

PSC 246: Asian Foreign Policy  
DePaul University, Winter, 2015

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**Instructor:** Phillip Stalley  
**Instructor's office:** 990 Fullerton, Room2206  
**Class time & location:** M/W: 1:00-2:30, Levan Center Room 308  
**Office Hours:** T: 9:00 a.m.-noon & by appointment  
**Phone:** (773) 325.4179  
**Email:** pstalley@depaul.edu

**Course Description:**

East Asia will exert a profound influence on the course of global history in the 21<sup>st</sup> century. It is home to one recognized nuclear power and one illicit nuclear state. China's military spending, which by some accounts is second only to the United States, is increasing in tandem with its rapid economic growth. North Korea's frequent defiance of the international community in its pursuit of nuclear weapons, and the ongoing dispute over the status of Taiwan, represent two of the most dangerous conflicts in international politics. Although geographically distant, these potential hotspots are by no means peripheral to the US national interest as evidenced by the approximately 100,000 American troops stationed in Japan and Korea.

This course surveys the international relations of China, Japan, North and South Korea. For each country, we analyze the basic historical background shaping foreign relations, introduce the external and domestic influences on foreign policy, and identify emerging international challenges. We examine both the economic and military-security dimensions of Asian foreign relations.

**Course Objectives:**

This course has two goals. The first is to familiarize you with the main issues, questions, and debates in East Asian international relations. The second is to help each of you enhance your critical thinking skills. I am less concerned with the content of your views than with the process through which you draw your conclusions. You can decide, for example, that China is an imminent and inevitable threat to American interests in East Asia. Or, you can draw the opposite conclusion that China is a potential ally and a force for long-term stability in the Asia-Pacific region. What is most important is that you examine arguments—both your own and others'—with a critical eye. This involves exploring underlying assumptions, presenting evidence to support your claims, considering alternative points of view, and thinking through the implications of your conclusions.

**Reading Materials:**

There is **one recommended** text for this course. There are many copies available via Amazon:

- Yahuda, Michael. 2010. *The International Politics of the Asia Pacific (Third Edition)*. New York. Routledge.

This text is recommended for those of you who have very little familiarity with the history of East Asia. There are no assigned chapters from the volume, but I recommend the book if you want a straightforward chronological account of the relevant history. In each class session, you will typically be required to read 2-3 articles or book chapters. These readings will typically be available via e-reserve. A link to the e-reserve system is available on D2L.

## **iClicker:**

During class, we will use the iClicker system and so you must obtain an iClicker at the start of the quarter and bring your iClicker to each class session. They are available at the DePaul bookstore or on Amazon.com. (Purchased new they cost approximately \$40 and can be sold back to the bookstore at the end of the quarter). They can also be rented for approximately half the purchase price. For those of you who have not previously used an iClicker, it is a remote device that allows you to answer questions posted via PowerPoint during class. It is designed to promote student accountability and facilitate student involvement. The iClicker will be used to determine your performance grade, so it is imperative that you always bring it to class.

I understand that the iClicker is expensive and that some of you may not wish to purchase it, particularly if you are graduating seniors. If that is the case, **please talk to me** on the first day of class and we can work something out. I have 4-5 clickers that I can loan out.

## **Desire to Learn (D2L):**

We will make frequent use the D2L system. A copy of the syllabus, as well as many other course materials including assignments and readings will be posted on D2L. D2L will be updated frequently, so you should visit it often. In class, I use PowerPoint and will typically (but not automatically) make my lecture slides available via D2L. **It is important that you recognize that these slides are intended to help you take better notes, not to serve as a substitute for your own.** There is no guarantee that I will post them.

## **Grades:**

- Midterm (20%)
- Research paper (30%)
- Research Paper deadlines (10%)
- News Presentation (5%)
- Reading Presentation (5%)

- Final (15%)
- Attendance (5%)
- Performance points (10%)

**Course Requirements:**

**Reading.** Like most social science courses, this class will require you to spend several hours a week reading. You are expected to read all assignments before class and to come prepared to discuss the readings. Discussion is a significant component of the class and you must do the reading if you are to be an active participant. The particular form of discussion will change from class to class. Sometimes I will randomly call on students, other times we will have a debate or small group discussions. As you look at the syllabus, you will notice that on most classes you will have several different readings. It is very difficult to keep the various authors' arguments clear without taking notes, so **I strongly suggest you take notes on the reading and bring your readings notes to class.**

In addition to the assigned readings, you are expected to keep up with Asia-related news preferably by reading a newspaper such as the *Chicago Tribune*, *New York Times* or *Wall Street Journal*. You should not feel pressured to digest every resource available; you simply need to stay abreast of current events. If some particular article or op-ed piece catches your interest, I encourage you to email it to me or bring it to class for discussion. Typically one question on the midterm and final is based on events that occur during the course of the quarter.

**Exams (35%).** Both the midterm and the final will be based on any materials presented in the reading and/ or in lecture. The exams will consist of essays and short answer questions (multiple choice, true/false, etc.). It is common for me to give take-home exams.

**Research Paper (30%) + related assignments (10%).** The research paper requirements are described in greater detail in D2L, but the general assignment is to write a well-researched, analytical paper that makes an argument about a topic related to international relations in East Asia. The expected length is 10-12 pages.

As part of the research paper, you will have a **series of related assignments** that includes: topic proposal, annotated bibliography, rough draft, and revision checklist (*see the reading schedule below for the specific due dates*). In addition you will have **two meetings** with someone from the Writing Fellows Program (*described below*). Instructions for each assignment are posted to D2L.

**Ten percent of your overall grade in the course** will be based on meeting each of the four paper assignments (proposal, bibliography, draft, revision checklist) and your two meetings with the Fellows Program. Each assignment is worth one point with the exception of the rough draft, which is worth five points since it requires the

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most effort. Combined, they total ten points. Complete all six assignments (four written assignments plus two meetings and you receive a 100%. Miss one assignment and you receive a 90%, etc.

All written assignments should be submitted via the **digital dropbox in D2L**. The dropbox will close at the start of class on the day the assignment is due. It is your responsibility to ensure that (1) the assignment is successfully uploaded and (2) it is uploaded in an electronic format that I can read (e.g. Microsoft Word, PDF). Saving your document as a PDF is the safest way to make sure I can access it. **If I cannot access your paper, or if you fail to upload it properly, it will be considered late.** As a precaution, you should always save the email receipt after you submit your work to D2L.

If you are having trouble selecting a topic, or would like help of any kind on the paper, please come see me or send me an email. I'm more than happy to help at any stage of the process. On D2L, you will find a "**Guide to Grading**" document in which I describe my grading process, offer a detailed grading rubric, and introduce the most common weakness I see on students' papers. Please read this document before you write your paper, as you are writing it, and again after you complete it.

**Writing Fellows.** Writing is a central part of this course. Because writers improve by sharing their work with others and individual pieces of writing improve through a process of drafting and revision, each of you in our class this quarter will work with a Writing Fellow. The Writing Fellows program assigns a peer tutor to each student in this course. Your Writing Fellow will provide you with extensive support on two papers this quarter.

Fellows will make thoughtful and extensive revision-oriented comments upon both your annotated bibliography and your rough draft. They will also then confer one-on-one for one hour with each of you. The goal of this whole process is to help you make smart, significant revisions to your papers **before** the papers are turned in for a grade. Overall, your Writing Fellow will help you to learn more about the standards for written products in this course, and about the process of writing and revision. **It is mandatory that you meet with your Writing Program Fellow** both for your annotated bibliography and your rough draft.

Please be aware that each student's research paper will be verified using **Turn-It-In** technology in order to ensure that the work is the student's own creation and not in violation of the University's Academic Integrity Policy. Submission of work in this course constitutes (1) a pledge that the work is original and produced uniquely for this course and (2) consent to have originality verified. A student that turns in work that is plagiarized, or not produced uniquely for this course, will receive an F.

**Presentations (News & Reading, 5% each).** This class is discussion-based. For that reason, we will start most of our classes with a discussion of the readings and current events. I expect everyone to participate and I will do my best to remain on

the sidelines during this portion of the class. You will be expected to lead one discussion based on a recent event in the news as well as one based on the reading.

**News Presentation (5%):** Early in the quarter you will choose one class in which you will make a presentation. Most presentations will take place on the first class of the week. Your presentation will focus on an important current news story related to Asian international relations. If you have questions about specific news stories, please ask if they are appropriate.

You should select a news story or event that is relatively current (occurring approximately within the last year) and is personally interesting. You will be expected to:

1. **Send me a link** to your article by 5:00 p.m. the day before your presentation. In other words, if you're scheduled to present on a Monday, you should send me a link by Sunday at 5 p.m.
2. **Make a class presentation** during which you summarize your news story, explain why it is important, and lead the class in a brief discussion of your news story by asking 1-2 thought provoking questions.
3. **Submit a one-paragraph summary** via the dropbox (along with a link to your article). Your summary is due by the start of the class on the day of your presentation.

**Reading Presentation (5%).** We will typically do 2-3 readings for each class. You will be expected to leading the class for one of the readings. For this assignment you should:

1. **Send me a set** of discussion questions by 5:00 p.m. the day before your presentation.
2. **Make a class presentation** during which you offer your observations about the chapter and lead the discussion by asking 1-2 thought-provoking questions. You should not summarize or describe the chapter, but rather comment on it. How convincing is the author's argument and evidence? What did you find interesting and why?
3. **Submit a one-paragraph summary** via the dropbox (along with a link to your article). Your summary is due by the start of the class on the day of your presentation.

For your presentations, you should plan on approximately 3-4 minutes for your initial comments and another 3-4 minutes of discussion. You should aim to ask questions that stimulate discussion. In other words, do not ask "so what do you think?". When appropriate, frame the event within our course content. All students not giving a presentation are expected to help the presenters by actively participating in the discussion.

The reading and news presentations each count five percent of your grade in the

course; the points are distributed as follows: email link (one point), presentation (two points), summary (two points).

**Attendance (5%).** At the start of class, I will pass around a sign-in sheet. If you come late, it is your responsibility to make sure you sign it. If you do not sign it, you will be considered absent regardless of whether you actually attended. Your grade for attendance will simply be the percent of times you attended.

**Performance points (10%):** Because I want to help you to actively engage the class and material, I have made class discussion a significant component of this course. All classes will be a mix of lecture and discussion and I will frequently solicit your opinions about the readings. You should always come to class prepared to discuss that day's reading and having reviewed your notes from the previous class.

In a typical class, I will ask several questions that you will answer with your iClicker. These questions are designed either to quiz your knowledge of material covered in the reading/lecture or to solicit your opinion about a particular topic. By answering these questions, you earn performance points. The number of performance points awarded will vary depending on whether you answer a question correctly. You get two points just for answering the question and an additional point for answering it correctly. If I ask three questions in a class and you answer two correctly, you receive 8 (of 9) points. If over the course of the quarter, I ask 30 questions and you answer only half of them correctly, you will receive an 83 percent for the performance point portion of your grade (75 out of a possible 90 points). The above should make it clear that it is overwhelmingly in your interest to attend each class session and participate actively. For a more detailed description of how the iClicker performance points can influence your final grade, see the tables at the end of the syllabus.

It is possible that I will assign other brief writing assignments such as response papers (to a particular reading or set of readings) or a debate summary. These 2-3 page papers will not require research and will be included in your performance points. Completing the assignment is typically equal to answering correctly five iClicker questions. An in-class essay is typically equivalent to two iClicker questions.

## **Policies and Procedures:**

**Office hours.** I will hold regular office hours (*listed above*). You are strongly encouraged to drop by anytime during those hours and do not need an appointment. If you cannot meet me during office hours, I am happy to meet you some other time. I hope that each of you come by my office at some point during the quarter. I enjoy talking with students and would like to help each of you do as well as possible in the class. If you have any questions about the material, assignments, or my

expectations, please do not hesitate to come by my office or send me an email.

**Work/ Grading.** As you look over the syllabus, it should be obvious to you that you must be prepared to work hard in this class. Like all courses, **the value of this course will stem directly from the work you put into it.** I will give my best to this class and I expect you to do the same. For all graded papers and essays, the grading scale will be based on (a) accuracy of factual information; (b) ability to synthesize and use facts analytically to make a concise argument or point; (c) clarity of expression (i.e. organization, basic grammar, word choice, etc.); (d) completion of all aspects of the assignment. Originality and imagination should be based on these essentials and not substituted for them. The grading scale will be as follows:

A/A-	Outstanding work; well organized and well-argued; without significant error or omission;
B	Very fine work; well-organized and well-argued with only occasional error or omission; B papers are above average;
C	Satisfactory or solid work; made some use of evidence, but there are clear problems of organization, presentation, or interpretation;
D	Passing, but barely acceptable; clear problems with length, facts, organization, etc.;
F	Serious deficiencies, frequent factual errors and obvious problems with organization.

For writing assignments, you can get a more detailed description of my grading criteria from the **Guide to Grading** document posted to D2L. I use the standard grading scale for translating numbers into letter grades (e.g. A = 94+, A- = 90-93.9, B+ = 87-89.9, B = 84-86.9, etc.)

**Absences/ Make-ups/ Extensions.** Make-up exams and extensions will be given only in extreme circumstances. **Late papers will be deducted a half letter grade for each day the paper is late;** the 24-hour period begins with the class session in which the paper is due. This means that if the paper is due in class on a Tuesday morning and you turn it in Wednesday evening, your paper is considered two days late and an "A" paper will receive a "B". This should make it clear that it is overwhelmingly in your interest to turn your paper in on time. That being said, it is better to turn in a paper later rather than not at all. If you do not turn in a paper, you receive a 0. A paper that is turned in and receives an F is graded as a 59. It is virtually impossible to pass this course if you do not turn in a research paper.

If you know that you will be absent on a particular day for a school-related or religious reason, please inform me in advance. All absences will be considered unexcused unless you I hear from the **Dean of Students Office (DSO)**. I ask you to go through the Dean of Students because it is my experience that unexcused absences are often related to highly personal issues and students feel uncomfortable

sharing personal details with me. The DSO will have you fill out an absence notification form and at that time you can ask the DSO to send me an email requesting flexibility in offering an extension, make-up, or excusing an absence. For those of you unfamiliar with the Dean of Students Office, it provides a variety of services for students dealing with personal, family or health challenges. You can learn more about the absence notification process and the DSO at: <http://studentaffairs.depaul.edu>.

**Disabilities:** 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

You 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.

**Classroom etiquette:** As a courtesy to your fellow students and to me, it is important that you conduct yourself in a manner that does not distract from the learning environment. This means that you should make every effort to avoid:

- Arriving late and/or leaving early;
- Habitually exiting and entering the classroom in the middle of class;
- Eating, using a cell phone (or any other electronic device), or talking during class;
- Putting your head down on your desk, falling asleep or engaging in any other behavior that indicates complete disengagement with the class;
- Anything else that distracts your fellow classmates or me.

Because of their ability to distract us all, **laptops and all other electronic devices are NOT allowed in the classroom.** There are no exceptions to this rule. If I see you using an electronic device after class has started, I will **mark you absent** for the class. I also reserve the right to **lower your final grade by as much as a half letter grade** if you fail to observe these etiquette guidelines.

**Feedback.** I highly value student input into the class and throughout the quarter will seek your opinions about various aspects of the course. On occasion, you will be asked to turn in a form that asks you to detail any course material that you are having trouble understanding and to describe what you like most and least about the course. All of these feedback mechanisms will be anonymous so that you can feel comfortable fully expressing your opinion.

## **CLASS TOPICS (by week):**

### **THEORY:**

**Week 1:** Introduction & Theoretical Review

### **HISTORY:**

**Week 2:** Historical Legacies

**Week 3-4:** The Cold War in E Asia

**Week 5: Midterm**

### **ISSUES:**

**Week 6:** Post-Cold War: Ripe for Rivalry or the Rise of Regionalism?

**Week 7:** Japan's Role in East Asia and a Rising China

**Week 8:** Post-hegemony? The US in East Asia

**Week 9-10:** Crisis on the Korean Peninsula

## **CLASS SCHEDULE & READING ASSIGNMENTS:**

Below is an initial schedule of readings. It is quite likely that we will deviate from the schedule and occasionally fall behind. If this happens, I will do my best to send out an email reminder before the next class and post updates on D2L. However, as a rule of thumb, we will discuss the readings in the order on which they are listed on the syllabus.

Therefore, if in a particular class session we only discuss one of the two assigned readings, we will start the next class with the second reading. If you are ever confused about where we are on the syllabus, please contact me.

The readings below have been made available via e-reserve. Readings that are not on e-reserve are either available via D2L or hyper-linked in the syllabus. However, if a particular reading is missing from one of those two places, you should be able to find it easily via one of DePaul's databases. I have provided the full citation for each reading, which should make it easy to locate.

### **5-Jan: Introduction**

- Read the syllabus and the course materials on D2L
- Sign up for a news and reading presentation ("Assignments and Handouts" in D2L)

## **I. Theoretical Background**

### **7-Jan: Reviewing IR Theory: realism**

- Snyder, Jack. 2004. "One World, Rival Theories", *Foreign Policy* Nov/Dec., pgs. 52-62
- Schweller, Randall. 1999. "Managing the Rise of Great Powers: History and Theory" in Alastair Iain Johnston and Robert S. Ross ed. *Engaging China: The Management of an Emerging Power*. London: Routledge. pgs. 1-31

**12-Jan: IR Theory & East Asia: liberal peace**

- Kang, David. C. 2003. "Getting Asia Wrong. The Need for New Analytical Frameworks", *International Security*, 27(4), pgs. 57-85.
- Goldsmith, Benjamin. 2007. "A Liberal Peace in Asia?", *Journal of Peace Research*, 44(1), pgs. 5-27.
- Gartzke, Eric. 2005. "Capitalist Peace or Democratic Peace?" *Institute of Public Affairs Review*, Vol. 57 Issue 4, pgs. 13-16

## **II. Historical Background**

**14-Jan: Historical Legacies**

- Beeson, Mark. 2007. "Ch. 2: The Weight of History", *Regionalism & Globalization in East Asia*. New York, NY: Palgrave, pgs. 26-46.
- Kristof, Nicholas, D. 1998 "The Problem of Memory", *Foreign Affairs*, Nov/Dec, pgs. 37-49.
- Mitter, Rita. 2014 "History's Unfinished Business in East Asia", *Current History*, September.
- **\*\*TOPIC PROPOSAL** for the research paper is due by the start of class

**19-Jan: Origins**

- LaFeber, Walter . 1989. "The Cold War, or the Renewal of U.S.- Russian Rivalry," *The American Age* (New York: WW Norton, 1989), pp.457-468, 473-479
- John W. Dower, "Occupied Japan and the Cold War in Asia," *Japan in War and Peace* (New York: New Press, 1993), pp. 155-193

**21-Jan: The Korean and Vietnam Conflicts**

- LaFeber, Walter . 1989. "Korea: The Unexpected War," *The American Age: U.S. Foreign Policy at Home and Abroad*. New York: Norton. pgs. 502-531. *Skip the section on Presidential Power (pgs 514-517) and on W. Germany (pgs. 521-523).*

- Chen, Jian. 1995. "China's Involvement in the Vietnam War, 1964-1969," *The China Quarterly*, No. 141, June, pgs. 356-387.

**26-Jan: Research Paper workshop**

- Roselle, Laura. 2012. *Research and Writing in International Relations*. Longman Press. Chapter 1, "Topic Selection and Question Development" & Chapter 2, "Scholarly Literature and the Literature Review"
- **\*\* ANNOTATED BIBLIOGRAPHY is due by the start of class**

**28-Jan: The Decline of the Sino-Soviet Alliance**

- John Garver, "The Period of Sino-Soviet Confrontation," *Foreign Relations of the People's Republic of China*, pgs. 120-131, 136-41, 304-319

**2-Feb: The Normalization of Sino-American Relations**

- Mann, James . 1999. *About Face: A History of America's Curious Relationship with China, From Nixon to Clinton* (New York: Knopf, 1999), pp. 13-77

**4-Feb: Midterm**

### **III. The Post-Cold War in East Asia: ripe for rivalry?**

**9-Feb: Rivalry?**

- Friedberg, Aaron .1993/1994. "Ripe for Rivalry: Prospects for Peace in a Multipolar Asia," *International Security*, Vol. 18, No. 3, pgs. 5-33.
- Acharya, Amitav. 2003/04. "Will Asia's Past Be Its Future?" *International Security*, Vol. 28, No. 3, pgs. 149-164.
- **REVIEW** Kang article from previous class.

**11-Feb: Regionalism?**

- Beeson, Mark. 2007. "Ch. 7: The Evolution of East Asian Regionalism", *Regionalism & Globalization in East Asia*. New York, NY: Palgrave, pgs. 216-236.
- *Washington Post*, "[Everything you need to know about the Trans Pacific Partnership](#)", December 13, 2013

**16-Feb: Research Paper workshop #3**

- Read the “Guide to Grading” and “Good Writing in Political Science” (both are available in D2L under the “Research Paper” tab.
- **\*\*ROUGH DRAFT is due by the start of class**

**18-Feb: Debating the Rise of China**

- Freidberg, Aaron. 2005. “Future of US China Relations: Is Conflict Inevitable?”, *International Security*, 30(2), pgs. 5-40.
- Shambaugh, David. 2011. “Coping with a Conflicted China”, *Washington Quarterly*, 34(1), Winter: 7-27.
- Nathan, Andrew and Andrew Scobell. 2012. “How China Sees America: the Sum of Beijing’s Fears”, *Foreign Affairs*. September/October., pgs. 32-47.

**23-Feb: What Role for Japan?**

- Pyle, Kenneth B. 2007. *Japan Rising: Power and Purpose*, Ch. 7 “The Cold War Opportunity”, pg. 225-240
- Miller, J. Berkshire. 2014. “Battle-Ready Japan? The Real Story Behind Tokyo's First National Security Strategy”, *Foreign Affairs*. January 10
- Tanaka, Hitoshi. 2014. “[Japan’s debate on constitutional reinterpretation: paving the way for collective self-defense](#)”, *East Asia Forum*, March 9.

**25-Feb: What Role for the US?**

- Ross, Robert. 2012. “The Problem with the Pivot”, *Foreign Affairs*. November/ December.
- Cumings, Bruce. 2014. “China’s Bullying No Match for US Pacific Power”, *Current History*, September.
- Ikenberry, John G. 2008. “The Rise of China and the Future of the West: Can the Liberal System Survive?,” *Foreign Affairs*, January/February, pgs. 23-37
- Friedberg, Aaron. 2012. “Bucking Beijing: An Alternative to US China Policy”. *Foreign Affairs*. September/ October.

**2-Mar: Confronting a Nuclear North Korea**

- Chanlett-Avery, Emma and Ian E. Rinehart. 2014. "[North Korea: U.S. Relations, Nuclear Diplomacy, and Internal Situation](#)", *Congressional Research Service*. December 5. pgs. 1-27 (*skim pgs. 13-24*)
- Manning, Robert A. 2014. "North Korea's Next Move: And What the Obama Administration Can Do to Calm the Region" *Foreign Affairs*. October 3.
- Armstrong, Charles. 2011. "The Korean Peninsula on the Verge", *Current History*. September

**4-Mar:      Confronting a Nuclear North Korea (cont'd)**

- Bluth, Christoph. 2010. "North Korea: How Will it End?" *Current History*. September
- **RESEARCH PAPER is due by the start of class**

**9-Mar:      Simulation**

- Read the simulation materials and come to class prepared to negotiate from your country's perspective.

**11-Mar:     Simulation**

- Read the simulation materials and come to class prepared to negotiate from your country's perspective.
- Turn in all assignments related to the simulation by the final exam

**16-Mar:                      Final Exam (11:45 a.m. - 2:00 p.m.)**

**TABLE 1: iClicker Grading**—you don't have to answer every question correctly to earn a high grade

**You receive two points for answering a question plus one additional point for answering it correctly. Assume we have 15 classes and I ask 4 questions per class for a total of 60 questions....**

Percent of questions you answer correctly	Points for correct answers	Points for incorrect answers	Final Score (points)	Final Score (%)
100%	$60 * 3 = 180$	--	180	100%
75%	$45 * 3 = 135$	$15 * 2 = 30$	$135 + 30 = 165$	$165/180 = 92\%$
50%	$30 * 3 = 90$	$30 * 2 = 60$	$90 + 60 = 150$	$150 / 180 = 83\%$

**TABLE 2: iClicker Grading**—if you miss class, it is unlikely you will earn a high grade

**You receive two points for answering a question plus one additional point for answering it correctly. Assume we have 15 classes and I ask 4 questions per class for a total of 60 questions AND on the days you attend you answer every question correctly...**

# of classes you miss	Points for correct answers	Final Score	Final Score (%)
0	$60 * 3 = 180$	180/180	<b>100%</b>
1	$56 * 3 = 168$	168/180	<b>93%</b>
3	$48 * 3 = 144$	144 / 180	<b>80%</b>
5	$40 * 3 = 120$	120/ 180	<b>66%</b>

**The Bottom Line:** The iClicker counts as 10 percent of your grade. Come to every class, do the reading, and the iClicker will significantly increase the odds that you receive an A for the class.