

GOALS:

1. Intensely engage in sustained revision processes to build a polished, solid 7-10 pp essay that meets WPR Portfolio Requirements!
2. Become expert wielders of the GenEd Capabilities
3. Act on our knowledge and scholarly work
4. Develop PK & meta-cognition

CONTEXT: Kinzer's theory of regime change states that powerful nations primarily prey on weaker ones for 3 interlocking reasons: economic interests, geopolitical advantage, and ideological domination (p.1), and that the consequences are usually mutually damaging. (p.1) In this course we apply our CAPs and analytic model of 'magical thinking /storytelling' in order to uncover ideologies' regime change functions,(inspiring, designing, mystifying 'facts', implementing, and justifying). This process requires unpacking how ideologies are expressed in/through political rhetoric. While many ideologies operate in the overthrow process, together we will focus on the foundational ideology: pragmatism/American Exceptionalism; then each of you chooses another relevant ideology, (e.g., anti-communism, nationalism), to study.



6 CORE QUESTIONS ARE THE PRIMARY FOCUS OF YOUR CAPS

WORK:

- 1) What constitutes a REGIME? What constitutes a REGIME CHANGE?
 - 2) What are their consequences for both the US and the country experiencing overthrow?
 - 3) Why do they occur(causes)
 - 4) How do RChanges occur? How are ideologies, e.g., manifest destiny/American Exceptionalism, blueprints, inspiration, mystification and justification and political rhetoric, to US RChanges?
 - 5) How do 'facts' and ideology work together to conjure magical thinking and storytelling?
 - 6) How can ordinary people like us engage in careful reading & critical thinking to make informed judgments about US foreign policies? How can we act on our knowledge?
- Some of your responses will form the context/background of your Essays, while others will help you form a thesis/theory of US RChange.

EVALUATION/WEIGHT: Essay I counts for 25% of your semester grade, and is evaluated by a combination of: 1) our own criteria 2) the Gen Ed's Writing Proficiency Requirement Evaluation Guidelines, and 3) conventional letter grades.

HOW: using all the CAPs, including: TeamWork to divide and share the reading; reading/research notes; peer blogging & feedback; lots of revisions, independent Healey research and building smaller essays that provide the primary ingredients for constructing our formal Essay #1

Building a Formal Essay from your BuildingBlocks:
The WPR Criteria and our strategies will help you formulate a thesis and coherent supporting argument, providing contexts for supporting data; ‘sandwiching’ appropriate paraphrase, summary and quotation; iceberging to elaborate, excavate and clarify implicit ideas; (1-liners). You must submit at least 3 drafts of Essay I for feedback (see Syllabus/BB). Drafts must reflect previous feedback, attention to WPR Criteria and your on-going re-thinking! Last Draft due at beginning of last class.

TIMETABLE: There are 14 weeks and 28 class meetings scheduled- we’ll use all of them to build up to and re-build a polished, solid 7-10 pp essay. Estimate 1-1.5 weeks for each building block essay, and 3-4 weeks to put together the formal Essay. The final version of the Essay is DUE at beginning of last class.

These three un-graded Building Block Essays are intended to make this challenging task manageable so that we have as much time as possible for re-envisioning and revising our work—time and revision lead to quality work! Please observe that there is frequent overlap among these foci/purposes...

#1: PK Inventory/Op-Ed on RChange
This is your chance to “rant” and reflect on your PK & theories of ideologies, & US RChange. It will also help to guide your subsequent work.
We will initially use the core questions and Prior Knowledge Inventories to form the heart of this first building block.

#2: Kinzer’s Big Picture of 14 Overthrows:
Summarize, characterize, and illustrate the empirical nuts & bolts: How did the U.S.G. get away with so many? What are key common denominators?

#3: Defining ideologies: what are essential characteristics, synonyms, types, contested aspects? We’ll use PK Inventories and empirical examples from Kinzer, Intro, 14, 9 and scholarly sources in Healey.

MINI/BUILDING BLOCK ESSAYS’ SUPPOSED TO’S

- 1) at least 1 full page = 3-3.5 paragraphs
- 2) must include attribution (APA)
- 3) must directly address its designated focus/purpose

