

AMERICAN FOREIGN POLICY

Political Science 242 DePaul University Winter 2020
Monday & Wednesday 2:40 pm—4:10 pm

INSTRUCTOR: Will Denton

OFFICE: #2108, 990 Fullerton Bldg. (Across from the Wholefoods)

OFFICE HOURS:

- Monday & Wednesday: 12:00 pm – 1:30 pm
- Before or after class, Just drop by, By Appointment

HOW TO CONTACT INSTRUCTOR:

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

“Human rights is the soul of our foreign policy, because human rights is the very soul of our sense of nationhood.” Jimmy Carter [remarks at 30th Anniversary of Universal Declaration of Human Rights, December 6, 1978]

“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]

“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, Nov. 10, 2014]



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.

COURSE OBJECTIVES

- Create an understanding of the historical roots of American foreign policy.
- Examine the continuities and discontinuities in American foreign policy.
- Explain the competing concepts that explain American foreign policy—realism/liberalism, unilateralism/internationalism, isolationism/involvement, and interests/threats/tools.
- Examine the decision-making process in American foreign policy.
- Acquire knowledge to be able to analyze and understand future American foreign policy after the course is completed.
- Help the students clarify their thinking about American foreign policy.

READINGS

- A Concise History of U.S. Foreign Policy, edition 4. Joyce P. Kaufman, 2013. (CHUSFP)
- The Decision Point: Six Cases in U.S. Foreign Policy Decision Making. David Houghton. 2013. (TDP)
- Trump's Foreign Policies Are Better Than They Seem. Robert Blackwell. Council on Foreign Relations Special Report No. 84, April 2019 (TFP) [This monograph is available as a pdf on D2L.]

*Students will select **ONE** of the following books to read.*

- We Meant Well: How I Helped Lose the Battle for the Hearts and Minds of the Iraqi People. Peter Van Buren. 2011.
- Knife Fights: A Memoir of Modern War in Theory and Practice. John Nagl. 2014.
- Primary Source Readings and Analysis Readings
- Follow the news on a daily.

STRUCTURE OF CLASS

The class lectures will focus on specific issues related to each section's topic. During each class we will discuss the assigned readings. We will also discuss any written assignments due at the session. Occasionally I will show a film that elucidates the session topic. Periodically, the students will write an in-class essay and take part in an in-class group exercise.

COURSE OUTLINE

Session 1: January 6 (Monday) ORGANIZATIONAL MEETING

In-Class Essay: Five words and one sentence explaining American foreign policy.

Session 2: January 8 (Wednesday) CONCEPTS & THEMES IN AMERICAN FOREIGN POLICY

Text Reading:

- CHUSFP, Chapter 1 "Setting the Stage for Understanding U.S. Foreign Policy".

Session 3: January 13 (Monday) REALISM & LIBERALISM IN AMERICAN FOREIGN POLICY

MAP QUIZ TODAY

Analysis Source Reading:

- John Mearsheimer, "Why the Ukraine Crisis is the West's Fault: The Liberal Delusions that Provoked Putin", Foreign Affairs, September/October 2014.

ASSIGNMENT DUE TODAY

Reading Response #1:

Do you agree with Mearsheimer's critique of liberalism and the Crimea crisis? Explain.

Session 4: January 15 (Wednesday) UNILATERALISM & MANIFEST DESTINY

Text Reading:

- CHUSFP, Chapter 2 "Unilateralism to Engagement", p. 31 – 41.

Primary Source Reading:

- President Jefferson, "Instructions to Lewis", 1803. [EDITED]
- John O'Sullivan, "Great Nation of Futurity", 1839.
- President Jackson, "Case for the Removal Act", December 8, 1829.
- "The Cherokee Nation's Appeal to the American People", August 21, 1830.

In-Class Exercise: Examining the concept of Manifest Destiny through the painting "American Progress" (1872) by John Gast

ASSIGNMENT DUE TODAY

Talking Point #1:

1. What are President Jackson's position on the removal of Native Americans?
2. What is the Cherokee response to Jackson's statement?
3. How does Jackson's position fit within the concept of Manifest Destiny?

Reflection Question to Aid Class Discussion

How do President Jefferson's instructions to Lewis fit with the notion of Manifest Destiny?

Session 5: January 20 (Monday) NO CLASS

Session 6: January 22 (Wednesday) GLOBAL EXPANSION—TREATIES & WAR

Text Reading:

- CHUSFP, Chapter 2, “Unilateralism to Engagement”, p. 41 – 46, 53-56.

Primary Source Reading:

- President Polk, “A Special Message Calling for a Declaration of War Against Mexico”, May 11, 1846. [EDITED]
- President McKinley, “Declaration of War with Spain”, April 11, 1898. [EDITED]
- President McKinley, “Decision on the Philippines”, 1900. [EDITED]
- “Convention for the Construction of a Ship Canal”, March 18, 1903. [Panama Canal Treaty] [EDITED]

In-Class Film: “The Panama Canal”

In-Class Essay: What was the most memorial or surprising or unusual or horrifying aspect of the Panama Canal film?

ASSIGNMENT DUE TODAY

Trump World essay #1

Reflection Question to Aid Class Discussion

What do the readings by Presidents Polk and McKinley have in common in explaining their foreign policy decisions? How does each relate to Manifest Destiny?

Session 7: January 27 (Monday) BECOMING A GLOBAL POWER

Text Reading:

- CHUSFP, Chapter 2, “Unilateralism to Engagement”, p. 46 – 53.

Primary Source Reading:

- “The Zimmermann Telegram”, January 11, 1917. [EDITED]
- President Wilson, “War Message”, April 2, 1917. [EDITED]
- Robert LaFollette, “Opposition to Wilson’s War Message”, April 4, 1917. [EDITED]

In-Class Film: “FDR and the Road to War”

In-Class Essay: What was the most memorial or surprising or unusual or horrifying aspect of the “FDR and the Road to War”?

ASSIGNMENT DUE TODAY

Talking Point #2:

“Making an Omelet”: Your assessment of the beginnings of American foreign policy and the rise of America in the world. Specific information is available on D2L.

Reflection Question to Aid Class Discussion

How does the position of President Woodrow Wilson’s “War Message”, April 2, 1917 on becoming involved in World War I differ from the position of Robert M. LaFollette’s “Opposition to Wilson’s War Message”, April 4, 1917?

Session 8: January 29 (Wednesday) FROM ISOLATION TO INVOLVEMENT

Text Reading:

- CHUSFP, Chapter 3 “From Isolationism to Superpower”.

Primary Source Reading:

- President Franklin Roosevelt, “Quarantine the Aggressors”, February 5, 1937. [EDITED]
- President Franklin Roosevelt, “The Great Arsenal of Democracy”, December 29, 1940. [EDITED]
- Charles Lindbergh, “We Are Not Prepared for War”, February 6, 1941. [EDITED]
- President Franklin Roosevelt, “Pearl Harbor Speech”, December 8, 1941.
- President Franklin Roosevelt, “Prayer on D-Day”, June 6, 1944.

Analysis Source Reading:

- Paul Fussell, “Thank God for the Atom Bomb”, August 1981.

In-Class Exercise: Discussion of Fussell's article "Thank God for the Atom Bomb"?

ASSIGNMENT DUE TODAY

Reading Response #2:

1. Do you think Fussell was correct to say “Thank God for the atom bomb.” and its role in ending World War II? Explain.

Reflection Question to Aid Class Discussion

How does FDR present his argument? What are Lindbergh’s objections to going to war in Europe? What mood is FDR creating in the “Pearl Harbor Speech” and “Prayer on D-Day”?

Session 9: February 3 (Monday) MIDTERM

Session 10: February 5 (Wednesday) THE COLD WAR: THE ORIGINS

Text Reading:

- CHUSFP, Chapter 4, “The Making of a Superpower”, p. 79 – 100.
- CHUSFP, Chapter 5 “The Cold War and Beyond”, p. 117 – 128.

Primary Source Reading:

- President Truman, “Truman Doctrine”, March 12, 1947.
- Mr. X (George Kennan), “The Sources of Soviet Conduct”, 1947. [EDITED]

ASSIGNMENT DUE TODAY

Out of Class Film:

1. Watch film on Cold War--“The Cold War—The Iron Curtain”. The film is on D2L.
2. Answer questions on the Cold War film. (See D2L for specific information on this assignment.)

Session 11: February 10 (Monday) FOREIGN POLICY DECISION-MAKING

Text Reading:

- TDP: Chapter 1, "Introduction" All class should read.
- TDP: Chapter 2, "Homo Bureaucraticus" Group 1 should read this chapter.
- TDP: Chapter 3, "Homo Sociologicus" Group 2 should read this chapter.
- TDP: Chapter 4, "Homo Psychologicus" Group 3 should read this chapter.

ASSIGNMENT DUE TODAY

Talking Point #3:

1. What are the main points of your chapter?
2. How does your chapter relate to Chapter 1?
3. How effective to you think the issues raised in your chapter are in explaining foreign policy behavior?

Session 12: February 12 (Wednesday) FOREIGN POLICY DECISION-MAKING AND THE VIETNAM WAR

Text Reading:

- CHUSFP, Chapter 4, "The Making of a Superpower", p. 100 – 115.
- TDP: Chapter 7, "An Agonizing Decision: Escalating the Vietnam War"

Primary Source Reading:

- Senator J.W. Fulbright, "The Arrogance of Power", 1966.

ASSIGNMENT DUE TODAY:

Out of Class Film:

1. Watch films on the Vietnam War available on D2L.
"Vietnam and the Cold War: 1954-1968", watch entire film (46 minutes)
"Vietnam: The End of the Tunnel", (55 minutes) [Pay special attention from minute 29:00 to the end.]
2. Answer questions on the Vietnam War films. (See D2L for specific information on this assignment.)

Talking Point #4:

1. What does Senator Fulbright mean by "the arrogance of power"? [about 2 -3 sentences]

AND

2. How is the concept "arrogance of power" a descendant of the concept "manifest destiny"? [remainder of RR]

Session 13: February 17 (Monday) COLD WAR DECISION-MAKING

Text Readings:

- TDP: Chapter 5, "The Bay of Pigs: How Could I Have Been So Stupid?"
- TDP: Chapter 6, "To the Brink: The Cuban Missile Crisis"
- TDP: Chapter 8, "Disaster in the Desert: Iran Hostage Crisis"

ASSIGNMENT DUE TODAY

Trump World essay #2

Reflection Question to Aid Class Discussion

Why has Cuba been so important for U.S. foreign policy for so long?

Session 14: February 19 (Wednesday) FOREIGN POLICY DECISION-MAKING AND THE WARS IN AFGHANISTAN & THE IRAQ WAR

Text Reading:

- CHUSFP, Chapter 6 “George W. Bush: A New Direction for US Foreign Policy”.
- TDP: Chapter 10, “Into Iraq: A War of Choice”.

Primary Source Reading:

- Authorization for the Use of Military Force. Sept. 18, 2001. (AUMF)
- Selection of Afghanistan memos.

ASSIGNMENT DUE TODAY

Out of Class Film:

1. Watch film “Bush’s War” available on D2L. (2 hours & 25 minutes)
2. Answer questions on the “Bush’s War” film. (See D2L for specific information on this assignment.)

Reflection Question to Aid Class Discussion

What are the long-term implications of the AUMF?

Session 15: February 24 (Monday) BOOK CLUB GROUP 1

ASSIGNMENT DUE TODAY

1. Implementation of American Foreign Policy Essay (See D2L for more details.)

We will meet in the Richardson Library, Room 300. Drinks and refreshments will be provided.

Session 16: February 26 (Wednesday) BOOK CLUB GROUP 2

ASSIGNMENT DUE TODAY

1. Implementation of American Foreign Policy Essay (See D2L for more details.)

We will meet in the Richardson Library, Room 300. Drinks and refreshments will be provided.

Session 17: March 2 (Monday) HUMANITARIAN INTERVENTION

Text Reading:

- CHUSFP, Chapter 5 “The Cold War and Beyond”, p. 128-140.
- TDP: Chapter 9, “NATO Intervenes: Seventy-Eight Days Over Kosovo”

Analysis Reading:

- Samantha Power, “Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen”, Atlantic Monthly, January 2001.

In-Class Exercise: Discussion of “Bystanders to Genocide”

ASSIGNMENT DUE TODAY

Reading Response #3: Do you agree with Power in “Bystanders to Genocide” that the U.S. should have done more to deal with the Rwanda genocide? Explain.

Reflection Question to Aid Class Discussion

What responsibility does the U.S. have to deal with humanitarian crisis abroad?

Session 18: March 4 (Wednesday) OBAMA: TERRORISM & DRONES

Text Reading:

- CHUSFP, Chapter 7 “Obama and US Foreign Policy: 2009-2017 and Beyond”.

Analysis Reading:

Scott Shane, “Objective Troy: a Terrorist, a President, and the Rise of the Drone”, 2016.

ASSIGNMENT DUE TODAY

Trump World essay #3

Reflection Question to Aid Class Discussion

Is the use of drones by the U.S. an effective and a moral instrument of foreign policy?

Session 19: March 9 (Monday) TRUMP FOREIGN POLICY ANALYSIS 1

Text Reading:

- TFP, “Introduction” and “Conclusion”. all class should read these chapters
- TFP, other chapters will be divided among the class

Analysis Readings:

- Snodgrass, “Inside Trump’s First Pentagon Briefing”, Politico, October 21, 2019.
- Zakaria, “While we’re all focused on impeachment, Trump is upending U.S. foreign policy”, The Washington Post, November 21, 2019.

ASSIGNMENT DUE TODAY

Trump Foreign Policy Exercise

[More information will be provided in class and on D2L.]

We will probably continue this exercise at the next session.

Session 20: March 12 (Wednesday) TRUMP FOREIGN POLICY ANALYSIS 1

Text Reading:

- CHUSFP, Chapter 8 “The Future of U.S. Foreign Policy”.

ASSIGNMENT DUE TODAY

Probably we will continue the Trump foreign policy exercise today.

Session 21: March 18 (Wednesday)

FINAL EXAM 8:30 am – 10:45 am

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. **Save everything!**

EXPLANATION OF ASSIGNMENTS

In-Class Essays (ICE) The in-class essay is a written response by each student to a question presented in class. We will then discuss your responses in class.

In-Class Exercises (ICX) Students will do 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.

Reading Responses (RR) The reading responses are your response to questions about the reading for a particular session. Your responses should answer the question provided. **The Reading Responses should be 1 page in length (370 - 400 words).**

Talking Points (TP) Talking Points assignment is designed to stimulate class discussion. You should answer the questions specified as thoroughly as possible. **The Talking Points should be about 1 page in length (370 - 400 words).**

Reflection Question to Aid Class Discussion (RQ) These are questions you should reflect on before class. You do not have to write a response. However, I will bring up these questions in class. You should be prepared to discuss the question.

Trump World Essay (TWE) For this assignment, you will submit a current events article about President Trump's foreign policy from the past two weeks. THE ARTICLE HAS TO BE ABOUT AMERICAN FOREIGN POLICY. **The Trump response should be about 1 page in length. (370-400 words)** We will discuss these in class.

Implementing American Foreign Policy Essay (IAFP) Your essay will be about how US implemented its foreign policy in Iraq. See the IAFP essay information sheet for specific details on the essay. 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. (925 – 1,110 words)** *We will discuss your essays in the Book Club.*

Out of Class Films and Film Questions (FQ) There are three out of class films you should watch and answer questions about the films. The films are about the Cold War, the Vietnam War, and Iraq War decision-making.

The Decision Point Exercise (DPE) We will divide the chapters of The Decision Point book among the class and discuss them in class. Students will present their chapter in class for the benefit of the whole class.

Trump Foreign Policy Exercise (TFPE) In this exercise the class will analyze the "grading" of Trump's foreign policy. More information will be provided in class and on D2L.

MAP QUIZ (MQ)

- To understand international relations, it is important to know where places in the news are located.
- 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 (MTX)

- 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 (FX)

- The final exam will be given in class and will cover material from the lectures and readings.
- The final exam will consist of 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. (See “absence from map quiz, midterm exam, or final exam” in Grading section below.)

ATTENDANCE

Attendance per class—6 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 posted 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 and don't sign the late arrival sheet, you will not get attendance credit for the day.
- **You can miss ONE CLASS without penalty.** Thus, if you attended 19 classes but miss one, you get the full attendance points.
- Note on Book Club attendance: You will receive attendance for the session you attend and for the one you do not attend. However, if you do not attend the session, you will not receive attendance points plus you will lose an additional 6 points.

CLASS INVOLVEMENT

This course is designed to allow you to participate and contribute to the topics and discussions. I think the students learn more and get more out of the course if they actively participate in the class: Ask questions, present your interpretation of readings, etc.

In her book Bossypants, Tina Fey discusses rules for improvisation. These rules also apply to our class discussions.

“Now, obviously in real life you’re not always going to agree with everthing everone says. But the Rule of Agreement reminds you to ‘respect what your partner has created’ . . .

*“To me ‘Yes, and’ means **don’t be afraid to contribute**. It’s your responsibility to contribute. Always make sure you’re adding something to the discussion. . . .*

*“**There are no mistakes, only opportunities**. If I start a scene as what I think is very clearly a cop riding a bicycle, but you think I am a hamster in a hamster wheel, guess what? Now I’m a hamster in a hamster wheel. I’m not going to stop everything to explain that it was really supposed to be a bike. Who knows? Maybe I’ll end up being a police hamster who’s been put on ‘hamster wheel’ duty because I’m ‘too much of a loose cannon’ in the field. In improv **there are no mistakes, only beautiful happy accidents**. And many of the world’s greatest discoveries have been by accident. I mean, look at the Reese’s Peanut Butter Cup, or Botox.” “The Rules of Improvisation That Will Change Your Life and Reduce Belly Fat”*

I realize not all students will always participate verbally in the class. Class involvement also includes: active listening, active note taking, not daydreaming, not talking in class, respecting other students, etc.

EXTRA CREDIT

Office Visit:

I encourage you to come by and discuss the class and your academic issues any time during the quarter. 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? (You do not have to worry about hurting my feelings.) 3. What is one thing you would change about the class?

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 for any of your class. The main point is for you to get feedback on your written work.

Additional Extra Credit:

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.

GENERAL FORMAT OF ASSIGNMENTS

- The assignments should be typed double spaced with no more than one-inch margins.
- The format for each assignment is presented on D2L.
- ***ALL ASSIGNMENTS HAVE TO BE IN THE CORRECT FORMAT; IF NOT, I WILL DEDUCT POINTS.***

SUBMITTING ASSIGNMENTS

THE D2L SUBMISSION FOLDER

- ***USING THE D2L SUBMISSION FOLDERS IS THE PREFERRED METHOD FOR SUBMITTING ASSIGNMENTS.***
- There is a Submission Folder for each assignment.
- Each Submission Folder will indicate the on-time date, late submission date, and too late to submit date.

THE IN-CLASS SUBMISSION FOLDER

- **Use the in-class Submission Folder for any out of class hard copies only if absolutely necessary.**
- For the in-class assignments, you should put your assignments in one of the in-class Submission Folder at the end of class.

GENERAL SUBMITTING INFORMATION

- ***DO NOT EMAIL ME YOUR ASSIGNMENTS***—submit them to the D2L Submission Folder or bring them to class.
- DO NOT submit your assignments to both the D2L Submission Folder 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. If I can't open the assignment, I will email you. If I get no response, I will not grade the assignment. If you have not done the assignment and submit an assignment in some unopenable format, the essay is late.
- **Word or PDF only. Do not submit your work in some exotic format. Word or PDF only. Do not submit your work in some exotic format in Apple's "Pages" for example.**

FORMAT FOR ASSIGNMENTS

You should submit your assignments in the following formats.

I will deduct points if assignment is not in the correct format.

- **Talking Points & Reading Responses**

PSC 242

Reading Response #2

your name

submission date

[prompt] Do you think Fussell was correct to say “Thank God for the atom bomb.” and its role in ending World War II? Explain.

- **Trump World Essay**

PSC 242

TRUMP WORLD #__

your name

submission date

News Source:

[need to include title, news source (e.g. New York Times), author (if available), date of publication]

Major Points of News Story: 3-5 bullet points

Your Thoughts Concerning The New Story:

- Formats for other assignments will be given out in class.

LATE ASSIGNMENTS

GENERAL INFORMATION FOR LATE ASSIGNMENTS

- Assignments are due at the beginning of class on the date listed in the syllabus.
- Points (20%) 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.

<u>DUE DATE</u>	<u>LATE (within a week of due date)</u>	<u>NOT ACCEPTED</u>
Jan 6 (Mon) @ class time	Jan 6 (after class) – Jan 13 (by 5 pm)	Jan 13 (after 5 pm)
your pts earned	(your pts earned) – (20% of assignment pts)	0 pts

SUBMITTING LATE ASSIGNMENTS

Submit late out-of-class assignments **ONLY** to the D2L Submission Folder.

FREE LATE PASS

➤ **ONE FREE LATE PASS FOR WRITTEN ASSIGNMENTS. FOR ANY REASON. BUT ONLY ONE!**

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, you forgot, you were drunk, 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. I can’t judge the difference between printer with no ink or a car with a flat tire.
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.

	<u>One Late Assignment</u>	<u>One Late Assignment with Document.</u>	<u>None of Previous</u>	<u>Over a Week Late</u>
Late Penalty	None	None	Yes	No Credit

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.

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.

GRADING

GRADING PROCEDURE:

You will receive points for each assignment.

Check the syllabus, D2L and class handouts for specific grading issues for each assignment.

GRADING SCALE:

(% earned =grade): 100-96 =A / 95-91 =A- / 90-86 =B+ / 85-81 =B / 80-76 =B- / 75-71 =C+ / 70-66=C / 65-61 =C- / 60-56 =D+ / 55-51 =D / 50-0 =F

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 points and recorded your points correctly. If there is a problem, let me know right away.

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 in the D2L Submission Folder, I don't have it, and you don't have it returned, then I cannot give you credit for the assignment.

ABSENCE FROM MAP QUIZ, MIDTERM EXAM, OR FINAL EXAM:

If you are absent from the MQ, MTX, or FX, you may take a makeup quiz or exam.

However, if you do not have a written note from your doctor or an obituary notice or a note from the Dean of Students or a note from DePaul coach etc., **I will deduct 20% points from your makeup quiz or exam grade.**

NOTE TO ANY GRADUATING SENIORS: If you need this course to graduate, make sure you do the work. I will record the grade you earn. If your grade is a D or F, that's what you will receive. Even it means you do not graduate.

WHAT NOT TO TELL ME: "I need [*a specific grade, probably an A*] in order to keep my financial aid or maintain my 4.0 GPA or stay on the Dean's List or not flunk out of school or to keep my scholarship or anything similar to the previous statements." If you come to class, take notes, do the reading, think about the assignments, turn in assignments, and study for the exams, you will do fine.

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.

PSC 242 Assignment Points

Assignments	Number	Points	Total
In-Class Essay	3	6	18
In-Class Exercise	3	9	27
Talking Points	4	15	60
Reading Response	3	15	45
IAFP essay	1	101	101
film questions	3	15	45
Trump World	3	10	30
Map Quiz	1	64	64
Midterm Exam	1	220	220
Final Exam	1	220	220
Attendance	20	6	120
Class Involvement	1	50	50
TOTAL			1000

Extra Credit

Office Visit points	10
Visit the Writing Center points	10

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.
- If you are habitually late for class, I will take notice.

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. Thus, you need to act appropriately. However, I will actively police the classroom. I will monitor your 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 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 too comfortable on the back row, I may periodically ask students to take a different seat.

- **NO LAPTOPS PERMITTED. PERIOD.**
- **NO CELL PHONES PERMITTED. PERIOD.**

[Research indicates that students using laptops and/or cell phones during class tend to receive lower grades in the class.]

- If you are a student registered with the Center for Students with Disabilities and need to use your laptop, you need to provide a note from CSD.
- If I have to ask you to put away your cell more than once, I will ask you to leave the class session.

CLASSROOM EXPECTATIONS

Expectations of Instructor:

- Be prepared for class.
- Maintain class decorum to ensure students have a productive experience.
- Respect your opinion.
- Try not to put you to sleep too often.
- Be clear about assignments.
- Grade fairly and in keeping with procedures presented in the syllabus.
- Return graded assignments in a timely fashion.
- Be available for students to contact me.
- Respond in a timely fashion to your emails.
- Work with students individually outside of class to assist their learning of course material.

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."

Expectations of Student

Academic Expectations

- Do reading assignments as specified in syllabus on time.
- Do required assignments as specified in syllabus on time.
- Be prepared to discuss readings.
- Be actively involved in class participation and discussion.

Classroom Behavior Expectations

- No cell phones and laptop permitted. Period.
- Be on time.
- Express your opinions in a respectful manner and to respect other students' opinions.
- Not talk when the instructor or other students are discussing class issues.
- Pay attention in class.
- Eat or drink only in unobtrusive ways and clean up after yourself.
- Not use earbuds or headphones in class.
- Not do homework for this class or another class during class session.
- Not do any reading for this or another class during class session.
- Try not to go to sleep.
- Not ask the professor if you "missed anything important" during an absence
- Not pack up your things as the class is ending (before it has concluded).

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 WHICH INCLUDES THE "CLASSROOM EXPECTATIONS AGREEMENT", THE STUDENT AGREES TO ALL THE EXPECTATIONS PRESENTED IN THE "CLASSROOM EXPECTATIONS AGREEMENT".

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.

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.