314QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS314QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</p> <p>b. Edkins and Zehfuss: Ch. 6</p>
	February 24 <sup>th</sup>	Discussion: “Rational” and “irrational”	<p>1. Required:</p> <p>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS314QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS314QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</p> <p>b. Obama: <a href="#">(Click here)</a></p> <p>c. Trump: <a href="#">(Click here)</a></p> <p><b>d. Quiz #2 is due at the end of class (Includes everything on democracy and religion).</b></p> <p>e. Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</p> <p>2. Recommended:</p> <p>a. Islam: Empire of Faith (documentary)  <a href="https://www.youtube.com/watch?v=PF6VPZsHDZQ">https://www.youtube.com/watch?v=PF6VPZsHDZQ</a></p> <p>b. Supporting lecture on religion: <a href="#">Click here</a></p>



6	February 27 <sup>th</sup>	Violence and War	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Edkins and Zehfuss: Ch. 23 (read first)</li> </ul>
	March 1 <sup>st</sup>	Violence and War	<p>2. Required:</p> <ul style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Edkins and Zehfuss: Ch. 22</li> </ul>
	March 3 <sup>rd</sup>	Discussion: “We,” war, and gun violence	<p>3. Required:</p> <ul style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>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></li> <li>c. Bush, the “civilized world,” and “danger:” <a href="https://youtu.be/hJyhqlkaHB0">https://youtu.be/hJyhqlkaHB0</a> (until min. 4:47)</li> <li>d. Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> </ul> <p>4. Recommended:</p> <ul style="list-style-type: none"> <li>a. Supporting lecture on violence: <a href="#">Click here</a></li> </ul>



7	March 6 <sup>th</sup>	Economics and finances	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Edkins and Zehfuss: Ch. 17</li> </ol> </li> <li>2. Recommended:             <ol style="list-style-type: none"> <li>a. Supporting lecture on economics: <a href="#">Click here</a></li> </ol> </li> </ol>
	March 8 <sup>th</sup>	Economics and finances	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Edkins and Zehfuss: Ch. 19</li> </ol> </li> <li>2. Recommended:             <ol style="list-style-type: none"> <li>a. Supporting lecture on inequality: <a href="#">Click here</a></li> </ol> </li> </ol>
	March 10 <sup>th</sup>	Discussion: inequality	<ol style="list-style-type: none"> <li>1) Required:             <ol style="list-style-type: none"> <li>a) Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b) <b>Quiz #3 is due at the end of class (Includes everything on violence and economics).</b></li> <li>c) Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> <li>d) 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>e) 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="#">(Click here)</a></li> <li>b) Turn in <b>extra credit #2</b> by Sunday at 11:59pm (please submit in our course website under “assignments”)</li> </ol> </li> </ol>



8	March 13 <sup>th</sup> – March 19 <sup>th</sup>	Spring Break	<ol style="list-style-type: none"> <li>No readings</li> <li>Prof. Scauso will be at the International Studies Association Conference and will not be answering emails.</li> </ol>
9	March 20 <sup>th</sup>	Colonialism, neocolonialism, and underdevelopment	<ol style="list-style-type: none"> <li>Required:             <ol style="list-style-type: none"> <li>Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgz09</a> (password: IR2023)</li> <li>Edkins and Zehfuss: Ch. 15</li> </ol> </li> </ol>
	March 22 <sup>nd</sup>	Colonialism, neocolonialism, and underdevelopment	<ol style="list-style-type: none"> <li>Required:             <ol style="list-style-type: none"> <li>Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgz09</a> (password: IR2023)</li> <li>Edkins and Zehfuss: Ch. 16</li> </ol> </li> </ol>
	March 24 <sup>th</sup>	Discussion: Our own colonialism?	<ol style="list-style-type: none"> <li>Required:             <ol style="list-style-type: none"> <li>Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgz09</a> (password: IR2023)</li> <li>The Middle East and colonialism: John Stewart <a href="https://youtu.be/HSIriHaSIWA">https://youtu.be/HSIriHaSIWA</a></li> <li>Modern slavery: <a href="https://youtu.be/dqCSgCDGNT8">https://youtu.be/dqCSgCDGNT8</a></li> <li>Cheap clothing and our role in colonialism: <a href="https://youtu.be/vP1cXvQKluA">https://youtu.be/vP1cXvQKluA</a></li> <li>Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> </ol> </li> <li>Recommended:             <ol style="list-style-type: none"> <li>Supporting lecture on colonialism: <a href="#">Click here</a></li> </ol> </li> </ol>



10	March 27 <sup>th</sup>	Nature or biosphere?	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Edkins and Zehfuss: Ch. 3</li> </ul>
	March 29 <sup>th</sup>	Nature or biosphere?	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Edkins and Zehfuss: Ch. 4</li> </ul> <p>2. Recommended:</p> <ul style="list-style-type: none"> <li>a. Bill Nye on climate change: <a href="#">Click here</a></li> <li>b. Severn Suzuki's speech: <a href="#">Click here</a></li> <li>c. Waskar Ari. "Earth Politics." (2014).</li> </ul>
	March 31 <sup>th</sup>	Discussion: progress or ecocide?	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Denial of climate change in the U.S. Gov.: John Stewart. <a href="https://youtu.be/IPgZfhnCAAdI">https://youtu.be/IPgZfhnCAAdI</a></li> <li>c. John Oliver, climate change, and our national security: <a href="https://youtu.be/cjuGCJJUGsg">https://youtu.be/cjuGCJJUGsg</a></li> <li>d. Trump, climate change or competitiveness: <a href="https://youtu.be/CsUrbwIRjfl">https://youtu.be/CsUrbwIRjfl</a></li> <li>e. <b>Quiz #4 is due at the end of class (Includes everything on colonialism and nature).</b></li> <li>f. Remember to <b>turn in</b> your notes for <b>participation</b> in our "Assignments" for the week by Sunday at 11:59pm.</li> </ul> <p>2. Recommended:</p> <ul style="list-style-type: none"> <li>a. Supporting lecture on nature and the biosphere: <a href="#">Click here</a></li> </ul>





11	April 3 <sup>rd</sup>	Transformations	<p>1. Required:</p> <p>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09</a>            (password: IR2023)</p> <p>b. Edkins and Zehfuss: Ch. 26</p>
	April 5 <sup>th</sup>	Transformations	<p>a. Required:</p> <p>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09</a>            (password: IR2023)</p> <p>b. Edkins and Zehfuss: Ch. 26</p> <p>c. Documentary about struggles in Bolivia and Argentina: <a href="https://youtu.be/BjC_7YV0ksU?t=1883">https://youtu.be/BjC_7YV0ksU?t=1883</a></p> <p>d. Ashley Judd: “I am a nasty woman”  <a href="https://youtu.be/JymtW_WsOME">https://youtu.be/JymtW_WsOME</a></p> <p>e. 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></p> <p>f. Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</p> <p>b. Recommended:</p> <p>a. Supporting lecture on transformations: <a href="#">Click here</a></p>
	April 7 <sup>th</sup>	Good Friday	<p>a. No classes</p>



12	April 10th	How do we think our worlds?	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Edkins and Zehfuss: Ch. 2</li> </ol> </li> </ol>
	April 12th	How do we think our worlds?	<ol style="list-style-type: none"> <li>2. Required:             <ol style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Edkins and Zehfuss: Ch. 2</li> </ol> </li> </ol>
	April 14 <sup>th</sup>	Discussion: constructing identities	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Edward Said: <a href="https://www.youtube.com/watch?v=4QYrAqrshw&amp;feature=youtu.be">https://www.youtube.com/watch?v=4QYrAqrshw&amp;feature=youtu.be</a></li> <li>c. Self and others: <a href="https://www.youtube.com/watch?v=BT0kzF4A-WQ">https://www.youtube.com/watch?v=BT0kzF4A-WQ</a></li> <li>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></li> <li>e. <b>Quiz #5 is due at the end of class (Includes everything on transformations and how we think about our worlds).</b></li> <li>f. Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> </ol> </li> <li>2. Recommended:             <ol style="list-style-type: none"> <li>a. Supporting lecture on how we think: <a href="#">Click here</a></li> </ol> </li> </ol>



13	April 17 <sup>th</sup>	Power and dominations	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Edkins and Zehfuss: Ch. 7</li> </ol> </li> </ol>
	April 19 <sup>th</sup>	Power and domination	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Edkins and Zehfuss: Ch. 7</li> </ol> </li> </ol>
	April 21 <sup>st</sup>	Discussion: what is power?	<ol style="list-style-type: none"> <li>1. Required:             <ol style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Military power: <a href="#">(Click here)</a></li> <li>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></li> <li>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></li> <li>e. Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> </ol> </li> <li>2. Recommended:             <ol style="list-style-type: none"> <li>a. Supporting lecture on power and domination: <a href="#">Click here</a></li> </ol> </li> </ol>



14	April 24 <sup>th</sup>	Do we know better than “others”?	<p>1. Required:</p> <p>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a>            (password: IR2023)</p> <p>b. Edkins and Zehfuss: Ch. 21</p>
	April 26 <sup>th</sup>	Do we know better than “others”?	<p>1. Required:</p> <p>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a>            (password: IR2023)</p> <p>b. Edkins and Zehfuss: Ch. 21</p>
	April 28 <sup>th</sup>	Discussion: what do we know?	<p>1. Required:</p> <p>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link:  <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3l4QVR3WGN6WXgzcXM4Zz09</a>            (password: IR2023)</p> <p>b. Products and culture:  <a href="https://www.youtube.com/watch?v=3agI9ZYBAos">https://www.youtube.com/watch?v=3agI9ZYBAos</a></p> <p>c. 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></p> <p>d. <b>Quiz #6 is due at the end of class (Includes everything on power and whether we know better than “others”).</b></p> <p>e. Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</p>



15	May 1 <sup>st</sup>	Current issues: Covid-19 and the world	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Current politics and the disregard of science: (<a href="#">Click here</a>)</li> </ul>
	May 3 <sup>rd</sup>	Current issues: Covid-19 and the world	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. Scauso et al. "Covid-19, Democracies and (De)Colonialities." (<a href="#">Click Here</a>)</li> </ul>
	May 5 <sup>th</sup>	Paper discussion and Q&A.	<p>1. Required:</p> <ul style="list-style-type: none"> <li>a. Online meeting in Zoom: meeting ID 986 5014 8926 or direct link: <a href="https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09">https://quinnipiac.zoom.us/j/98650148926?pwd=YXMvQnBFS3I4QVR3WGN6WXgzcXM4Zz09</a> (password: IR2023)</li> <li>b. <b>Submit your Reflective Essay in Blackboard under "assignments" by Sunday at 11:59pm.</b></li> <li>c. Remember to <b>turn in</b> your notes for <b>participation</b> in our "Assignments" for the week by Sunday at 11:59pm.</li> </ul> <p>2. Optional:</p> <ul style="list-style-type: none"> <li>a. Turn in <b>extra credit commentary #3</b>. Please submit it in Blackboard under "assignments." This assignment is due on Sunday at 11:59pm.</li> </ul>



16	TBA	<b>Final Paper</b>	<p>1. Required:</p> <ul style="list-style-type: none"><li>a. <b>Turn in the Final Paper</b> during the date of our final and before its ending time. Please go to “Assignments” and find the “Final Paper” submission. Then, attach your DOC, DOCX, or PDF.</li><li>b. If you have any questions or issues with the submission, I will be available in the following meeting in Zoom: ID: 922 3397 2414 <a href="https://quinnipiac.zoom.us/j/92233972414?pwd=ckZQSjhJcXUyUmpTMUtzMzZ0SU1UZz09">https://quinnipiac.zoom.us/j/92233972414?pwd=ckZQSjhJcXUyUmpTMUtzMzZ0SU1UZz09</a> (Password: IR2023)</li></ul>
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