

Social Movements

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University of Pittsburgh – Bradford
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PS 1365 Social Movements

Class Times: Mondays and Wednesdays, 11 am-12:15 pm
Class Location: Swarts Hall 111
Office Hours: Mondays and Wednesdays, 1-4 pm
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Course Website: <https://courseweb.pitt.edu/webapps/login/>

Course Description:

Welcome to Social Movements! In this course, we will be looking at social movements and international political activism concerning a wide range of issue areas. The topics we will look at include (and are not limited to) human rights, civil rights, labor rights, children's rights, women's rights, LGBT rights, indigenous rights, immigrant and refugee rights, HIV/AIDS, the environment, climate change, peace, and global justice. Examples will be drawn from both domestic and international contexts. We will discuss the nuts and bolts of activism and explore the career opportunities in this field across many issue areas.

All students in the course will develop a 10 hour service-learning project concerning an issue campaign such as Women's History month, Earth Day, or Take Back the Night. Students will either work together with student organizations or community organizations planning an event to raise awareness about these issues, or will form their own coalition with organizations and plan an event. Students are expected to devote at least 4 hours of their time to planning and coalition-building, and the remainder of the time will likely be devoted to both organizing and participating in the actual event. Students will discuss this hands-on experience in class as well as short written assignments, as they reflect on the challenges they encounter.

This class serves as a space for students nearing graduation to reflect upon their coursework and experiences (general education program courses, major and elective coursework, community service - service learning experiences, extracurricular involvements, and internships) during their academic, professional, and social development. Assignments and discussions in the course will serve as an opportunity to consider the "value-added" of these experiences and to explore the topic of political activism within the context of this framework.

Each student will develop an independent inquiry project guided by the instructor which focuses on activism concerning a particular issue area that the student is interested in. This project will expand on students' understanding of their studies and experiences at Pitt-Bradford and allow them to explore an issue area in which they are interested in working or volunteering. As part of the project, students will demonstrate their ability to find and review pertinent academic literature on the issue area and issue-related activism. Students will be asked to interview a professional in the field and to synthesize plans for their next steps after evaluating the changing world they will be heading after commencement.

The assigned materials should be read before class on the date they are listed. You should make it a habit to review the relevant news coverage of political activism. Come prepared to discuss the issues raised in the readings and to relate them to the topics covered during the class session. There are many political vantage points represented amongst your peers. I expect you to consider both sides, to be respectful of others' opinions, trying to step into their shoes and understand their perspective, and to take turns as devil's advocate, arguing an unpopular position.

Course Objectives:

1. Students will learn about the theories and underlying assumptions driving research about social movements and political activism from many different disciplines. Students will read, synthesize, and analyze research in their papers.
2. Broad Learning Goals:
 - a. Demonstrate the ability to engage in independent inquiry
 - b. Apply current and critical thinking in a focused area of study
 - c. Reflect on the context of their Independent Inquiry
 - d. Reflect on this work as an outcome of their education and past coursework
 - e. Effectively communicate ideas orally, visually, and in writing
 - f. Discern the ethical dimensions of political activism
 - g. Effectively seek and employ information to achieve academic goals

Required Textbooks:

1. Goodwin, Jeff, and James M. Jasper, eds. 2009. "The Social Movements Reader: Cases and Concepts, 2nd ed." Wiley-Blackwell. ISBN-13: 9781405187640.

Common Readings for the Course and Individualized Bibliography for Independent Inquiry:

Links to the articles assigned for the course are posted on Courseweb. Each student will also be responsible for putting together a bibliography of readings concerning activism on a particular issue area that they will specialize on, in their Independent Inquiry. These latter readings should include a balance of research articles, book chapters, and possibly relevant news coverage. At least 20 academic articles and book chapters must be reviewed in the Independent Inquiry.

Grading Distribution:* (out of 100 possible points for the course)

- Independent Inquiry (5,000 words, 30 points)
- Critical Thinking Essay (1,000 words, 10 points)
- 8 Short Essays (250 words each, 2 points each, 16 points overall)
- Service-Learning Project and Assessment (10 points)
- Resume and Professional Development Plan (500 words, 4 points)
- Culminating Portfolio (10 points)
- Class Participation (20 points)

* All assignments will be assessed for documentation, bibliographic references, and organization as they reflect on the achievement of academic goals. Students will be expected to cite sources referred to in their postings via parenthetical citations as well as a list of references at the end of the paper, using the Chicago Manual of Style:

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

For example, I might discuss international regimes (Abbott 1999). Any material I cited in my reaction paper, would also need to be included in the References list (see below).

References

Abbott, Kenneth W. 1999. "International Relations Theory, International Law, and the Regime Governing Atrocities in Internal Conflicts." *The American Journal of International Law* 93(2): 361-79.

Course Assignments

In course assignments, students will contemplate about political activism concerning many issue areas, consider how their insights reflect their liberal arts education and experiences, and explore future professional opportunities and pathways to pursue. The key assignments are the Independent Inquiry, Critical Thinking Essay, 8 Short Essays, Service-Learning Project and Assessment, Resume and Professional Development Plan, and the Culminating Portfolio. Each of these assignments will be discussed further below. Students will be given feedback on the assignments, which they will be expected to incorporate when making revisions and preparing the Culminating Portfolio which encompasses much of the earlier work in the course. The assignments are intended to provide an academic foundation for further educational planning and professional development.

Independent Inquiry (5,000 words, 30 points)

Students will select an issue area that they are interested in, and develop an independent inquiry project focused on activism concerning that issue area (as well as on the issue area, in and of itself). In other words, a student interested in activism concerning abortion, should also discuss a brief history tracing the evolution of laws and policy-making concerning that issue. Students are responsible for assembling the relevant academic literature (at least 20 journal articles and book chapters), as well as other useful sources to review, in the *Literature Review*.

Having reviewed the issue area and activism concerning that topic, students will also put together a proposal to interview a professional specialized in that issue area. This person may be employed with a non-profit or volunteer with a social movement organization, for example. Interviews may be conducted via telephone, skype, or in person. In the section of the paper called *Interview Methodology*, students are responsible for preparing a list of feasible organizations/individuals for the interview, as well as developing a list of questions to ask the individual based on the literature review. Students need to justify these choices, explaining why they chose a particular organization/person or certain questions.

A complete draft of the *Literature Review* and *Interview Methodology* will be turned in to the instructor for feedback by the end of February. *Students who do not turn in the draft or students who turn in an incomplete draft will receive up to a 25% deduction (7.5 points) of their final grade for the Independent Inquiry, depending on the stage of completion of their work.*

Students will need to schedule and conduct interviews by the middle of March. Additionally, students will also make revisions to the Literature Review based on the instructor's

feedback. Once the students are aware of who they are interviewing they should revise the Interview Methodology explaining who they ultimately interviewed.

Two additional sections need to be developed after the interview has occurred. Students will add a section called *Interview Results* in which they discuss what they learned from their interviewee, describing the responses of their interviewee to the questions, as well as other topics that come up like career-related tips and advice. This section should involve a lot of descriptive information, as well as direct quotes from the interview respondent to illustrate key points.

Further, students will add a section called the *Discussion*. The purpose of this section is two-fold. First, in this section students should connect the findings in the Interview Results section with the themes and questions arising in the earlier Literature Review. Second, this section should also be used by students to reflect upon the connections between this independent inquiry and their studies and experiences at Pitt-Bradford, life experiences, and their plans for professional development in the next five years.

The final Independent Inquiry is due punctually at the start of the final exam session. It should incorporate at least 20 new (to the participant) library resources and be about 5,000 words in length. (It is perfectly acceptable if the paper is somewhat longer.) Participants must submit the Literature Review and Interview Methodology draft by the end of February to receive feedback from the instructor, and be engaged in an ongoing, active conversation with the faculty member while working on revisions, conducting the interview, and preparing the write-up of the Interview Results and Discussion sections. *Participants will also share a summary of their inquiry in class during the roundtable scheduled during the final exam session.*

Critical Thinking Essay (1,000 words, 10 points)

All students will select one session out of the semester during which article readings are assigned for a case study, in which they are going to write a Critical Thinking Essay about the readings and help lead the discussion on that class session date. Students are encouraged to tie their essay to ongoing issues in world politics, and to tie lessons learned from the readings to a discussion of ethical implications of their studies and to questions concerning professional development and career options. References to pertinent academic literature as well as other sources are expected as part of the outside research students are expected to conduct in preparing the essay. The readings which are assigned for that date should also be discussed extensively. These essays will be made available for other students to read.

8 Short Essays (250 words each, 2 points each, 16 points overall)

All students will select eight sessions out of the semester (not the session they are signed up to write a Critical Thinking Essay) during which readings are assigned, in which they are going to write a Short Essay about the readings. The short essays of about 250 words each will be used to stimulate class discussion. *These essays will allow students to reflect on the readings about political activism concerning a wide array of issue arrays from the context of their past coursework and experiences.* These essays should be accompanied by bibliographic documentation, and they will serve as the foundation for the other assignments. *Students are also encouraged to use these essays as spaces to analyze their interactions with professionals in non-profits or student organizations on campus via the service-learning project, conferences, guest speakers, and events.*

Service-Learning Project and Assessment (10 points)

Students are expected to design and participate in a service-learning activity, involving at least 10 hours of volunteer work on a campaign involving on-campus student organizations and/or off-campus non-profit organizations. Recommended issues this spring include the events and activities for Women's History month, Earth Day, or Take Back the Night. Students are expected to divide their time between planning/organizing and participating in an event or activity that is part of a campaign, with at least 4 hours spent on planning and coalition-building. The bulk of the remaining time will likely be spent on organizing and participating in an event or activity as part of the campaign.

Students will either work together with student organizations planning an event to raise awareness about these issues, or will form their own coalition of students and organizations and plan an event. Students are expected to get projects approved in advance, via a collaborative discussion with the instructor. Each student will find a niche to fill in this project, whether it is helping to coordinate certain events or serving as an intermediary for certain groups. Naturally, students are expected to help participate in the events when they occur and thus should keep key dates free on their schedules. Students should reflect on the service-learning experiences in course assignments and class discussions. After completing the service-learning experience, students will turn in a 1-2 page reflection on their service learning experience, describing the project, analyzing the campaign and the events, and relating their experience back to the course readings. The service learning project is worth up to 10 points.

Resume and Professional Development Plan (500 word plan in addition to resume, 4 points)

Over the course of the semester, students will develop a resume that they plan to use (and revise) in applying for jobs, internships, graduate school, or law school. Additionally, as students evaluate their resume and consider which experiences they would like to add to the resume, they will develop a 500 word individualized professional development plan for the next 5 years. Reflecting on the readings, assignments, and your Pitt-Bradford experiences, develop a five-year plan for yourself, including academic, professional, and social goals. What opportunities do you plan to pursue? What will be some of the individual or global challenges that you should consider? Share the ideas within your essay during in-class discussions, and use the many opportunities for feedback from the instructor, your peers, and from professionals in the field, to make revisions to your plan. You are expected to turn in the final Professional Development Plan as part of your Culminating Portfolio at the start of the final exam session and should be prepared to discuss how your plan has evolved.

Culminating Portfolio (10 points, graded on revisions and both written/verbal presentation):

In the Culminating Portfolio, students will revise the work submitted earlier in the semester as well as adding in additional materials. Below are the sections of the portfolio:

- Independent Inquiry
- Critical Thinking Essay
- Short Essays
- Service-Learning Project and Assessment
- Resume
- Professional Development Plan
- References

Class Participation (20 points)

Students are expected to participate in class discussions about the readings, essay assignments, and class activities. It is expected that students will discuss these topics within the context of their past coursework (both general education and major/minor courses), and discuss their insights into the connections between their studies and experiences and their professional plans. Throughout the semester, students are expected to work on the Independent Inquiry and Professional Development Plan and to be prepared to share their ideas, insights, questions, and findings in class discussions. Students will support their presentations in class and assignments with the effective use of word-processing and other presentation software. *Participants will share a summary of their Independent Inquiry in class during the final exam session, and discuss how their Professional Development Plans have evolved.*

Useful Career and Graduate School Links:

- Information about Graduate and Law School admissions:
 - <http://www.graduateguide.com>
 - <http://www.lsac.org/>
- Free practice GRE and LSAT tests online (Princeton Review):
 - <http://www.princetonreview.com/grad/free-gre-practice-test.aspx>
 - <http://www.princetonreview.com/law/free-lsat-practice-test.aspx>
- Free practice GRE in person (Princeton Review and Kaplan):
 - <http://www.princetonreview.com/grad/gre-free-events.aspx>
 - <http://www.kaptest.com/practice>
- Free practice LSAT in person (Princeton Review and Kaplan):
 - <http://www.princetonreview.com/law/lSAT-free-events.aspx>
 - <http://www.kaptest.com/practice>
- Useful Job and Career-Related Websites:
 - American Political Science Association: http://www.apsanet.org/content_3360.cfm
 - Internship and Job Opportunities in Public and International Affairs: http://www.princeton.edu/career_services/undergraduate/resource-guide/
 - Good Undergraduate Career Tips: <http://www.princeton.edu/career/undergrads/>
 - International Internship Ideas: <http://www.isp.msu.edu/academic/international.htm>
 - U.S. Government Jobs Website: <http://www.usajobs.opm.gov/>
 - Nonprofit Jobs, Internships, Volunteer Opportunities: <http://www.idealists.org/>
 - Peacecorps: <http://www.peacecorps.gov/>
 - Americorps: <http://www.americorps.org/>
 - Teach for America: <http://www.teachforamerica.org/>
 - New York City Teaching Fellows: <http://www.nycteachingfellows.org/>
 - Critical Language Scholarship Program: <http://www.clscholarship.org/>

Tentative Course Schedule:

Date	Topics	Assignments	Readings
Monday, January 06, 2014	Introduction to the Course		Syllabus
Wednesday, January 08, 2014	Introduction and The Civil Rights Movement	Possible Short Essay	Chapters 1-2
Monday, January 13, 2014	The Women's Movement, The Gay Liberation Movement	Possible Short Essay	Chapters 3-4
Wednesday, January 15, 2014	The Iranian Revolution, Case Study: Arab Spring	Possible Critical Thinking Essay or Short Essay	Chapter 5 <ul style="list-style-type: none"> • Austin, Leila. 2011. "The Politics of Youth Bulge: From Islamic Activism to Democratic Reform in the Middle East and North Africa." <i>SAIS Review</i> 31(2): 81-96. http://muse.jhu.edu.pitt.idm.oclc.org/journals/sais_review/v031/31.2.austin.html • Howard, Philip N., and Muzammil M. Hussain. 2011. "The Role of Digital Media." <i>Journal of Democracy</i> 22(3): 35-48. http://muse.jhu.edu.pitt.idm.oclc.org/journals/journal_of_democracy/v022/22.3.howard.html
Monday, January 20, 2014	No class: Dr. Martin Luther King's birthday observance	.	.
Wednesday, January 22, 2014	The Free-Rider Problem, Recruits to Civil Rights Activism	Possible Short Essay	Chapters 6-7
Monday, January 27, 2014	Middle-Class Radicalism and Environmentalism, Who are the Radical Islamists	Possible Short Essay	Chapters 8-9
Wednesday, January 29, 2014	Generating Commitment Among Students, Sustaining Commitment Among Radical Feminists	Possible Short Essay	Chapters 10-11

Monday, February 03, 2014	Case Study: Student Activism	Possible Critical Thinking Essay or Short Essay	<ul style="list-style-type: none"> • Offner, Amy C. 2013. "The Harvard Living Wage Campaign: Origins and Strategy." <i>Employee Responsibilities and Rights Journal</i> 25(2): 135-42. http://link.springer.com.pitt.idm.oclc.org/article/10.1007/s10672-013-9220-3 • Wilson, Bradley R. and Joe Curnow. 2012. "Solidarity™: Student Activism, Affective Labor, and the Fair Trade Campaign in the United States." <i>Antipode</i> 45(3): 565-83. http://onlinelibrary.wiley.com.pitt.idm.oclc.org/doi/10.1111/j.1467-8330.2012.01051.x/full • Van Dyke, Nella, Marc Dixon, and Helen Carlon. 2007. "Manufacturing Dissent: Labor Revitalization, Union Summer and Student Protest." <i>Social Forces</i> 86(1): 193-214. http://sf.oxfordjournals.org.pitt.idm.oclc.org/content/86/1/193.full.pdf+html?sid=e13a995d-e167-4795-a280-3392c11b573f
Wednesday, February 05, 2014	True Believers and Charismatic Cults, Disengaging from Movements	Possible Short Essay	Chapters 12-13
Monday, February 10, 2014	World Views of Pro- and Anti- Abortion Activists, Ideological Purity in the Women's Movement	Possible Short Essay	Chapters 14-15
Wednesday, February 12, 2014	Are Frames Enough, The Emotions of Protest	Possible Short Essay	Chapters 16-17
Monday, February 17, 2014	Case Study: Immigration and Dream Activism	Possible Critical Thinking Essay or Short Essay	<ul style="list-style-type: none"> • Corruner, Laura. 2012. "'Coming Out of the Shadows': DREAM Act Activism in the Context of Global Anti-Deportation Activism." <i>Indiana Journal of Global Legal Studies</i> 19(1): 143-68. http://muse.jhu.edu.pitt.idm.oclc.org/journals/indiana_journal_of_global_legal_studies/v019/19.1.corrunker.html • Gonzales. 2008. "Left Out But Not Shut Down: Political Activism and the Undocumented Student Movement." <i>Northwestern Journal of Law and Social Policy</i> 3(2): 219-39. http://heinonline.org/HOL/Page?handle=hein.journals/nwjlso3&collection=journals&set_as_cursor=2&men_tab=srchresults&type=matchall221&id=221

Wednesday, February 19, 2014	Social Movement Organizations, Organizational Repertoires	Possible Short Essay, <u>Draft of Literature Review and Interview Methodology due</u> (Note: up to a 10 point penalty on Independent Inquiry grade for not turning in a draft or turning in an incomplete draft)	Chapters 19-20
Monday, February 24, 2014	Transnational Environmental Activism, The Transnational Network for Democratic Globalization	Possible Short Essay	Chapters 21-22
Wednesday, February 26, 2014	Protest Tactics, Tactical Innovation in the Civil Rights Movement	Possible Short Essay	Chapters 23-24
Monday, March 03, 2014	The Strategic Uses of Identity by the Lesbian and Gay Movement, Case Study: Marriage Equality Activism	Possible Critical Thinking Essay or Short Essay	Chapter 25 • Nicol, Nancy, and Miriam Smith. 2008. "Legal Struggles and Political Resistance: Same-Sex Marriage in Canada and the USA." <i>Sexualities</i> 11(6): 667-87. http://sexualities.sagepub.com.pitt.idm.oclc.org/content/11/6/667.full.pdf+html • Reinhardt, Stephen. 2005. "Legal & Political Perspectives on the Battle over Same-Sex Marriage." <i>Stanford Law and Policy Review</i> 16: 11-22. http://heinonline.org.pitt.idm.oclc.org/HOL/Page?handle=hein.journals/stanlp16&collection=journals&set_as_cursor=13&men_tab=src&results&type=matchall24&id=24
Wednesday, March 05, 2014	Case Study: Marriage Equality Activism	Possible Critical Thinking Essay or Short Essay	• Taylor, Verta. 2009. "Culture and Mobilization: Tactical Repertoires, Same- Sex Weddings, and the Impact on Gay Activism." <i>American Sociological Review</i> 74(6): 865-90. http://asr.sagepub.com.pitt.idm.oclc.org/content/74/6/865.full.pdf+html • Bruck, Andrew. 2008. "Equality in the Garden State: Litigation and Social Activism in the Struggle for Marriage Equality." <i>Harvard Law & Policy Review</i> 2(2): 419-34. http://heinonline.org.pitt.idm.oclc.org/HOL/Page?handle=hein.journals/harlpolrv2&collection=journals&set_as_cursor=0&men_tab=src&results&type=matchall&id=423
Monday, March 10, 2014	No Class: Spring break	.	.
Wednesday, March 12, 2014	No Class: Spring break	.	.

Monday, March 17, 2014	Armed Struggle in the South African Anti-Apartheid Movement, Suicide Bombing	Possible Short Essay	Chapters 26-27
Wednesday, March 19, 2014	Everyday Life, Routine Politics and Protest, Farmworkers' Movements in Changing Political Contexts	Possible Short Essay	Chapters 28-29
Monday, March 24, 2014	The Media in the Unmaking of the New Left, What Shapes the West's Human Rights Focus?	Possible Short Essay	Chapters 30-31
Wednesday, March 26, 2014	The Quest for International Allies, Global Corporations, Global Unions	Possible Short Essay	Chapters 32-33
Monday, March 31, 2014	Case Study: Occupy Activism	Possible Critical Thinking Essay or Short Essay	<ul style="list-style-type: none"> • Costanza-Chock, Sasha. 2012. "Mic Check! Media Cultures and the Occupy Movement." <i>Social Movement Studies</i> 11(3-4): 375-85. http://www.tandfonline.com/pitt.idm.oclc.org/doi/full/10.1080/14742837.2012.710746#.UspmKKNFbKc • Pickerill, Jenny, and John Krinsky. 2012. "Why Does Occupy Matter?" <i>Social Movement Studies</i> 11(3-4): 279-87. http://www.tandfonline.com/pitt.idm.oclc.org/doi/full/10.1080/14742837.2012.708923#.U spl5aNFbKc • Halvorsen, Sam. 2012. "Beyond the Network? Occupy London and the Global Movement." <i>Social Movement Studies</i> 11(3-4): 427-33. http://www.tandfonline.com/pitt.idm.oclc.org/doi/full/10.1080/14742837.2012.708835#.U splmlaNFbKc
Wednesday, April 02, 2014	The Decline of the Women's Movement, The Dilemmas of Identity Politics	Possible Short Essay	Chapters 34-35
Monday, April 07, 2014	The Repression/ Protest Paradox in Central America, Counterinsurgency	Possible Short Essay	Chapters 36-37

Wednesday, April 09, 2014	Defining Movement 'Success', How Social Movements Matter	Possible Short Essay	Chapters 38-39
Monday, April 14, 2014	The Personal Consequences of Protest, Environmental Justice	Possible Short Essay	Chapters 40-41
Wednesday, April 16, 2014	Case Study: Climate Change Activism	Possible Critical Thinking Essay or Short Essay	<ul style="list-style-type: none"> • Wahlstrom, Mattias, Magnus Wennerhag, and Christopher Rootes. 2013. "Framing 'The Climate Issue': Patterns of Participation and Prognostic Frames among Climate Summit Protesters." <i>Global Environmental Politics</i> 13(4): 101-22. http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v013/13.4.wahlstrom.html • Moser, Susanne C. 2007. "In the Long Shadows of Inaction: The Quiet Building of a Climate Protection Movement in the United States." <i>Global Environmental Politics</i> 7(2): 124-44. http://muse.jhu.edu.pitt.idm.oclc.org/journals/global_environmental_politics/v007/7.2moser.html
Monday, April 21, 2014	12-2 pm - Final Presentations and Portfolios Due	<ul style="list-style-type: none"> • Final Roundtable Presentations • <u>The Culminating Portfolio is due at the start of the class session and will include the revised Independent Inquiry, Critical Thinking Essay, Short Essays, Service-Learning Project and Assessment, Resume, Professional Development Plan, and References.</u> 	.

General Course Policies

Grading Policy:

When students receive grades on any individual assignment, your raw score is listed (the points received for that assignment). At the end of the semester, all these scores are added up. The maximum number of points a student can receive is 100 points. Listed below is the system by which the total sum of grades (also a percentage) will be converted to a final letter grade.*

90.0-92.99 % = A-;	93.0-96.99 % = A;	97.0-100.00% = A+;
80.0-82.99 % = B-;	83.0-86.99 % = B;	87.0-89.99 % = B+;
70.0-72.99 % = C-;	73.0-76.99 % = C;	77.0-79.99 % = C+;
60-62.99% = D-;	63.0-66.99 % = D;	67.0-69.99 % = D+;
		59.99% and lower = F

* Please note that if a student engages in academic misconduct such as plagiarism or if the student accumulates an extended period of unexcused absences, the instructor may revert the student's final grade to the grade of F, regardless of the sum of grades.

Late Assignment Policy:

Our reading and homework schedule must be adhered to in a timely matter. Assignments must be printed and turned in on time at the beginning of class on the date they are due. All assignments must also be submitted online on Courseweb by the start of class.

After this deadline, the following deductions for lateness may take place:

- Assignment received within the first 24 hours: -10% value of assignment.
- Assignment received within the first 48 hours: -20% value of assignment.
- Unless there are mitigating circumstances and the student has previous written approval from the instructor for an extension, assignments received over 48 hours past the deadline will NOT be accepted any longer and will be assigned 0 points.

Tips Regarding Your Papers:

Tips Concerning Submitting Assignments:

- You are expected to submit both paper and electronic copies of any paper assignments. Paper copies are due in person at the start of the class session. Electronic copies are due on the course website, before class starts. Please attach it as a single Microsoft Word file.
- It is your responsibility to be sure that you check any assignment you submit to be certain that you have submitted the correct, full version of the assignment and attached a properly formatted list of references at the end of the assignment.

Tips Concerning the Formatting of Your Papers:

- Microsoft Word document
- Times New Roman, size 12 point font
- Double-spaced, 1 inch margins
- No title page, but a paper title should be listed
- Header on each page with your name and the page number
- Indent new paragraphs

- Italicized headings to clarify sections
- Inclusion of parenthetical citations and a list of references

Tips Concerning Writing Your Papers:

- The top of the first page should include your typed name and the title of the paper.
- Please include clear introductory and concluding paragraphs.
- Each paragraph should have introductory and concluding sentences that explain what idea you are developing in the paragraph, and how it relates to what precedes or follows.
- Use varied transitions to emphasize how your argument is developing.
- Paragraphs should be at least 4-5 sentences long, on average. They should be clearly focused topically, and if you have a 2 sentence paragraph that should be an indicator to you that there are ideas which need development or reorganization.
- On the other hand, paragraphs should not be so extensive that they run longer than half a page to two-thirds of a page in length. If you notice that you have a paragraph that is too long, find a way to break it down into two paragraphs, based on the content.
- Be careful to edit your writing extensively for grammar, clarity, and parsimony. Often when a sentence is excessively long, you need to break it down into two sentences. Check that each sentence clearly conveys what you mean, and make sure it has a subject, verb, et cetera. When you read each sentence, consider whether, if you had no previous information, the statement would be comprehensible to you.
- Make use of peer review at the Writing Center.
- A separate page, titled References, that lists references in the Chicago Style format (http://www.chicagomanualofstyle.org/tools_citationguide.html) should be included. Be sure to click on the “Author-Date” tab to see the correct version of this citation style. Reference entries should be sorted alphabetically by first authors’ surnames. Any source cited parenthetically should be included in the list of references.

Tips for Finding Useful Research Articles:

Research articles typically are 15-25 pages long, and they present competing theoretical arguments which are tested empirically with evidence.

To access any of the databases listed below where you can search for articles:

<http://www.library.pitt.edu/db/all>

To access any of the journals listed below and search for articles:

<http://www.library.pitt.edu/ejournals>

In case you are in need of help, there are a variety of ways to get assistance at the library:

<http://www.library.pitt.edu/bradford>

Databases I recommend include:

Academic Search Premier

EBSCOhost

Project MUSE

JSTOR

PAIS International

Oxford University Press

Columbia International Affairs Online

Worldwide Political Science Abstracts
IngentaConnect
Blackwell Publishing
Wiley
Sage Journals Online

Key journals in International Relations and Comparative Politics

American Journal of International Law
Comparative Politics
Comparative Political Studies
Democratization
European Journal of International Law
Global Governance
International Affairs
International Studies Quarterly
International Organization
Journal of Democracy
Journal of International Affairs
Journal of International Law and International Relations
The Journal of Politics
Political Science Quarterly
Political Studies
Politics and Society
Political Research Quarterly
PS, Political Science & Politics
Review of International Studies

Journals dealing with different regions of the world

African & Asian Studies
African Studies Review
American Journal of Political Science
American Political Science Review
Asian Affairs
Asian Journal of Political Science
Asian Studies Review
British Journal of Political Science
British Journal of Politics and International Relations
Canadian Journal of Political Science
Comparative Studies of South Asia, Africa and the Middle East
European Journal of International Relations
European Journal of Political Research
European Review of Latin American & Caribbean Studies
European Union Politics
International Journal of Asian Studies
International Journal of Middle East Studies
Journal of Asian and African Studies

The Journal of Asian Studies
Journal of Contemporary African Studies
Journal of Contemporary Asia
Journal of Latin American Studies
Journal of Southern African Studies
Latin American Politics and Society
The Middle East Journal
Third World Quarterly
Middle East Policy
Middle East Quarterly (useful but often not empirical)
Middle Eastern Studies
West European Politics

Journals focused on Development and Developing Countries

European Journal of Development Research
Gender and Development
Gender, Technology and Development
Journal of Development Studies
Journal of International Development
Journal of International Relations and Development
Journal of Third World Studies
Progress in Development Studies
Third World Quarterly

Journals focused on Gender

Asian Journal of Women's Studies
European Journal of Women's Studies
Gender and Society
Journal of International Women's Studies
Journal of Middle East Women's Studies
Middle East Women's Studies Review
Politics & Gender

Journals focused on Human Rights

Human Rights Quarterly
International Journal of Human Rights
Law and Practice of International Courts and Tribunals

Journals focused on Civil Society and Social Movements

Interface: Journal for and about Social Movements
Mobilization
Nonprofit and Voluntary Sector Quarterly
Nonprofit Management & Leadership
Social Movement Studies
Voluntas

Journals focused on the Media

European Journal of Communication
Global Media and Communication
International Journal of Communication
International Journal of Press/Politics
International Journal of Media & Cultural Politics
New Media & Society
Media, Culture & Society
Political Communication

Journals focused on the Environment

African Journal of Ecology
Environment, Development and Sustainability
Environmental Politics (articles can be requested via inter-library loan)
Global Environmental Politics
International Environmental Agreements: Politics, Law and Economics
International Journal of Sustainable Development and World Ecology
The Journal of Environment and Development
Review of European Community & International Environmental Law

Journals focused on Social Policy

Global Social Policy
Journal of European Social Policy
Journal of Policy Reform
Journal of Poverty
Social Policy (useful but often not empirical)

Journals focused on Immigration, Migration, Citizenship, and Refugee Issues

Citizenship Studies
European Journal of Migration and Law
Immigrants & Minorities
International Journal of Migration, Health & Social Care
International Migration
Journal of Immigrant & Refugee Services
Journal of Immigrant & Refugee Studies

Journals focused on Public Health

African Journal of Reproductive Health (useful but often not empirical)
American Journal of Public Health
European Journal of Public Health
Health Expectations (useful but often not empirical)
Journal of Health and Social Policy
Journal of HIV/AIDS & Social Services
Journal of Public Health Policy
Journal of Social Development in Africa

Journals focused on Peace, Conflict, and Conflict Resolution

Cooperation and Conflict
Conflict Management and Peace Science
International Journal of Conflict Management
International Journal of Peace Studies
International Negotiation
Journal of Conflict Resolution
Journal of Peace Research
Mobilization
Peace and Conflict

Journals focused on Defense, Foreign and Security Policy

Defence & Peace Economics
Defence Studies
Diplomacy and Statecraft
European Foreign Affairs Review
Foreign Affairs (useful but often not empirical)
Foreign Policy (useful but often not empirical)
Global Governance
International Negotiation
International Security
Journal of Human Security
Studies in Conflict and Terrorism

Journals focused on Criminal Justice

British Journal of Criminology
Canadian Journal of Criminology
European Journal of Crime, Crime Law, and Criminal Justice
European Journal of Criminology
Global Crime
International Criminal Law Review

Journals focused on Political Economy

International Journal of Political Economy
Journal of Political Economy
Oxford review of Economic Policy
Review of International Political Economy
Review of Political Economy

Questions to Consider in Evaluating Research Articles:

1. Arguments in the Literature: What are the most important RIVAL or competing arguments about the topic that are discussed? Which possible causal factors are considered?
2. Trends in the Literature: What are the important trends/findings about the topic that are mentioned?

3. Results: What evidence/data is collected and presented by the author(s)? What are the key findings?
4. Conclusions: What are the main conclusions drawn by the author(s) in light of this evidence? Which arguments are supported or refuted by the evidence that they collected?
5. Critically analyze the arguments being tested, the research design, the results, and the conclusions drawn in the article.
6. Are there new developments that this article may or may not apply to? How?

Academic Integrity:

Members of the University community, both faculty and students, bear a serious responsibility to uphold personal and professional integrity and to maintain complete honesty in all academic work. Violations of the code of academic integrity are not tolerated. Students who cheat or plagiarize or who otherwise take improper advantage of the work of others, face harsh penalties, including permanent dismissal. Incidents of forged signatures that are associated with any academic endeavor at Pitt-Bradford, in addition to being a criminal offense, are viewed as violations of academic integrity. The academic integrity guidelines set forth student and faculty obligations and the means of enforcing regulations and addressing grievances. Violations of academic integrity will be tracked by the Dean of Academic Affairs. Refer to the Pitt-Bradford Student Handbook for general guidelines on academic integrity. Copies of the complete Guidelines on Academic Integrity are available in the Office of the Dean of Academic Affairs (232 Swarts Hall.) The following links may be useful:

Pitt-Bradford's Student Handbook:

http://www.upb.pitt.edu/uploadedFiles/Student_Life/Student-Services/StudentHandbook2012-2013.pdf

The Provost's sites on academic integrity:

<http://www.provost.pitt.edu/info/acguidelinespdf.pdf>

<http://www.provost.pitt.edu/info/ai1.html>

All your assignments will be checked to ensure that your writing is original and you are properly citing ideas that are not yours originally. Your writing will be checked using the SafeAssign tool in Blackboard, and the instructor may ask you to submit your assignment to <http://turnitin.com/>. Your paper will be submitted and checked against the institutional and global references databases of papers, journal articles, and material available on the Internet.

Academic Honesty Provisions:

You must properly cite your work using the Chicago Manual of Style (Author-Date style). Any quotations should be accompanied by both quotation marks and a parenthetical citation, and any ideas not originally your own but which are paraphrased should be accompanied by a parenthetical citation. Information which is not general knowledge should be substantiated using parenthetical citations. Each parenthetical citation should be accompanied by a reference list entry at the end of the paper. **Please note: You should be paraphrasing ideas in your own words and rarely use quotations. I expect to see many citations and references which are correctly formatted.**

- Please refer to this link for help on citation:
http://www.chicagomanualofstyle.org/tools_citationguide.html

- Click on the “Author-Date” tab in this site. Please pair an in-text parenthetical citation (T) with a reference list entry (R) at the end of a paper. An example of an in text citation follows (Goldsmith and Wu 2006). A sample reference list entry is also included below:
 - Goldsmith, Jack, and Tim Wu. 2006. "How Governments Rule the Net." In *Who Controls the Internet? Illusions of a Borderless World*, ed. Jack Goldsmith and Tim Wu, 65-85. New York: Oxford University Press.
- All sources, including (but not limited to) books, chapters in edited volumes, journal articles, newspaper articles, websites, official government documents, and interview transcripts should be cited and included in the list of references.
- Note: Wikipedia is NOT an acceptable source because it is an open source website subject to considerable bias, but you may use it to access hyperlinks to primary source material.
- It is not appropriate to merely “paste” quotes into a paper. They should be used selectively (ideally no more than one quote per paragraph). Quotes should be introduced and followed by at least one sentence explaining their relevance. Be sure to place “” marks around quotations.
- Make sure that you properly paraphrase your sources, truly putting ideas into your own words. Just changing a word or two, moving around words in a quote, is not paraphrasing. In fact, if you retain parts of a quote, you should leave quotation marks around those groupings of words and include a citation. If you mention a theoretical argument or concept introduced by someone else, you should use quotation marks around the name of the concept/argument the first time that it is mentioned and attribute the concept to them using a citation.

After reviewing these materials, please let me know if you have any questions.

Ramifications of Your Professionalism:

Please realize that your professionalism is something that I will gauge on several fronts, including in your class participation assessment, and it certainly will be essential in determining whether I will be willing to serve as a reference on your behalf in the future. Please take this into consideration in deciding how you wish to engage with the course, your colleagues, and your instructor. Below are some factors that I will take into consideration. Please realize that they are all important, and that other factors also influence my decisions concerning serving as a reference or writing letters of recommendation, including the timing of a request. Many of these characteristics are also important considerations in hiring or admission decisions made by prospective employers and graduate programs. **Please note: Failure to exhibit professional intellectual, ethical, behavioral and attitudinal attributes and to interact in a collegial professional manner with peers, faculty and the public (e.g., during service-learning, a guest lecture, etc.) will result in a 10% reduction in the final course score.**

- Enthusiasm, initiative, and active learning
- Demonstrated punctuality and reliability
- Professional behavioral conduct and demeanor
- Quality of work and work ethic
- Originality and creativity
- Critical thinking, especially in analyzing research

- Communication, presentation, and listening skills
- Quality of writing, editing, and revision
- Academic honesty and integrity
- Knowledge and comprehension of key theories and concepts
- Ability to apply knowledge to concrete examples and policy-making trends
- Ability to consider divergent perspectives and engage in respectful debate
- Leadership, teamwork and quality of cooperation with other students

Attendance:

Students are expected to attend class, having prepared the day's readings, and ready to participate fully in classroom activities. If you miss the attendance, it is your responsibility to make sure to remedy that at the end of class by speaking with the instructor. On dates when exams are scheduled, assignments are due, or in-class presentations or activities are scheduled, attendance is required. On other dates of the class, students are permitted two unexcused absences, but are then also themselves responsible for arranging to get missing lecture notes from other students. I urge students to be careful not to miss class sessions, because it is very easy to get lost if you do.

When students have accumulated three or more unexcused absences, the instructor may decide to give the student a failing grade in the course or deduct a penalty from the participation grade. Students will not be penalized for excused absences and will be given a reasonable amount of time to make up missed work, provided they take contact with the instructor in advance and provided they submit the necessary documentation. On a case by case basis, the instructor will consider extenuating circumstances, but it is the student's obligation to be proactive about maintaining contact with the instructor.

Class Cancellation Procedures:

In the event that a class is cancelled, students will receive an e-mail informing them of the cancellation, and a notice will be posted on the classroom door. Please bear in mind that sometimes emergencies or unforeseen circumstances may prevent timely notification --- but all possible efforts will be made to ensure that you are informed in a timely manner.

Some things you can do to make sure you know when a class has been canceled:

- Check your Pitt email before you leave for class
- Check CourseWeb for any possible notifications: <https://courseweb.pitt.edu/>
- Make sure your contact information is up-to-date: <https://my.pitt.edu/>
- Register for Pitt's Emergency Notification Service: <http://technology.pitt.edu/portal/emergency.html>
- Contact Behavioral and Social Sciences division secretary Brenda Brandon: 814-362-7620/Swartz 203A

Severe Weather Policy:

Pitt-Bradford's general severe weather policy is to remain open in all but the most extreme circumstances. However, faculty, staff, and students must use their own discretion in deciding whether it is possible to safely come to class or report for work. In case of inclement

weather, please check your Pitt email for any possible notifications from the instructor. If weather circumstances change during the day, please recheck your e-mail messages in case an update or new message has been sent out. Students will not be penalized for weather-related absences, but are responsible for contacting the instructor and submitting coursework in a timely fashion, if applicable. Students should submit the assignment online by the deadline, if they are unable to turn in a paper copy due to weather-related circumstances.

Our Classroom Environment:

Every student brings to the classroom a unique point of view. Everyone has different experiences and different backgrounds. We tend to think and learn in our own way, based in part on our own social and cultural background. Therefore, we have all formed opinions and perspectives that may or may not be shared by others. However, we should all treat each other with respect and decency. In this course, we may look at controversial topics that can provoke strong responses. While I encourage students to engage in discussion about such, I also expect all students to do so with civility, respect, and integrity. To establish a comfortable learning environment, we must have mutual respect and civility. This includes coming to class on time and discussing things in an academic, rather than a personal manner. While in class, please refrain from talking or reading about non-course-related material, including on electronic devices.

General Statement of Student Responsibilities:

“As a student at Pitt-Bradford, you have been given the opportunity to study and earn your University of Pittsburgh degree. As a university that takes teaching and learning seriously, Pitt-Bradford prides itself on being a “community of learners.” By this, we mean that all of us – students, faculty and staff – take active roles in the teaching and learning process. One cannot be a passive learner at Pitt-Bradford” (Student Handbook, 2009-2010). In addition to the requirements as outlined for this particular course, as a member of the faculty responsible for carrying out the “community of learners” mission, I understand you as a Pitt-Bradford student to have the following responsibilities:

1. While faculty and academic support personnel are readily available to teach, guide, and assist you, the primary responsibility for learning and your education is yours.
2. While all faculty, academic advisors, and academic support personnel are available to assist you, it is your responsibility to communicate with your advisor and/or course instructor when necessary, and it is your responsibility to be familiar with all relevant university policies and processes.
3. While many students must maintain multiple responsibilities, including work and family, it is your responsibility to make academics – to the greatest degree possible – your highest priority.
4. While a full university experience should include cultural, social and recreational endeavors, it is your responsibility to manage your time such that as a rule, several hours of work outside the classroom are available for each hour of class time.”

Electronic Devices:

Please keep electronic devices stowed away with the volume turned off during class and leave them at home during exams. However, if you are using a device like a smartphone, i-pad, or laptop to take notes, work on an assignment, or search for relevant information, you are more than welcome to do so during class but not during exams. Students should take heed that the instructor will take note of any misuse of such devices for other purposes, such as text-messaging. Students should ask permission before they record any lectures, presentations, or discussions (delivered by the professor or by others).

Caveat Concerning the Flexibility of the Course Syllabus:

The instructor reserves the right to make changes in the course based on factors such as developments in international affairs, class discussion, the availability of reading materials, and the performance of the class. Minor changes will be announced in class, but if there are any major changes, they will be announced via an e-mail to the class, and the posting of an updated syllabus. Although such changes will not occur on a weekly basis, some adjustments during the semester may occur so as to maximize students' learning.

AccessAbility Services:

If you have a documented learning, physical or emotional disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services coordinator, Carma Horner (clh71@pitt.edu, 202 Hanley Library, 814-362-7609), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Writing Assistance:

The Writing Center in Hanley Library (Room 250) is a useful place to get some help on writing if needed: <http://www.upb.pitt.edu/writingcenter/>