

INTERNATIONAL RELATIONS in FILM

POLS 2998W-003

Th 5:30pm – 8:00pm

OAK 401

COVID POLICY: Per UConn policy: **Regardless of vaccination status, ALL PERSONS MUST WEAR AN APPROPRIATE FACE MASK INSIDE OFFICES AND BUILDINGS AND CLASSROOMS.** For everyone's mutual safety, this policy will be strictly enforced. Visit <https://covid.uconn.edu/> for full and up-to-date information.

Professor: Dr. David L. Richards (david.richards@uconn.edu)

Office: Zoom (link automatically provided upon scheduling)

Office Hours: Mondays 9:00am-10:30am

Wednesdays 10:00am-11:30am

Appts are available in 15-minute increments and must be made in advance at <https://doodle.com/bp/davidrichards/office-hours>



Movies address world politics in ways that inform and affect us differently than can a book, article, or newspaper story. Thus, we do ourselves a favor in taking seriously the intellectual possibilities offered to us by films. In this course, we won't be trying to define a particular genre called "international relations films", rather, we will be discussing films from across a wide spectrum of well-established genres, including: science fiction, comedy, anime, drama, romance, and documentary. Our goal is not to simply see *whether* the films we watch together affect our views about world politics but, instead, to see whether they affect *how* we think about world politics.

WRITING ASSIGNMENTS

Since this is a “W” class, you are required to successfully complete at least 15 pages of written content that has been revised per an instructor’s comments. Here’s how we are going to meet that goal:

1. Three times during the semester, you will submit a five-*full*-page (minimum) draft film review.
2. For the following week’s class (i.e., one week after a draft is due) I will meet virtually (via Zoom) with each student and go over their draft with them. It is my firm belief it’s more constructive to talk with students about their work than to just write a lot of red ink on it and hand it back.
3. You then have one week to resubmit your final draft of your film review.

FAQ

Q: When are all these things due?

A: Due dates are noted on the weekly schedule in this syllabus. The time due is by the start of class (5:30pm) on that date.

Q: What films can I write about?

A: The first film review will be based upon on one film of your choice that we watched in class up to that time. The second and third reviews will be based on one film of your choice watched in class since the last review was submitted.

Q: Can I write about more than one film in the same essay?

A: You may make references to other films, of course, but the main focus of your essay (i.e., 95+% of your essay’s content) must be on the particular film you chose to write about.

Q: What, exactly, do I write about?

A: Use the following list of questions as your guide. You will find some of these questions to be more relevant to some films than to others. You may use more than one of these prompts for your review, but do not use more than two or three, or your essay will lose depth given the five-page format.

- I. What is the main message or point of view of the filmmaker(s)? What is the message that the filmmakers wanted viewers to take away?
- II. How is this film about a problem or question that is relevant to *current* international relations?
- III. Who were the major characters (*make sure you have their names correct!*)? How did their traits, acts, and relationship to one another affect the film’s message?
- IV. What symbols/stereotypes/archetypes, if any, were used to help convey the main message?
- V. Which scene(s) was/were most important to conveying the message(s)? In detail, why?
- VI. How did the *acting / directing / scenery / camerawork / editing / soundtrack / score* affect delivery of the message?

To help you be prepared as possible, in Husky CT you will find both PDF and Word versions of the above questions (listed as “Film Notes Template”), suitable for printing/filling out so that you can take important notes during our films. Taking good notes is especially important if you don’t plan on rewatching the film you have chosen to review. All films shown in class are available to view via some streaming service.

Q: What is the required structure/format of these essays?

- A:**
- (i) The *text-body* of the paper must be at least FIVE *full* typed pages.
 - (ii) Include a title page and bibliography
 - (a) The title page should include: a title, the name of the film you are writing about, your name, date of submission, whether this is a first draft or second draft, and the class name ("POLS2998-003")
 - (ii) The title page, bibliography, and anything else you may include (e.g., appendices, figures/graphs/charts/tables/etc.) do not count towards the five-page total.
 - (iii) 1" margins
 - (iv) 12pt font
 - (v) Calibri or Times New Roman fonts, only
 - (vi) Double-spaced
 - (vii) No extra space at the end of paragraphs
 - (viii) Use the parenthetical-citation-style system (for citations & bibliography) with which you are most comfortable. *On the title page of the paper, note what system it is you chose to use.*
 - (ix) Use page numbers. Pagination should begin on the first full page of text, not the title page.

Q: How will my essays be graded?

A: The following rubric will be used to grade essays.

Rubric Criteria	Score	Out Of
Demonstrated knowledge about the film		5
Linkage of film to suitable IR topic / question		5
Use of detailed examples to back up arguments		5
Use of analysis, logic & argumentation		5
Grammar, spelling, structure, & style		5
Total Points		25

Point totals correspond with specification grades as such:

M: 23-25pts; **P:** 20-22pts; **D:** 17-19pts; **F:** < 19 pts

Q: How do I sign up for my writing review appointments?

A: <https://bit.ly/2VKmlby>

Q: How do I submit my essays?

A: In Husky CT in Course Content there are assignments corresponding with all draft and final essay submissions. You will submit your essays there. Note: essays will be processed through SafeAssign. I have not allowed student access to SafeAssign scores because these scores are meaningless and end up scaring students for no good reason. The value of SafeAssign is in the actual matches it finds, and that instructors must read, not in the numerical scores it generates.

SPECIFICATION GRADING

This course uses what is known as “specification grading”. A student’s course grade is not dependent upon the average of a number of numerically-graded assignments. Rather, it is dependent upon how many course-skills components a student has sufficiently mastered. This system is designed to lessen focus on particular numerical grades and heighten focus on skills mastery.

<u>M</u>astered	Excellence in structure, grammar, use of evidence, analysis, logic and argumentation. Any errors are trivial. Mastery of the subject matter is evident.
<u>P</u>roficient	Good structure, grammar, use of evidence, analysis, logic and argumentation. Some elements are stronger/weaker than others. A firm understanding of the subject matter is evident.
<u>D</u>eveloping	Structure, grammar, use of evidence, analysis, logic and argumentation are uniformly, or nearly uniformly, wanting in quality and/or attention. Very little is demonstrated showing knowledge about the subject matter.
Failed to Complete	The work has not been handed in (at either stage) or is incomplete (e.g., no rewrite submitted, not five full pages, etc.).

COURSE GRADING

The following table shows what combination of grades (on your three rewritten essays) is necessary to achieve a particular course grade. *Note that, to pass this W course, no grades of F are allowed.*

	M	P	D	F
A	3			
A-	2	1		
B+	1	2		
B	2		1	
B-		3		
C+	1	1	1	
C		2	1	
C-	1		2	
D+		1	2	
D			3	

SEMESTER SCHEDULE / READINGS

Materials listed as “[HCT]” are available on the course Husky CT site.

9/2: WELCOME! WHAT ARE WE DOING HERE? READING FILMS.

9/9: FIGHT THE GOOD FIGHT?

- Brewer, Paul R., Kimberly Gross, Sean Aday, and Lars Willnat. 2004. “International Trust and Public Opinion About World Affairs.” *American Journal of Political Science* 48.1: 93-109. [HCT]
- Fensterwald, Jr., Bernard. 1958. “The Anatomy of American ‘Isolationism’ and Expansionism. Part I.” *The Journal of Conflict Resolution* 2.2: 111-139. [HCT]

9/16: PROPAGANDA

- Boyle, Peter. 1997. “Reversion to Isolationism? The British Foreign Office View of American Attitudes to Isolationism and Internationalism during World War II.” *Diplomacy & Statecraft* 8.1: 168-183.
- Institute for Propaganda Analysis. 1937. “How to Detect Propaganda” *Propaganda Analysis* 1.2 [Reprinted in *Bulletin of the American Association of University Professors* (1915-1955) 24.1 (Jan. 1938) pp. 49-55.] [HCT]
- Steele, Richard W. 1978. “American Popular Opinion and the War Against Germany: The Issue of Negotiated Peace, 1942.” *The Journal of American History* 65.3: 704-723. [HCT]
- Vedantam, Shankar. 2003. “Propaganda Seen as Key for Military, World Opinion.” March 24. *The Washington Post* [HCT]

9/23: PRINCIPALS, AGENTS, AND TORTURE

- Mitchell, Neil. 2012. “The Theory of the Fall Guy” IN *Democracy’s Blameless Leaders: From Dresden to Abu Ghraib, How Leaders Evade Accountability for Abuse, Atrocity, and Killing*. New York: NYU Press. [HCT]
- Mitchell, Neil. 2012. “Evading Accountability” IN *Democracy’s Blameless Leaders: From Dresden to Abu Ghraib, How Leaders Evade Accountability for Abuse, Atrocity, and Killing*. New York: NYU Press. [HCT]

9/30: AREA BOMBING...THE VIEW FROM THE GROUND

- **Film Review #1 Due**
- Armstrong, Charles K. 2009. "The Destruction and Reconstruction of North Korea 1950-1960." *The Asia-Pacific Journal* 7.0: 1-8. [Read pages 1-4] [HCT]
- International Committee of the Red Cross. 2018. "Rule 13. Area Bombardment" *Customary International Humanitarian Law* https://ihl-databases.icrc.org/customary-ihl/eng/docs/v1_rul_rule13
- International Committee of the Red Cross. 2018. "Practice Relating to Rule 13. Area Bombardment" *Customary International Humanitarian Law*
 - https://ihl-databases.icrc.org/customary-ihl/eng/docs/v2_rul_rule13
- New York Times. 1942. "A Blow At Japan's Heart." *The New York Times* April 20. [HCT]
- Ralph, William W. 2006. "Improvised Destruction: Arnold, LeMay, and the Firebombing of Japan." *War in History* 13.4: 495-522. [HCT]
- United States Strategic Bombing Survey. 1945. "Kobe Report" IN *Effects of Air Attack on Osaka, Kobe, Kyoto* [Read book pages 148-170 (PDF pages 167-189)] [HCT: Note this is a huge file – 90MB—so give it time to download if on a slow connection]

10/7: Wrting Review #1

- This class will be virtual:
<https://us02web.zoom.us/j/5085918854?pwd=YXpYeDdQeW04aXlUWlRoMVM5OFhRZz09>
 Meeting ID: 508 591 8854
 Passcode: 0c31Tx

10/14: THE ATOMIC THREAT: DISARMAMENT & SCIFI

- **Revised Film Review #1 Due**
- Boyd, Dallas. 2010. "Unconventional Thinking: Why Conventional Disarmament Must Precede Nuclear Abolition." *Bulletin of the Atomic Scientists* [HCT]
- Sontag, Susan. 1965. "The Imagination of Disaster." *Commentary* October 1 [HCT]
- Vizzini, Bryan E. 2008. "Cold War Fears, Cold War Passions: Conservatives and Liberals Square Off in 1950s Science Fiction." *Quarterly Review of Film and Video* 26.1: 28-39. [HCT]

10/21: THE ATOMIC THREAT: THE LOGIC OF MAD

- Brown, Andrew, and Lorna Arnold. 2010. "The Quirks of Nuclear Deterrence." *International Relations* 24.3: 293-312. [HCT]
- Tetlock, Phillip, Charles McGuire, and Gregory Mitchell. 1991. "Psychological Perspectives on Nuclear Deterrence." *Annual Review of Psychology* 42: 239-276. [HCT]
- US Air Force video [HCT]

10/28: TO BOMB OR NOT TO BOMB

- **Film Review #2 Due**
- Brym, Robert J., and Bader Araj. 2006. "Suicide Bombing as Strategy and Interaction: The Case of the Second Intifada." *Social Forces* 84.4: 1969-1986. [HCT]
- Victoroff, Jeff. 2005. "The Mind of the Terrorist: A Review and Critique of Psychological Approaches." *The Journal of Conflict Resolution* 49.1: 3-42. [HCT]

11/4: Writing Review #2

- This class will be virtual:
<https://us02web.zoom.us/j/5085918854?pwd=YXpYeDdQeW04aXlUWlRoMVM5OFhRZz09>
 Meeting ID: 508 591 8854
 Passcode: 0c31Tx

11/11: THE WALL IS BUILT. WHICH SIDE IS DYSTOPIA?

- **Revised Film Review #2 Due**
- Carter, David B., and Paul Poast. 2017. "Why Do States Build Walls? Political Economy, Security, and Border Stability." *Journal of Conflict Resolution* 61.2: 239-270. [HCT]
- Hurd, Ian. 2017. "Targeted killing in international relations theory: Recursive politics of technology, law, and practice." *Contemporary Security Policy* 38.2: 307-319. [HCT]
- Snukal, Katia, and Emily Gilbert. 2015. "War, Law, Jurisdiction, And Juridical Othering: Private Military Security Contractors And The Nisour Square Massacre." *Environment and Planning D: Society and Space* 33.4: 660-675. [HCT]

11/18: WHEN COWS ATTACK

- Meneley, Anne. 2014. "Resistance is Fertile!" *Gastronomica: The Journal of Food and Culture* 14.4: 67-78. [HCT]
- Smith, Ron J., and Martin Isleem. 2017. "Farming the Front Line." *City* 21.3-4: 448-465. [HCT]

11/25: THANKSGIVING BREAK**12/2: DFGHJFGHJKL**

- **Film Review #3 Due**

12/9: Writing Review #3

- This class will be virtual:
<https://us02web.zoom.us/j/5085918854?pwd=YXpYeDdQeW04aXlUWlRoMVM5OFhRZz09>
 Meeting ID: 508 591 8854
 Passcode: 0c31Tx

12/15 EXAM WEEK

- **Revised Film Review #3 Due**

CLASS RULES:

Notes/Photos/Videos/Sound Recording, Etc.

You do NOT have permission to record any sounds or images from or during class. *Taking photos of PowerPoint slides is absolutely prohibited.* You do not have permission to make publicly available any class notes or materials – complete, partial, or summarized -- for paid or unpaid access by any other persons via any forum and/or via any medium. Any violations will be reported to the Dean of Students Office.

Lateness

Habitual lateness to class is unprofessional and disrespectful to other students and to the professor. Habitual lateness to class is disruptive and will be handled as such.

Phones / Other Electronic Devices:

- Turn off the ringer of your phone/electronic devices BEFORE class begins. You will not be in trouble for a single accident of forgetting to turn off your phone and having it ring in class -- once in a while, everyone (*including the professor*) forgets to turn off his/her phone. So, if your phone rings in class, *please have the decency to turn it off and not let it ring* and ring until the caller hangs up or voicemail kicks in.
- Chronic cases of disruption via electronic devices will be referred to the Office of Student Services & Advocacy.
- You MAY use a laptop/tablet, etc during lectures.
 - If the professor sees that too much laptop activity is being devoted to non-course activities (e.g., social media, etc), permission to use laptops/tablets/etc. will be revoked.
- Use of earbuds/earphones is strictly prohibited.
- NO electronic devices of any kind are to be *powered up or on* during an exam/quiz. Violation of this rule will result in a zero on the exam/quiz.
- NO electronic devices of any kind are to be *visible* during an exam/quiz. Violation of this rule will result in a zero on the exam/quiz.
- If you are caught using *any* kind of electronic device during an exam, you will automatically receive a zero on the exam.

E-Mail:

You are responsible for checking your UCONN-registered e-mail every day, especially before classes and exams. Notices, important dates, reading changes, and the like will be announced via e-mail.

Communicating & Making Appointments With Me

E-mail is the single-best way to reach me. Be sure to use this link to make appointments:

<https://doodle.com/bp/davidrichards/office-hours>

Makeup Exams:

Makeup exams present severe equity problems for everyone involved in the course. Makeup exams will ONLY be scheduled for those with DOCUMENTED medical, University-sanctioned activity, or direct family member's death- associated excuses. ***There are NO exceptions to the makeup exam rule.*** For example, exams missed because of vacation, weddings, oversleeping, sickness not bad enough to get a doctor's excuse, etc., cannot be made up.

Excused Absences:

Excused absences are limited to absences where there is a documented medical excuse for that/those date(s) missed, a University-sanctioned event directly affecting the student, or the documented death of an immediate family member. Examples of things that do not count as excused are job interviews, weddings, work-related conflicts, and vacations.

Late Penalty

Late penalties begin accruing immediately after I have collected work from all those in attendance at the beginning of class, rounded up to the hour, at a penalty of 2 points per hour.

Academic Integrity

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's *Responsibilities of Community Life: The Student Code* and the Office of Community Standards: <http://www.community.uconn.edu>

Students With Disabilities

Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student's documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the process to request accommodations is available on the CSD website at www.csd.uconn.edu.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

More information is available at <http://policy.uconn.edu/?p=2884> .

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at

<http://sexualviolence.uconn.edu/> .