“The past is never dead. It’s not even past.”
William Faulkner  [“Requiem for a Nun”, 1951]

“Louella remarked that when foreign nations had intercourse with this country they knew they had been intercoursed.”
Jack Woodford, The Autobiography of Jack Woodford

“Human rights is the soul of our foreign policy, because human rights is the very soul of our sense of nationhood.”

“Foreign policy is not social work. Acting for purely humanitarian reasons is wanton and self-indulgent. You don’t send U.S. soldiers to die to assuage troubled consciences at home. Their lives should be risked only in defense of their country.”
Charles Krauthammer  [“Liberal Democrats’ Perverse Foreign Policy,” Washington Post, July 11, 2003]

“And the truth of the matter is, is that the world has always been messy. In part, we’re just noticing now because of social media and our capacity to see in intimate detail the hardships that people are going through. The good news is that American leadership has never been more necessary, and there’s really no competition out there for the ideas and the values that can create the sort of order that we need in this world.”
President Obama  (Remarks at DNC event, Purchase, N.Y. August 29, 2014).

“Great nations need organizing principles, and ‘Don’t do stupid stuff’ is not an organizing principle.”
Hillary Clinton  [Interview in The Atlantic, August 10, 2014]

note: Clinton is referring to the slogan President Obama recently coined to describe his foreign-policy doctrine: “Don’t do stupid sh*t” (an expression often rendered as “Don’t do stupid stuff” in less-than-private encounters). She softened the blow by noting that Obama was “trying to communiThursdaye to the American people that he’s not going to do something crazy,” but she repeatedly suggested that the U.S. sometimes appears to be withdrawing from the world stage.

“What we’re seeing is that when the United States steps back and speaks softly, nobody listens.”
Condoleezza Rice, former Secretary of State, criticizing the Obama Administration’s response to the ISIS attacks

__________________________________________________________

**COURSE DESCRIPTION**

This course will focus on the historical context and basis of American foreign policy, the process of making foreign policy, and the international issues facing American decision-makers. Take note of the attached flow chart to see how we will approach these issues.
**READINGS**


  *Half the class will read one book, half the class will read the other book.*

- **We Meant Well: How I Helped Lose the Battle for the Hearts and Minds of the Iraqi People.** Peter Van Buren. 2011.


- Primary Source Readings

- Follow the news on a daily.

- Other readings may be assigned during the course.

*The books are on reserve in the Richardson Library at the “Reserve Desk”.*

**STRUCTURE OF CLASS**

**LECTURES:** The lectures focus on specific issues related to each section’s topic.

**DISCUSSION OF READINGS:** The chapter readings from the text and the Additional Required Readings should be completed by the day they are listed in the syllabus. *Be prepared to discuss the readings in class*

**FILM PRESENTATIONS:** The films presented in class are used to explore further the specific topics. I will hand out a series of questions on the films. These questions are designed to focus your viewing of the film.

**ESSAYS:** We will discuss your essays in class

**IN-CLASS EXERCISES:** We will discuss these in class.

**IN-CLASS ESSAYS:** We will discuss these in class.
# COURSE OUTLINE

## Session 1: March 28 (Monday)  INTRODUCTION

## Session 2: March 30 (Wednesday)  FOREIGN POLICY ANALYSIS
Text Reading:
-AFP, Chapter 1 “Key Dimensions of Foreign Policy Analysis”

Primary Source Reading:

**ASSIGNMENT DUE TODAY:** Key Themes & Concepts Response for Chapter 1

## Session 3: April 4 (Monday)  CONCEPTS & THEMES IN AMERICAN FOREIGN POLICY
Text Reading:
- AFP, Chapter 2 “Unifying Concepts and Competing Themes”

Primary Source Reading:

*In-Class Essay: Morality and American Foreign Policy*

**ASSIGNMENT DUE TODAY:** Reading Response: Do you agree with Mearsheimer’s critique of liberalism and the Crimea crisis?

## Session 4: April 6 (Wednesday)  THE EARLY YEARS—FINDING A PLACE IN THE WORLD
Text Reading:
- AFP, Chapter 3 “Finding a Place in the World: 1756-1865”

Primary Source Reading:
- Washington’s Farewell Address, 1796.
- Monroe Doctrine, 1823.

**MAP QUIZ**

## Session 5: April 11 (Monday)  COMING OF AGE & PROGRESSIVE IMPERIALISM
Text Reading:
- AFP, Chapter 4, “Building and Empire: 1865-1914”.

Film: “The Panama Canal”
Session 6: April 13 (Wednesday)  BECOMING A GLOBAL POWER
Text Reading:
• AFP, Chapter 5 “Becoming a Global Power: 1914-1945”, p. 124-133.
• Take note of “The Fourteen Points” on p. 130.

Primary Source Reading:
• “War Message”, W, Wilson, 1917.
• Final Address in Support of the League of Nations, W. Wilson, 1919.

*In-Class Exercise: American Exceptionalism discussion*

Session 7: April 18 (Monday)  FDR AND THE ROAD TO WAR
Text Reading:

Primary Source Reading:
• “Quarantine the Aggressors”, FDR, 1937.
• “The Great Arsenal of Democracy”, FDR, 1940.
• “The Four Freedoms”, FDR, Jan. 6, 1941.

**ASSIGNMENT DUE TODAY:** Reading Response: How are the “Fourteen Points”, the “Four Freedoms” and the “Atlantic Charter” and expression of the liberal/idealistic paradigm?

Session 8: April 20 (Wednesday)  THE COLD WAR—ORIGINS
Text Reading:

Primary Source Reading:
• “The Sources of Soviet Conduct”, Mr. X, 1947. (George Kennan)
• Eisenhower Explains the Domino Theory, 1954.

Film: “The Cold War—The Iron Curtain”

**ASSIGNMENT DUE TODAY:** Interests, Threats, and Tools Essay

Session 9: April 25 (Monday)  THE COLD WAR—THE LONG PEACE?
Text Reading:

Film: “The Cold War—Sputnik”

**ASSIGNMENT DUE TODAY:** Key Themes & Concepts Response for Chapter 6

Session 10: April 27 (Wednesday)
MIDTERM EXAM
Session 11: May 2 (Monday)  FIGHTING THE COLD WAR—THE VIETNAM WAR
Text Reading:

Primary Source Reading:
• The Tonkin Gulf Incident, Lyndon B Johnson, 1964.
• The Tonkin Gulf Resolution

Film: selection on the Vietnam War

In-Class Essay: What was the most memorial or surprising or unusual aspect of the film on the Vietnam War?

Session 12: May 4 (Wednesday)  VIETNAM & ITS IMPACT ON AMERICA
Text Reading:
• AFP, Chapter 14 “Using the American Military Overseas”, p. 458 – 478.

Primary Source Reading:

ASSIGNMENT DUE TODAY: Reading Response: 1. What does Senator Fulbright mean by “the arrogance of power”? AND 2. How is the concept “arrogance of power” a descendant of the concepts “American Exceptionalism”, “manifest destiny” and “progressive imperialism”?

Session 13: May 9 (Monday)  FIGHTING AMERICA’S WARS—PRESIDENT &/VERSUS CONGRESS
Text Reading:
• AFP, Chapter 8 “The Presidency and the Executive Branch in American Foreign Policy”
• AFP, Chapter 9 “Congress, the Courts, and the Public in American Foreign Policy”, p. 274 – p. 293.

Primary Source Reading:
• Senate Joint Resolution 116, Declaring War Against Japan. Dec. 8, 1941.
• Public Law 77-331. Joint Resolution to Declare War on Germany. Dec. 11, 1941.
• “60 Words And A War Without End: The Untold Story Of The Most Dangerous Sentence In U.S. History”. Gregory Johnsen. Buzz Feed News. 3016, 2014

ASSIGNMENT DUE TODAY: Key Themes & Concepts Response for the Primary Source Reading
### Session 14: May 11 (Wednesday) FOREIGN POLICY DECISION-MAKING—THE IRAQ WAR

**Text Reading:**

**Primary Source Reading:**

**Film:** excerpts from “Bush’s War”

*In-Class Essay: What was the most memorial, surprising, unusual, or horrifying aspect of “Bush’s War” film excerpts?*

**ASSIGNMENT DUE TODAY:** Key Themes & Concepts Response for the Primary Source Reading

### Session 15: May 16 (Monday)

**Book Club Meeting for Group 1**

**ASSIGNMENT DUE TODAY:** Implementation of American foreign policy essay.  
*This essay is due today regardless of your Book Club group.*

### Session 16: May 18 (Wednesday)

**Book Club Meeting for Group 2**

### Session 17: May 23 (Monday) FOREIGN POLICY DECISION-MAKING—A SYNTHESIS

**Text Reading:**
- AFP, Chapter 7 “Shaping the Post-Cold War World: 1989-Today”

Choose one of the following chapters:
- AFP, Chapter 12 “Defending the Homeland”
- AFP, Chapter 13 “Economics and Foreign Policy: Trade, Finance, and Currency”
- AFP, Chapter 15 “Human Rights and Democratization”

*[There will be a question from each of these chapters on the Final Exam. You only have to answer the question from the chapter you read.]*

**In-Class Essay: Using American Military Power.**

**ASSIGNMENT DUE TODAY:** Film Review
Session 18: May 25 (Wednesday)  WAR IN THE MODERN AGE—DRONE WARFARE
Primary Source Reading—Drone Warfare
- Department of Justice White Paper: “Lawfulness of a Lethal Operation Directed Against US Citizens who is a Senior Operational Leader of Al-Qa’ida or Associated Force”
- Testimony before Senate Foreign Relations Committee on the authority for the use of military force against ISIL. John Kerry. Dec. 3, 2014

In-Class Exercise: Discussion based on Reading Response

ASSIGNMENT DUE TODAY: Reading Response: Do you agree with the US Justice Department’s justification for using drone strikes against US citizens who are members of Al Qaeda?

Session 19: May 30 (Monday)

NO CLASS

Session 20: June 1 (Wednesday)  THE IMPACT OF PUBLIC OPINION AND THE MEDIA
Text Reading:
- AFP, Chapter 9 “Congress, the Courts, and the Public in American Foreign Policy”. p. 293 –p. 304.


Session 21: June 6 (Wednesday)

FINAL EXAM

Final Exam time: 11:30 am – 1:45 pm

D2L (DESIRE TO LEARN)
[Don’t ever say the words “desire to learn”.
I have posted course information on D2L. The course information includes lecture material, “additional required readings”, syllabus, grading information and your grades.
ASSIGNMENTS

⇒⇒⇒⇒ SAVE ALL YOUR RETURNED ASSIGNMENTS!!!

Regardless of where we are in the lecture sequence, the out of class assignments will be due on the dates specified below. I will not change the due dates of the written assignments or of the exams unless some extraordinary circumstances arise. This is in order that you can plan your quarter activities in this class and in your other classes, as well as, your social, work and travel life.

EXPLANATION OF ASSIGNMENTS

<table>
<thead>
<tr>
<th>READING RESPONSES</th>
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<tbody>
<tr>
<td>The reading responses are your response to questions about the reading for a particular session. Your responses should answer the question provided. The response should be no longer than a half page.</td>
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<table>
<thead>
<tr>
<th>KEY THEMES AND CONCEPTS IN READINGS</th>
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<tbody>
<tr>
<td>To complete this assignment, you should select a theme or concept from the specified readings. You should explain the theme or concept in 4-5 sentences. Then you should write your reaction to the theme or concept in about 4-5 sentences. The grade for this assignment is based on the quality of the questions.</td>
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<thead>
<tr>
<th>IN-CLASS ESSAYS</th>
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<tbody>
<tr>
<td>The in-class essay is a brief written response by each student to a question presented in class. We will then discuss your responses in class.</td>
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<tr>
<th>IN-CLASS EXERCISES</th>
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<tbody>
<tr>
<td>In class the students will do several in-class exercises related to the topic of the day. The class will break up into small groups and discuss the issues presented in class.</td>
</tr>
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<thead>
<tr>
<th>INTERESTS, THREATS, AND TOOLS ESSAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your essay should focus on American interests, threats to American interests and tools used to deal with the threats to American interests. You should focus on any two of the historical periods discussed in class and in the readings: the Early Years, Coming of Age, Becoming a Global Power, or Fighting the Cold War. The essay should be 2 pages in length.</td>
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<thead>
<tr>
<th>IMPLEMENTATION OF AMERICAN FOREIGN POLICY ESSAY</th>
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<tbody>
<tr>
<td>Your essay will be about how US implemented its foreign policy in Iraq. Your essay is based on We Meant Well: How I Helped Lose the Battle for the Hearts and Minds of the Iraqi People by Van Buren OR Knife Fights: A Memoir of Modern War in Theory and Practice by John Nagl. No additional research is required or is necessary. The essay should be 2 ½ - 3 pages in length. We will discuss your essays in the Book Club.</td>
</tr>
</tbody>
</table>

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<tr>
<th>FILM REVIEW</th>
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<tbody>
<tr>
<td>You will only be in class one session during Book Club week. In order to make up for the missed day, you will watch a film from the list provided and write a review of the film</td>
</tr>
</tbody>
</table>
MAP QUIZ
• To understand American foreign policy it is important to know where places in the news are located.
• Thus, there will be an in-class map quiz.
• I will provide a list of geographic locations. They all will be on the map quiz.
• I will provide a series of blank maps with numbers in each country for the quiz.
• On the answer sheet you should identify the geographic locations by the correct number.
• The list of geographic locations will not be given out at the quiz.

MIDTERM EXAM
• The midterm will be given in class and will cover material from the lectures and readings.
• The questions are short answer questions and matching questions.
• There will be several sections on the exam.

FINAL EXAM
• The final exam will be given in class and will cover material from the lectures and readings.
• The questions are short answer questions and matching questions.
• There will be several sections on the exam.
• The final exam will not be cumulative.

Make-ups for the exams will only be given under extraordinary circumstances.

ATTENDANCE
Attendance per class—5 points. Your attendance grade is based on the sum of the per session attendance points.
• There are no excused absences. You are either here or you aren’t.
• At each class session there will be an “Attendance Sign-in Sheet” that I will pass around the class. In order to get attendance credit you must sign the sheet.
• If you come in late, you should sign the “Late Attendance Sign In Sheet” which is posed by the door.
• It is a violation of the DePaul Academic Integrity Code to sign in for someone else.
• If you don’t sign the circulating attendance sheet or don’t sign the late arrival sheet, you will not get attendance credit for the day.

CLASS PARTICIPATION
Assigning grades for class participation is somewhat subjective on the part of the instructor. Although in some cases it may be obvious if a student has outstanding class participation or no class participation. As the instructor I am giving you the opportunity to grade your own class participation. At the end of the quarter, you should submit your class participation grade. You need to defend the grade in 2 or 3 sentences. I reserve the right to change the grade if you are wildly off the mark: you are too modest and give yourself a low grade or you have never said a word but give yourself a high grade. If you do not hand in a class participation grade, you will receive no credit for class participation.

The class participation points should be based on the quality and quantity of your participation. You should use the following scale:
• outstanding (40 pts) regularly takes part in class discussion in an intelligent and respectful manner and actively participates in the in-class group exercises
• satisfactory (30 pts) participates from time to time in class discussion, contributed some to or missed an in-class exercise
• inadequate (25 pts), participates rarely in either class discussion or in-class exercise
• poor (0 pts) participation nonexistent
EXTRA CREDIT

Office Visit:
I encourage you to come by and discuss the class and your academic issues. In order to obtain the extra credit points, you have to answer three questions:
1. What do you like about the course? 2. What do you not like about the course? 3. How could the course be improved? You do not have to worry about hurting my feelings.

Writing Center:
To receive extra credit for a Writing Center you have to make an appointment with the Center AND have them send me an email that you attended the session. I would prefer that you take a writing assignment from this class. However, you can take ANY writing assignment from another class. The main point is to get feedback on your written work.

At the beginning of the quarter, the only extra credit assignments are “office visit” and “visit to the Writing Center”. As the quarter progresses, I may add other extra credit assignments. These may include a newly released film related to the class or a speaker on campus. This is it! At the end of the quarter if you are upset about your impending grade, you cannot ask, “Is there any extra credit I can do to improve my grade?”. The answer is “No”. There is nothing else. I obviously cannot give extra credit only to one student; all extra credit is available to all students.

Plan ahead. If you want extra credit, complete the assignments during the quarter, not the last day of the quarter.
DUE DATES FOR ASSIGNMENTS

Themes and Concepts Responses
• March 30 (Session 2): Chapter 1 of text
• April 25 (Session 9): Chapter 6 of text
• May 9 (Session 13): War Powers readings
• May 11 (Session 14): Iraq war readings

Reading Responses
• April 4 (Session 3): Do you agree with Mearsheimer’s critique of liberalism & the Crimea crisis?
• April 18 (Session 7): How are the Fourteen Points, the Four Freedoms, and the Atlantic Charter an expression of liberal/idealistic paradigm?
• May 4 (Session 12): What does Senator Fulbright mean by “the arrogance of power”? and How is the concept “arrogance of power” a descendant of the concepts “American Exceptionalism”, “Manifest Destiny” and “progressive imperialism”
• May 25 (Session 18): Do you agree with the US Justice Department’s justification for using drone strikes against US citizens who are members of Al Qaeda?

Essays
• April 20 (Session 8): Interests, Threats, and Tools Essay
• May 16 (Session 15): Implementing American Foreign Policy Essay
• May 23 (Session 17) Film Review

In-Class Essays
• April 4 (Session 3): Morality and American foreign policy
• May 2 (Session 11): What was the most memorial, surprising, unusual or horrifying aspect of the Vietnam film excerpts?
• May 11 (Session 14): What was the most memorial, surprising, unusual or horrifying aspect of the “Bush’s War” film excerpts?
• May 23 (Session 17): The use of American military power
• June 1 (Session 20): The impact of visual images on American public opinion

In-Class Exercises
• April 13 (Session 6): Your position on the concept of American Exceptionalism
• May 25 (Session 18): US Drone Strikes

Exams
• April 6 (Session 4): Map Quiz
• April 27 (Session 10): Midterm Exam
• June 6 (Session 21): Final Exam—March 17
POINTS FOR ASSIGNMENTS
There is a total of 1,000 points that can be earned in the class. Each assignment has a given number of points. Your final grade will be determined by the total number of points you earn as a percentage of total course points.

- Reading Responses (3)—9 points each  (total 27 points)
- Reading Response to Fulbright article (1)—12 points  (total 12 points)
- Themes & Concepts Responses (4)—9 points each  (total 36 points)
- In-Class essays (5)—9 points each  (total 45 points)
- In-Class Exercises (2)—15 points each  (total 30 points)
- Interests, Threats and Tools Essay—80 points
- Implementing American Foreign Policy Essay —120 points
- Film Review—30 points
- Map Quiz—40 points
- Midterm Exam—220 points
- Final Exam—220 points
- Attendance—100 points (5 points per class)
- Class Participation—40 points
- Extra Credit—Office visit—10 points  Writing Center visit—10 points

GENERAL FORMAT OF ASSIGNMENTS
- I prefer that you submit typed assignments, except for the in-class exercises. If you must, you can submit a handwritten version. (Please write legibly.)
- The assignments should be double spaced with no more than one-inch margins.
- Given that I am more concerned about “word count” than actual page length, triple spacing with 2-inch margins doth not a page make.
SUBMITTING ASSIGNMENTS

THE D2L DROP BOX
• There are two D2L Drop Boxes for each assignment: on-time and late.
• If you hand in your out-of-class assignment in on time, you should upload it to the “assignment on-time drop box”.
• If you hand in your out-of-class assignment late, you should upload it to the “assignment late drop box”.

THE IN-CLASS DROP BOX
• There will be four in-class drop boxes in the class.
• If you do not use the D2L Drop Box for your out-of-class assignments, you should put your assignment in one of the in-class drop boxes.
• For the in-class assignments, you should put your assignments in one of the in-class drop boxes at the end of class.

GENERAL SUBMITTING INFORMATION
• If you absolutely have to, you can submit your assignment by bringing it to class or emailing it.
• For an assignment you bring to class, do not hand it to me, put it in the “In-Class Drop Box”.
• DO NOT submit your assignments to both the D2L Drop Box AND hand it in class.
• I have to receive it for the assignment not to be late. I also have to be able to open your submissions. Just saying you submitted it, but just can’t figure out why I didn’t get it is not acceptable. So, if you have not done the assignment and submit an assignment in some unopenable format, the essay is late.

GRADING

GRADING PROCEDURE
You will receive points for each assignment.
Check D2L and class handouts for specific grading issues for each assignment.

GRADING SCALE

<table>
<thead>
<tr>
<th>(%correct = grade)</th>
<th>100-95 = A</th>
<th>94-90 = A-</th>
<th>89-85 = B+</th>
<th>84-80 = B</th>
<th>79-75 = B-</th>
<th>74-70 = C+</th>
<th>69-65 = C</th>
<th>64-60 = C-</th>
<th>59-55 = D+</th>
<th>54-50 = D</th>
<th>49-0 = F</th>
</tr>
</thead>
</table>

FINAL COURSE GRADE: Your final course grade will be the points you have earned as a percentage of total course points (1,000).

POSTING GRADES: I will post your points for each assignment on D2L.

CHECKING YOUR GRADES: Periodically, you should check D2L to make sure I have entered your completed assignment and recorded your points correctly. Keep all your assignments until the end of the quarter in case there is a discrepancy between what you say you handed in and what is on the D2L grade sheet. If you say you handed in an assignment, but it is not on D2L and I do not have the essay nor do I have a record of the assignment, then I can not give you credit for the assignment. Check before the final exam. After the final exam it is too late to point out an error.
LATE ASSIGNMENTS

GENERAL INFORMATION FOR LATE ASSIGNMENTS
• Assignments are due at the beginning of class on the date listed in the syllabus.
• Points will be deducted for late assignments.
• You have to submit late assignments within a week of the due date for the assignment to be graded.
• Below is an example chart for late assignments.

<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>LATE (within a week of due date)</th>
<th>NOT ACCEPTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 5 (Tue) @ class time</td>
<td>Jan 5 (after class)-Jan 12(by 5 pm)</td>
<td>Jan 12(Tue) (after 5 pm)</td>
</tr>
<tr>
<td>your pts earned</td>
<td>(your pts earned) - (20% of assignment pts)</td>
<td>0 pts</td>
</tr>
</tbody>
</table>

SUBMITTING LATE ASSIGNMENTS
Submit late out-of-class assignments to “Late D2L Drop Box”.

FREE LATE PASS

1. While there are no excused class absences, there is one excused late assignment. Everyone gets to turn in one assignment late (within a week of the due date) with no penalty. It can be late for any reason: sickness, death in the family, no printer ink, forgot, etc. But only one!

2. In addition to the one “free” late assignment, there is a second free late pass. If you are sick, there is a death in the family, or a natural disaster, you may hand in the assignment (within a week of the due date) without a late penalty. But you will need documentation. You need to include a signed doctor’s note, obituary notice, or a note from the Dean of Students office.

3. After your “free” late pass, all other excuses for late assignments are not valid.

4. To get the free pass, you have to indicate on the assignment which type of free pass you are using. Don’t tell me after class or in an email that you are using your late pass.

<table>
<thead>
<tr>
<th>Late Penalty</th>
<th>One Late Assignment</th>
<th>One Late Assignment with Document.</th>
<th>None of Previous</th>
<th>Over a Week Late</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
<td>None</td>
<td>Yes</td>
<td>No Credit</td>
</tr>
</tbody>
</table>
CLASS ABSENCES

• You are responsible for all the material presented in class, for assignments due for the class, for additional course requirements, for additional readings, and for any changes in the syllabus discussed in class.
• Your job or some personal matter may cause you to be late for class or cause you to have to leave early.
• It is better to be late or leave early, than miss the whole class.
• Try to be as quiet as possible when entering or leaving.

CLASSROOM ISSUES

Classroom Decorum: DePaul is not a junior high school and I am not a junior high school teacher. I should not have to “police” the classroom. You are adults enrolled in a university course. So you need to act appropriately. However, I will actively police the classroom. I will monitor your laptop and cell phone behavior. I will monitor your “personal discussions”. You will be required to leave the class for disruptive or distracting behavior.

Attendance: Attendance will be taken and it will be worth a certain number of points toward your final grade. Your attendance will not be counted if your class behavior is deemed impolite, rude, disrespectful or disruptive, you use your laptop, you use your cell phone, you talk out of turn or you are actively not paying attention. So, if you are only attending class for the attendance grade, then there is no reason to be here.

Participation: At any point during the class, if you have something pertinent to add to the discussion or lecture, please do. Your comments should deal with the point of the discussion. For the sake of order and keeping on track and on time, I may ask you to quickly wrap up your comments. If you disagree with another student or me, keep it civil: do not engage in personal attacks.
The class is not the place for chit-chat during lectures. Your voice carries and it is disturbing to your classmates and me. The students who sit near you are not interested in your romantic lives or how stupid you think the instructor is.

Seating: I know that students have a favorite place to sit in the classroom. In order to make sure the students don’t get to comfortable on the back row, I may periodically ask students to take a different seat.

Use of laptops and cell phones in class:
• As the “Class Expectations Agreement” (below) indicates, you are only to use your laptop in class for course related activities.
• As the “Class Expectations Agreement” (below) indicates, you are NOT to use cell phones in class at any time.

• In order to use your laptop in class, you need to sign and hand to me personally a statement on laptop use.
CLASSROOM EXPECTATIONS

Expectations of Instructor:
• To be prepared for class.
• To maintain class decorum to ensure students have a productive experience.
• To respect your opinion.
• To try not to put you to sleep too often.
• To be clear about assignments.
• To grade fairly and in keeping with procedures presented in the syllabus.
• To return graded assignments in a timely fashion.
• To be available for students to contact me.
• To respond in a timely fashion to your emails.
• To work with students individually outside of class to assist their learning of course material.

Expectations of Student

Academic Expectations
• To do reading assignments as specified in syllabus on time.
• To do required assignments as specified in syllabus on time.
• To be prepared to discuss readings.
• To be actively involved in class participation and discussion.

Classroom Behavior Expectations
• To be on time.
• To express your opinions in a respectful manner.
• To respect other students when they express their opinions.
• To not talk when the instructor or other students are discussing class issues.
• To pay attention in class.
• To eat or drink only in unobtrusive ways and clean up after yourself.
• To try not to go to sleep.
• To not use cell phones.
• To use laptops only for note taking.

CELL PHONES AND LAPTOP
• Students cannot use cell phones under any circumstances.
• Laptops are to be used for note-taking only and with permission of instructor.
• Students using laptops for non-class activities or using cell phones will lose all attendance and participation credit for the day, and may be asked to leave the classroom.

BEHAVIOR ISSUES
• Students will be required to leave the class if the instructor determines the student’s behavior is disruptive or distracting in any way to the class.
• Repeat offenders will not be allowed to attend class except for in-class exams.

BY ATTENDING CLASS AFTER RECEIPT OF THIS SYLLABUS AND/OR THE “CLASSROOM EXPECTATIONS AGREEMENT”, THE STUDENT AGREES TO ALL THE EXPECTATIONS PRESENTED IN THE “CLASSROOM EXPECTATIONS AGREEMENT”.

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UNIVERSITY CLOSING
• If the university is closed for any reason, the assignments due on the day the university is closed will be due at the next scheduled class meeting.
• The assignments originally due at the next regular session will also be due.
• If the university is closed before the midterm or final, all the reading up to the midterm or final will be on the midterm or exam.
• Obviously, only those lectures delivered before the closing would be on the test.

OFFICE HOURS
Office 2108, 990 Fullerton Bldg. (Across from the Wholefoods)
• Monday: 2:00 pm - 4:00 pm
• Wednesday: 2:00 pm - 4:00 pm
• Before or after class
• Just drop by
• By Appointment

HOW TO FIND OR CONTACT INSTRUCTOR
• Will Denton’s office— office #2108, 990 Fullerton Bldg.
• Will Denton’s office telephone— 773-325-3609
• Political Science Main Office— LPC: #2111, 990 Fullerton Bldg. 773-325-7336
• Email: wdenton1@depaul.edu

From time to time students have health, family, or work problems. If you are concerned that these problems will affect your course work, come see me. See me sooner rather than later. We can work something out to make sure you do as well as you can in the course. “If you bring me a problem, it’s our problem. If you don’t, it’s your problem.”

DEPAUL’S ACADEMIC INTEGRITY POLICY
Work done for this course must adhere to the University Academic Integrity Policy, which you can review in the Student Handbook or by visiting Academic Integrity at DePaul University (http://academicintegrity.depaul.edu).

Cheating and Plagiarism: Academic integrity entails absolute honesty in one's intellectual efforts. The DePaul Student Handbook details the facets and ramifications of academic integrity violations, but you should be especially aware of the policies on cheating and plagiarism. Cheating is any action that violates University norms or an instructor’s guidelines for the preparation and submission of assignments. Such actions may include using or providing unauthorized assistance or materials on course assignments, or possessing unauthorized materials during an examination. Plagiarism involves the representation of another’s work as your own, for example: (a) submitting as one’s own any material that is copied from published or unpublished sources such as the Internet, print, computer files, audio disks, video programs or musical scores without proper acknowledgement that it is someone else’s; (b) paraphrasing another's views, opinions or insights without proper acknowledgement or copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement; (c) submitting as one’s own work a report, examination, paper, computer file, lab report or other assignment which has been prepared by someone else. Resources found on the Internet must be cited. If you are unsure about what constitutes unauthorized help on an exam or assignment, or what information requires citation and/or attribution, please ask your instructor.

Collaboration: In this class, you are permitted to study in groups to prepare for examinations so long as the resulting exam demonstrates your individual mastery of the concepts and skills tested.

Penalties: Students discovered violating DePaul’s Academic Integrity Policy will receive a zero (0) on the assignment or exam. I will then file an Academic Integrity violation report with the Office of Academic Affairs. At that point the appeal and hearing process begins.

STUDENTS WITH DISABILITIES STATEMENT
Students seeking disability-related accommodations are required to register with DePaul’s Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations: Loop Campus - Lewis Center #1420 - (312) 362-8002 / Lincoln Park Campus - Student Center #370 - (773) 325-1677
Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term and our conversation will remain confidential.