

Capitalism and Socialism



From Smith and Marx to Trump and Sanders

Class Time: 5:00-6:15 PM Tuesday & Thursday

Classroom: 51 Schaeffer Hall

Professor: Michael Andrew Žmolek
Walk-In Hours: 3:10-4:40 PM Tuesday & Thursday
(or by appointment)

Email: michael-zmolek@uiowa.edu
Office: 169 Schaeffer Hall
(319) 335-2574



DEO: Professor Landon Storrs
Email: landon-storrs@uiowa.edu

Office: 280 Schaeffer Hall
Telephone: (319) 335-2303

GRADING						
Participation			25%	Quizzes		25%
Attendance	5%			Online Quizzes	10%	
Participation & In-Class Assignments	15%			Comprehension Quizzes (3)	15%	
Biography Assignment	5%			IU Plagiarism Detection Test	Pass/Fail	
Writing Assignments						50%
Essay Proposal	5%			Primary Source Assignment	5%	
Completed Essay	20%			Final Exam	20%	

READING MATERIALS

Required Readings will be posted on ICON/Canvas.

INTRODUCTION

A quarter century since the fall of the Soviet Union, the debate about capitalism versus socialism is back. The capitalist real estate tycoon Donald Trump is stirring up the Republican Party. The socialist Bernie Sanders is stirring up the Democrats. Polls show that among American youth, the term 'socialism' is more popular than 'capitalism'. But what do these terms mean? Their meaning has changed over time. In order to understand what socialism and capitalism mean in the twenty-first century, it is necessary to look at their history. In this course, we will be read the writings and speeches of the major figures in the many debates about capitalism and socialism.

By exploring the origins of capitalism, we will consider capitalism as more than an ideology and more than an economic doctrine. We will consider capitalism as an epochal transformation in human history, as momentous as the agricultural (or neolithic) revolution of 10,000 years ago and the emergence of states 5,000 years ago. We will then explore socialism as a response to the 'social question' or what to do about the poor, and then, as capitalism developed, how Marx's critique of Smith's pro-capitalist theory of *laissez-faire* developed into a program to 'transcend' capitalism and bring about communism, a classless society based on worker democracy.

Next, we will consider how a variety of ideologies emerged in the nineteenth century, including liberalism, anarchism and, in the twentieth century: fascism. We will consider what became of all these ideologies during the chaotic period between 1913 and the onset of the First World War and 1945, when World War II ended. This will of course include considering the first communist revolution in 1917 and contrasting the successes and failures of that project in light of communist theory.

As Stalinism produced rapid industrialization at enormous human cost in the Soviet Union, capitalism in the west entered its deepest crisis with the Great Depression of the 1930s, prompting John Maynard Keynes to develop a theory for 'saving' capitalism by breaking with *laissez-faire*. In Europe and many countries around the world, a 'mixed economy' was pursued, combining elements of socialism and capitalism or the market economy. This was met with a re-statement of classical economics and a return to *laissez-faire* in the work of Hayek and Friedman, who became the guiding lights of 'Reagan Revolution' which saw the abandonment of Keynesianism and the welfare state and the return to *laissez-faire* in what has become associated with neoliberalism.

With the demise of the Soviet Union in 1989-1991, a global capitalist economy emerged under the 'Washington Consensus', enforcing neoliberalism as the economic doctrine of the day. Triumphalism declared communism and socialism dead, however, with the rise of China, with its market reforms under the leadership of a communist party, and with capitalism's largest crisis since the 1930s, the criticism of capitalism is back, and with it, new questions about the meaning of socialism.

LEARNING OBJECTIVES

This first your course is intended to provide a broad overview of a long history of the debate over capitalism and socialism. We will not have time to go through all of this history. At the outset of class you will be polled for which topics you would like us to focus on. The goal is to have a fun and lively classroom discussion based on your interests, as well as to help you begin to develop your abilities and skills in a number of areas, such as:

1. **History and Theory:** By the end of this course you should be able to identify some of the major ideas and ideologies that have shaped modern history and thus the world we live in today. This is a history course which is intended to introduce you to a range of theories and ideologies. We will be considering many different thinkers and their ideas. In the process, we will seek to understand the historical context in which certain ideas and ideologies emerged, as well as the evolution of those ideas to the present day.
2. **Past and Present:** By exploring the ideas, doctrines and institutions related to capitalism and socialism over a long period, this course is intended to help you become better able to identify the trends of political and economic thought before and throughout the twentieth century, including how they have changed, so that you are better able to understand how those ideas, doctrines and institutions shape the world we live in today.
3. **Critical Thinking:** This course is intended to encourage you to improve your analytical and critical thinking skills by introducing you to a critique of a wide range of ideologies. The long debate over capitalism is full of conflict and controversy. By being encouraged both to explore controversy and debate, you are encouraged to look at all sides of a problem and to weigh the evidence before reaching a conclusion.
4. **Interdisciplinary Work:** While this is a history course, it is also intended to encourage you to think and perform at an interdisciplinary level. In addition to history, we will be exploring economic theory and borrowing some of the tools of political science and perhaps other disciplines.
5. **Primary Sources:** Both the reading materials and the materials you locate for your Primary Source Assignment are intended to help you develop a better understanding for and appreciation of the value of working with primary sources when conducting historical inquiry.

EVALUATION

Grading Scale									
59 or below	F	67-69	D+	77-79	C+	87-89	B+	98-100	A+
		63-66	D	73-76	C	83-86	B	93-97	A
		60-62	D-	70-72	C-	80-82	B-	90-92	A-

<p><i>Classroom Attendance (5%) and Participation (15%)</i> 20%</p> <p>Your participation in this class—by way of questions, comments and shared insights—are a vital part of the learning experience for all present. This portion of your final grade will be based upon how well you made substantive and positive contributions to classroom discussions, including producing discussion questions with your study group, and completed any homework or in-class exercises assigned.</p>	<p><i>Biography Assignment</i> 5%</p> <p>You will be assigned one figure from class and will be asked to come to class on an assigned date prepared to provide a brief biography (1-2 paragraphs) about the historical figure in question. A list of historical figures will be handed out early on in the semester. You may also suggest an historical figure not on the list to your instructor.</p> <p style="text-align: right;">Due: Prior to the relevant discussion in class</p>
<p><i>Online Quizzes</i> 10%</p> <p>Generally, there will be one quiz per week due by class time on Tuesday, but some weeks we will not have a quiz. The format will typically be several multiple-choice, true/false or short answer questions per session.</p> <p>OQ#1: Due: 2/6 OQ#5: Due: 3/24 OQ#8: Due: 4/14 OQ#2: Due: 2/18 OQ#6: Due: 3/31 OQ#9: Due: 4/21 OQ#3: Due: 2/25 OQ#7: Due: 4/7 OQ#10: Due: 4/28 OQ#4: Due: 3/3</p>	<p><i>Comprehension Quizzes (3)</i> 5%</p> <p>To test your comprehension of the material, there will be three brief, written quizzes at the outset of the class, spaced throughout the semester. These may involve multiple choice and short answer questions.</p> <p style="text-align: right;">Dates: #1: Thu Feb 13 #2: Thu Mar 12 #3: Thu Apr 9</p>
<p><i>Plagiarism Detection Test</i> (Pass/Fail)</p> <p>Before passing this course, you are required to visit Indiana University’s tutorial on How to Recognize Plagiarism at: www.indiana.edu/~istd/ for a tutorial on plagiarism detection. After you pass the online Plagiarism Certification Test, you will be given a certificate with your name on it, which you will need to show to your instructor, either by emailing a copy or by printing it out and handing in a copy during class. This assignment will not be graded, but is required to pass the course.</p> <p style="text-align: right;">Due: Thursday, January 30th</p>	<p><i>Essay Proposal (5%) and Written Essay (20%)</i> 25%</p> <p>You will be invited to submit a brief essay proposal, prior to submitting your essay. The essay proposal should include a clear thesis, an outline and a bibliography. You will be provided with a list of possible topics. You may also select a topic of your own choosing, so long as it fits with the theme of the course. You will be expected to produce a written essay of between 3 and 7 pages. An ‘A’ essay will be at least 4 pages in length, not including the bibliography.</p> <p style="text-align: right;">Due: Essay Proposal, Tuesday, March 24th Due: Completed Essay, Tuesday, April 21st</p>
<p><i>Primary Source Assignment</i> 5%</p> <p>You will be expected to locate one primary source relevant to the class and preferably something to which you will make reference in your essay. You will write a brief (2-3 paragraph) summary and description of your primary source and discuss its historical importance.</p> <p style="text-align: right;">Due: Thursday, March 5th</p>	<p><i>Final Exam</i> 20%</p> <p>The format of the final exam has not been decided yet, but it is likely to involve some writing as well as some multiple choice and matching questions.</p> <p style="text-align: right;">Exam Date: TBA. Take-Home Portion Due: Wed May 10th Midnight</p>

COURSE SCHEDULE

Below is a summary of possible topics which we may discuss over the course of the semester.
A revised schedule corresponding to the course reader will be handed out early in the semester.
This schedule is subject to revision at any time.

PART ONE: ORIGINS, THEORIES, and IDEOLOGIES

WEEK 1 Introduction: What is Capitalism? What is Socialism?

- Tue Jan 21 Introduction to the Course and to International Studies | Sanders and Trump
- Readings: Sanders, Bernie. [‘Socialism in One City’](#), chapter 2 in *Outsider in the House*. London and New York: Verso Books, 1997: 45-76. [20 pages]
Trump, Donald J. [‘Trump Cards: The Elements of the Deal’](#), chapter 2 in *The Art of the Deal*. New York: Ballantine Books, 1987: 45-63. [19 pages]
- Thu Jan 23 Smith and Marx
- Readings: Smith, Adam. Excerpts from [An Inquiry into the Nature and Causes of the Wealth of Nations](#). New York: The Modern Library, 1937. [20 pages]
Caute, David. [‘Introduction’](#) to *Essential Writings of Karl Marx*. New York: Macmillan, 1967. [4 pp]
Marx, Karl. Excerpts from [Wage-Labour and Capital](#). International Publishers, 1933. [10 pages]

WEEK 2 Origins of Capitalism | Origins of Socialism

- Tue Jan 28 Origins of Capitalism
- Readings: Wood, Ellen Meiksins. [‘The Agrarian Origin of Capitalism.’](#) Chapter Four in *The Origin of Capitalism*. New York: Monthly Review Press, 1999. [26 pages]
- Thu Jan 30 Origins of Socialism
Due: *IU Plagiarism Detection Test Certificate or Summary*
- Readings: Sweezy, Paul M. [‘Origins of Present Day Socialism’](#) *Science & Society*, 12, 1 (1948): 65-81. [17 pages]
Pilbeam, Pamela M. [‘The Social Question’](#) Chapter 2 in *French socialists before Marx: workers, women and the social question in France*. Montreal; Ithaca: McGill-Queen’s University Press, 2000: 12-25. [14 pages]

WEEK 3 The Physiocrats, Political Economy, critique of and the Emergence of Ideologies

- Tue Feb 4 The Physiocrats and the Political Economists | Marx, Engels and the Critique of PE
- Readings: Canterbury, E. Ray. [‘Adam Smith’s Great Vision’](#) Chapter 2 in *A Brief History of Economics: Artful Approaches to the Dismal Science*. Singapore: World Scientific

Issues: Twentieth Century Crisis: Capitalism and Socialism
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Publishing Company, 2001: 39-59. [21 pages]
Engels, Friedrich. 'Introduction' to *The Condition of the Working Class in England*.
Oxford; New York: Oxford University Press, 1993: 15-35. [21 pages]

Thu Feb 6 The Emergence of Ideologies in the Nineteenth Century: Conservatism, Liberalism, Socialism,
Communism, Anarchism | [Online Quiz #1 due by class time](#)

Reading: Thomas, Paul. 'Bakunianism' in *Karl Marx and the Anarchists*. London: Routledge & Kegan Paul,
1980: 280-300. [21 pages]

WEEK 4 The Founding of Modern Economics

Tue Feb 11 The Founding of Modern Economics

Reading: Canterbury, E. Ray. 'Alfred Marshall: The Great Victorian' Chapter 7 in *A Brief History
of Economics: Artful Approaches to the Dismal Science*. Singapore: World
Scientific Publishing Company, 2001: 121-142. [22 pages]

Review for Comprehension Quiz #1

Thu Feb 13 **Comprehension Quiz #1: Origins, Theories and Ideologies**

PART TWO: WAR, REVOLUTION AND CRISIS

WEEK 5 Communism versus Social Democracy and Early Twentieth Century Radicalism

Tue Feb 18 Communism versus Social Democracy /
Lenin, Trotsky and Stalin: The Soviet Revolution | [Online Quiz #2 due by class time](#)

Readings: McDonough, Terrence and Robert Drago. 'Crises of Capitalism and the First Crisis
of Marxism: A Theoretical Note on the Bernstein-Kautsky Debate' *Review of
Radical Political Economics*, 21, 3 (1989): 27-32. [6 pages]
Sunny, Ronald Grigor. 'Toward a Social History of the October Revolution' Chapter
One in *The Structure of Soviet History: Essays and Documents*, Ronald Grigor
Sunny, editor. Second Edition. Oxford University Press, 2014: 7-48. [43 pages; read pages 7-21;
peruse the rest]

Thu Feb 20 Eugene Debs and early 20th century American Radicals

Reading: Zinn, Howard. 'War is the Health of the State' Chapter 14 in *A People's History of the
United States*. New York: Harper & Row, 1980: 350-367. [18 pages]

WEEK 6 Roaring Twenties, Great Depression, Rise of Fascism

Tue Feb 25 The Roaring Twenties: The Rise of Consumerism and the Crash of '29
[Online Quiz #3 due by class time](#)

Reading: Storrs, Landon R. Y. 'Toward Feminist Social Democracy' Chapter Two in *Civilizing Capitalism: The
National Consumers' League, Women's Activism, and Labor*

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Standards in the New Deal Era. Chapel Hill; London: University of North Carolina Press, 2000: 41-59. [19 pages]

Thu Feb 27 The Rise of Fascism: Capitalist or Communist System?

Reading: Spielvogel, Jackson J. 'Beginnings: Weimar Germany and the Rise of Hitler and Nazism' Chapter Two in *Hitler and Nazi Germany: A History*. Fourth Edition. Upper Saddle River, NJ: Prentice Hall, 2001 (1988): 10-39. [30 pages]

WEEK 7

Stalinism and Keynesianism

Tue Mar 3 The Triumphs and Horrors of Stalinism | [Online Quiz #4 due by class time](#)

Reading: Lewin, Moshe. 'The Social Background of Stalinism' Chapter 11 in *The Making of the Soviet System: Essays in the Social History of Interwar Russia*. New York: Pantheon Books, 1985: 258-285. [28 pages]

Thu Mar 5 Keynes and the Great Depression: Saving Capitalism
Due: *Primary Source Assignment*

Reading: Keynes, John Maynard. 'Concluding Notes' Chapter 24 in *The General Theory of Employment, Interest and Money*. New York and London: Harcourt Brace Jovanovich, 1964: 372-384. [23 pages]

WEEK 8

Against Keynes: Hayek and Friedman

Tue Mar 10 Hayek and Friedman as Anti-Keynes Dissidents

Reading: Hayek, Friedrich A. 'Coercion and the State' Chapter Nine in *The Constitution of Liberty*. University of Chicago Press, 1960: 133-147. [15 pages]
Friedman, Milton. 'The Relationship between Economic Freedom and Political Freedom' Chapter I in *Capitalism and Freedom*. University of Chicago Press, 1962: 7-21. [15 pages]

Review for Comprehension Quiz #1

Thu Mar 12 **Comprehension Quiz #2: War, Revolution and Crisis**

WEEK 9

Spring Break: No Classes March 17-21

PART THREE: THE COLD WAR

WEEK 10

World War to Cold War and McCarthyism

Tue Mar 24 From Allies to Enemies: World War II to the Cold War | McCarthyism
[Online Quiz #5 due by class time](#)
Due: *Essay Proposal*

Readings: Sanchez-Sibony, Oscar. 'Capitalism's Fellow Traveller: The Soviet Union, Bretton Woods, and the Cold War, 1944-1958.' *Comparative Studies in Society and History*, 56, 2: 290-319. [20 pages]

Issues: Twentieth Century Crisis: Capitalism and Socialism
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Donner, Frank J. 'Birth of a Congressional Monster' Chapter 2 in *The Un-Americans*. New York: Ballantine Books, 1961: 10-22. [13 pages]
Schrecker, Ellen and Phillip Deery, editors. 'I Have in My Hand...' and 'McCarthy's Congressional Critics: A Republican' Chapters 12 and 13 in *The Age of McCarthyism: A Brief History with Documents*. The Bedford Series in History and Culture. Boston; New York: Bedford/St. Martin's, 2017 (1998): 183-189. [7 pages]

Thu Mar 26 Mao and the Chinese Revolution

Reading: McClelland, David. 'Maoism in Power' Chapter 16 in *Marxism After Marx: An Introduction*. Second Edition. London: Papermac/Macmillan, 1989 (1979): 215-238. [24 pages]

WEEK 11 Social Democracy, the Welfare State and the End of the Postwar Boom

Tue Mar 31 Social Democracy in Europe | [Online Quiz #6 due by class time](#)

Reading: Sassoon, Donald. 'Social Democracy in the twentieth century: a historical reflection' Chapter 1 in *Transitions in social democracy: Cultural and Ideological Problems of the Golden Age*, John Callaghan Ilaria Favretto, editors, Manchester and New York: Manchester University Press, 2006: 15-41. [27 pages]

Thu Apr 2 The Postwar Boom and its End

Reading: Brenner, Robert. 'The Pattern of the Postwar Boom' and 'The US CounterOffensive' Chapters 3 and 12 in *The Economics of Global Turbulence*. New York; Verso, 2006. (34 pages)

WEEK 12 The Military Industrial Complex and the Sixties

Tue Apr 7 The Rise of the Military industrial complex | [Online Quiz #7 due by class time](#)

Reading: Ledbetter, James. "'Eisenhower Must Be Rolling Over in His Grave'" Chapter 8 in *Unwarranted Influence: Dwight D. Eisenhower and the Military-Industrial Complex*. New Haven, Connecticut: Yale University Press, 2011. [23 pages]

Thu Apr 9 The Sixties and the New Left

Reading: Lyons, Paul. 'The Sixties' Chapter in *New Left, New Right, and the Legacy of the Sixties*. Philadelphia: Temple University Press, 1996. [30 pages]

Review

Comprehension Quiz #3: The Cold War

PART FOUR: GLOBAL CAPITALISM

WEEK 13 From Cold War to Globalization

Tue Apr 14 Communism breaks down: end of the Cold War | [Online Quiz #8 due by class time](#)

Reading: Okey, Robin. '1989 in the international context' Chapter 9 in *The Demise of Communist Eastern*

Issues: Twentieth Century Crisis: Capitalism and Socialism
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Europe: 1989 in Context. London: Arnold Publishers, 2004.

Thu Apr 16 Globalization and Neoliberalism: A World Capitalist System

Reading: Hickel, J. 'A Short History of Neoliberalism (And How We Can Fix It)' *The New Left Project*, 2012. <http://www.newleftproject.org/index.php/site/article_comments/a_short_history_of_neoliberalism_and_how_we_can_fix_it> (28 January 2017). [8 pages]

WEEK 14

Rise of China, Crash of the Banks

Tue Apr 21 Communist China's Market Miracle | [Online Quiz #9 due by class time](#)

Due: Completed Essay

Reading: Li, Minqi. 'Can the Capitalist World-Economy Survive the Rise of China?' Chapter 4 in *The Rise of China and the Demise of the Capitalist World Economy*. New York: Monthly Review Press, 2008: 93-112. [20 pages]

Thu Apr 23 2007-2008: Great Recession: Neoliberalism in Crisis

Reading: Kaletsky, Anatole. 'Market Fundamentalism Self-Destructs' in *Capitalism 4.0: The Birth of a New Economy in the Aftermath of Crisis*. New York: Public Affairs, 2010: 128-155. [28 pages]

WEEK 15

Global Protests and the Resurgent Right

Tue Apr 28 Global Protests: Occupy, Arab Spring, Standing Rock | [Online Quiz #10 due by class time](#)

Reading: Mizen, Phil. 'The Madness that is the world: young activists' emotional reasoning and their participation in a local Occupy movement', *The Sociological Review*, 63:52 (2015): 167-181. [16 pages]

Thu Apr 30 Trump, Brexit and the Right Resurgent

Reading: Kolozi, Peter. 'The Neoconservative Critiques of and Reconciliation with Capitalism'. *New Political Science*, 35, 1 (YEAR?): 44-64. [21 pages]

WEEK 16

Summary

Tue May 5 Marx's Second Contradiction: The Environmental/Ecological Crisis

Reading: Chomsky, Noam. 'Can Civilization Survive Really Existing Capitalism?' Chapter 7 in *Masters of Mankind: Essays and Lectures*, 1969-2013. Chicago: Haymarket Books, 2014: 139-146. [8 pages]

Thu May 7 Summary: How Enduring is Capitalism?

May 11-15 EXAM WEEK

Wed May 13

FINAL EXAM: ESSAY PORTION

Final Due on ICON/CANVAS by Wednesday, May 10th by Midnight

POLICIES: ATTENDANCE AND PARTICIPATION

1. **Attendance:** for each session is mandatory and will be recorded at the beginning of each session. Notify your instructor beforehand if you know you will be unable to physically attend a session. If you miss the call for attendance, there will be a *sign-in sheet* to sign after class. If extreme circumstances are preventing you from regularly attending class or completing assignments, you will need to make accommodations with your instructor.
2. **Missing Class:** To request an excused absence due to an emergency or a legitimate scheduling conflict you must complete the form at: <https://clas.uiowa.edu/sites/default/files/ABSENCE%20EXPLANATION%20FORM.pdf> and upload a copy along with any documentation demonstrating that it was a legitimate absence to the 'Attendance Forms and Documentation' drop box. **DO NOT email your instructors about a single absence** – direct all questions, forms and documentation to the drop box. **One absence will NOT affect your final grade!** Regularly missing class **will** affect your participation score, which is based on your participation in classroom discussion and homework assignments, which together are worth 15% of your final grade.
3. **Make-Up Assignments:** Online Quizzes and Geography Quizzes cannot be re-taken after the date by or on which they are to be taken except in cases involving legitimate, documented reasons. An assignment sheet with Instructions may be found under the Course Materials module on Icon/Canvas.
4. **Electronic Devices:** The **ONLY** permissible use of laptop computers or hand-held devices in the classroom is for taking notes or accessing course materials online. If you need to send an email, a text or shop for shoes, please do so outside of the classroom.
5. **Collaboration:** You are encouraged to collaborate with your classmates in reviewing the reading material and discussing the course content. Exams and assignments, however, are an evaluation of how well you have comprehended and synthesized the course content as an individual. While you may discuss the essay questions you are given for assignments with your colleagues, you are expected to do the writing on all written assignments, quizzes and exams by yourself.

POLICIES: WRITTEN ASSIGNMENTS

1. **Plagiarism:** You are expected to submit original work. Do not cut and paste material from your sources as you write, as this greatly increases the likelihood of plagiarism. Any string of text longer than seven (7) words that is lifted directly from a source that is not attributed to the original by adding "quote marks" *and* a citation constitutes plagiarism. Paraphrasing without including a citation is also plagiarism. Plagiarism is a form of cheating because it involves falsely indicating to the reader that you wrote something which you did not write. All written assignments are checked electronically for instances of plagiarism. Blatant cheating will result in a 0 for the assignment and will be reported to the University authorities. You will learn more about academic dishonesty (plagiarism) by completing the IU Test.
2. **BOTH Hard Copy and Online Submissions Required:** All written assignments *must* be submitted in BOTH hard copy in class AND via the ICON/Canvas Dropbox so that the text of your writing assignments may be compared against the web and other student papers to ensure academic honesty. For the electronic version, submit your file in a standard file format such as .pdf, .docx, or .rtf to be sure that your instructor can open it.
3. **Late Penalties:** Assignments handed in by the on time will receive priority in terms of comments. A half a letter grade (5%) deduction will be assessed on any written assignment turned in after the deadline, increasing to a full letter grade (10%) after 7 days.
4. **Do Not Cite Reference Works:** Reference works such as *Encyclopedia Britannica* or *Wikipedia.org* provide general knowledge. You may take it for granted that your reader has access to information found here and therefore you do not need to include such reference works in your citations and bibliography; they will not count toward your minimum number of citations.

GUIDELINES FOR WRITING ASSIGNMENTS

The following guidelines apply to all three of your writing assignments.

CHOOSING AND NARROWING DOWN TOPIC

You are encouraged to choose a topic which involves two or more countries, but if you choose to focus on one country, be sure to include an international component. For example, if you want to write about the culture of *favelas* (slums, shantytowns) in Brazil, you might make some brief comparisons with shantytowns in one or more other countries in Latin America or elsewhere. A good way to get started narrowing down your topic is to write down a list of 6-12 keyword phrases and then start entering these as search terms in databases like JSTOR [see 'JSTOR' on the syllabus, p. 8], the university's main website, or using a search engine.

You are looking for a *specific* topic and more specifically, a controversy or debate. Your topic can be as specific as, for example, focusing on a particular policy which affects shantytown residents or the rhetoric and the reality when it comes to perceptions of certain migrants or refugees in a certain country.

Note: As stated in your syllabus, you may *not* choose a topic that focuses solely on a domestic issue in the United States. Non-US students may *not* choose a topic that focuses solely on your country of origin.

RESEARCH EXPECTATIONS

Once you have decided upon a topic, the next step is to locate reading materials which you will actually use as your sources. Gather a dozen or so items as a first search, pause, refine your search from there and start again. Simply grabbing the first few sources you locate to meet any specified minimum number of sources is not the way to produce a quality essay and earn a good grade. In order to locate a good controversy and/or good evidence to support your argument, you will read many more sources than you actually use in your paper.

1. In class, we will review the distinction between '**scholarly**' (**peer-reviewed**) and '**popular**' sources. You are encouraged to work with scholarly sources as much as possible. When using popular sources, you are encouraged to avoid websites which provide minimal information for your citation and to rely on reputable sources, including reliable news outlets, government reports and documentary videos. Do not cite reference works such as *Encyclopedia Britannica* or *Wikipedia* even if you use them to locate information. Wikipedia pages will often provide footnotes; you are encouraged to explore and cite *those* sources if they appear reliable. Ask your instructor for assistance if you are uncertain as to whether a source is scholarly, reputable or reliable.
2. Use a **variety of sources** and do not rely too heavily on one source or one journal.
3. Physically **visiting the library** is a great way to begin your research and you are encouraged to build time into your schedule for this purpose. The university librarians on duty will be eager to assist you in locating materials. They can show you how to access scholarly materials through online journals and databases and how to browse the book stacks by identifying one or more books in a relevant section and then perusing

nearby titles in search of more recent or relevant titles. Timothy Arnold is the new specialist in International Studies at UI Libraries.

4. You may **use course materials** as sources for your paper if appropriate. They should make up no more than 1/3 of your total citations at most. Course materials listed in your bibliography will *not* count toward meeting any specified minimum number of sources, scholarly or otherwise.

FORMATTING

Written assignments will be typed on plain white 8.5" x 11" paper using 12 point font (Times New Roman is preferred), using 1" margins. 1.5 line spacing is preferred; 2.0 is acceptable. Use a standard font like Calibri or Times. Number your pages, starting from page 2. Chicago Manual of Style formatting is preferred but you may use any style manual you choose, or follow your own formatting style, so long as you are consistent. Be sure to give your essay an informative title.

Length

All three essays should be a minimum of two (2) full pages in length; there is no maximum page length. Writing short papers can be harder than writing long papers! Because you are writing a short paper, you will likely want to produce several drafts until you are sure that your argument is focused and specific by removing redundant or unnecessary material such as 'throat clearing' statements. ("This idea is important because x" can usually be revised to just say "x"). Please provide a word count, not counting the bibliography, two lines below the last sentence of your essay.

Citations Formatting

In class you will be given examples of how to produce citations and a bibliography using the *Chicago Manual of Style*. You may use the style manual or format of your choosing, so long as the formatting is consistent. Whether you use footnotes or in-text citations, each citation should contain, at a minimum, the surname of the author or the name of the institution which produced the document, the year of publication and page numbers if available. Here is an example of an in-text citation: (Smith 2017: 1-5). At the end of this sentence and at the bottom of this page is an example of a footnote.¹

Bibliography Formatting

You must also produce a bibliography or 'list of references' at the end of the paper. *Do not* simply cut and paste your bibliography from an automated referencing program like Endnote because the result will *not* be a consistently formatted bibliography. The entries in the bibliography should be alphabetized by surname (Smith, John) or name of institution credited with authorship. The bibliography should be single-spaced with a blank line between each entry. The first line of each entry should be flush left and additional lines of the same entry should be indented five spaces, for example:

Berk, Richard A. *Water shortage : lessons in conservation from the great California drought, 1976-1977*.
Cambridge, Massachusetts: About Books, 1981.

Jowett, A. J. "China's Water Crisis: The Case of Tianjin (Tientsin)." *The Geographical Journal* , vol. 152, no. 1 (March 1986): 9-18. <<http://www.jstor.org/stable/632934>> (accessed: November 1, 2013).

¹ John A. Smith. "International Studies is the most awesome field of studies in the world." *Journal of Awesome Studies*, 10, 1 (2017): 1-5.

Non-English Sources

If you can read in a language other than English, you are encouraged to use foreign language sources, however be sure you translate into English any passages you choose to quote directly. Also, be sure to translate the title of the article or book in question alongside the non-English title in the bibliography. Any non-English terms appearing in your text should be *italicized*.

GRADING RUBRIC

Each writing assignment will involve a different rubric. Each criterion under each rubric will be graded on a 10-point scale and the results will be averaged to produce a final score and letter grade. The policy on late assignments can be found on page 6 of the syllabus.

GRADING SCALE									
0-5.9	F	6-6.9	D	7-7.9	C	8-8.9	B	9-10	A
unacceptable		poor		acceptable		good		excellent	

STUDENT RESOURCES

- **The Writing Center:** www.uiowa.edu/~writingc/ helps all in the University community improve their writing, including attitudes and self-confidence about writing. We also assist with reading.
- **The Speaking Center:** clas.uiowa.edu/rhetoric/for-students/speaking-center is available to help students who would like to work on any aspect of oral communication, including: effective classroom participation, delivering oral presentations, speech anxiety and much more.
- **Tutor Iowa:** tutor.uiowa.edu/ is an excellent resource to find academic assistance and mentoring for your University of Iowa courses.
- **UI Libraries:** have librarians on hand to help you succeed with your projects, while the website: <http://search.lib.uiowa.edu> is your gateway to finding resources. The new International Studies Librarian here at Iowa is Tim Arnold; he is ready to assist you with your work.
- **JSTOR:** Guidelines for your written assignments may require a minimum number of scholarly sources. JSTOR is the world's largest repository of scholarly articles and the first place to look for scholarly articles on your topic. From the University Libraries website, click 'Databases', select the letter 'J' and scroll to the bottom of the page and click on 'JSTOR (Journal Storage)'. Log in using your hawkid at the prompt and click 'Advanced Search'. Type in your key terms and check the 'Articles' checkbox to begin searching.

UNIVERSITY POLICIES & PROCEDURES

Administrative Home

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and other policies. These policies vary by college (<https://clas.uiowa.edu/students/handbook>).

Electronic Communication

Students are responsible for official correspondences sent to their UI email address (uiowa.edu) and must use this address for all communication within UI ([Operations Manual, III.15.2](#)).

Accommodations for Disabilities

UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student should then discuss accommodations with the course instructor (<https://sds.studentlife.uiowa.edu/>).

Nondiscrimination in the Classroom

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

Academic Integrity

All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address (<https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

CLAS Final Examination Policies

The final exam schedule for each semester is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this final exam information. No exams of any kind are allowed the week before finals (<https://clas.uiowa.edu/faculty/teaching-policies-resources-examination-policies>).

Making a Complaint

Students with a complaint should first visit with the instructor or course supervisor and then with the departmental executive officer (DEO), also known as the Chair. Students may then bring the concern to CLAS (<https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, definitions, and the full University policy, see <https://osmrc.uiowa.edu/>.