

HONORS: SURVEY OF WESTERN POLITICAL THOUGHT

COURSE SYLLABUS

PSCI 2004-880: SPRING 2018

NORLIN LIBRARY N424A: TTH 3:30-4:45PM

PROFESSOR/GAMEMASTER

NAME: Michaele Ferguson

OFFICE: Ketchum 137

OFFICE HOURS: Wednesdays, 1-2 and 3-4pm, and by appointment. Office hours may be booked online at <https://professorferguson.youcanbook.me>.

CONTACT: Email me at michaele.ferguson@colorado.edu, or send me a message on one of our course Slack teams.

CLASS DESCRIPTION

What makes government legitimate? What makes it stable? What are the strengths and weaknesses of democracy? Can democracy tolerate critics who wish to destroy it? Are democratic states especially prone to imperialism? What are the obligations of the rich to the poor, and vice versa? What is the proper role of the state in educating its citizens? What role does gender play in questions of governance? Is violence ever justified to overcome injustice?

These are some of the questions we will ask in this course. At times we will try to answer these questions through traditional lecture and discussion, yet we will also explore these issues by engaging in three elaborate games – one set in Athens in 403 B.C. and centered on Plato's *Republic*; another set in New York in 1775-76 on the eve of the American Revolution and centered on John Locke's *Second Treatise of Government*; and the third set in revolutionary France and centered on the writings of Jean-Jacques Rousseau and Edmund Burke. Before we begin each game, I will provide some historical and philosophical background, then you will be assigned roles based on historical figures. During our class meetings, you will divide up into factions and attempt to achieve your goals. Students whose characters function in a supervisory capacity (e.g., president of the Athenian Assembly or of the French National Assembly) will preside over what transpires. During the games, I will only intrude to resolve disputes or issue rulings on other matters. The heart of each game will be persuasion. For nearly every role to which you will be assigned, you will need to persuade others of your views. Your arguments will be informed by influential works of political thought.

COURSE OBJECTIVES

This course is designed to aid students in

- developing familiarity with significant works of political thought
- enriching reading skills appropriate to advanced theoretical and philosophical texts;
- improving writing skills and expressive abilities, both technically and aesthetically;
- expanding independent critical capacities, both in analyzing moral arguments on their own merits and in relating those arguments to their own lives;
- enhancing capacity to work with and learn from other members of the class;
- increasing familiarity with their own strengths and weaknesses when it comes to learning, and with adjusting their approaches to learning.

REQUIRED TEXTS

These required texts are available for purchase at the CU Bookstore:

- Plato, *Republic* (Trans. By Desmond Lee, Penguin Classics)
- Jean-Jacques Rousseau, *The Social Contract* (Trans. By Maurice Cranston, Penguin Classics)
- Mark Carnes and Josiah Ober, *The Threshold of Democracy*
- Bill Offutt, *Patriots, Loyalists, and Revolution in New York City, 1775-1776*
- Mark Carnes and Gary Kates, *Rousseau, Burke, and the French Revolution*

Additional readings are available on-line on the course Canvas site. These must be printed and brought to class on days for which they are assigned.

COURSE SCHEDULE

This course schedule is preliminary and subject to change. If there are any changes to the schedule, I will communicate these to you in class and by posting an updated schedule into our course Slack teams. If you are ever in doubt about the schedule, please ask.

NOTE:

Due to the nature of this course, it is impossible to list all of the deadlines for assignments in the syllabus. Some deadlines apply to all students in the course; those are specified in the schedule below. Other deadlines apply only to students playing certain roles in a given game; these are specified in your character sheets. Still other assignments have no fixed deadline, such as those that can be performed at any time during a given game. Ultimately it is YOUR responsibility to be aware of when you have a required assignment due. If you are in any doubt about your deadlines, please ask.

PROLOGUE

TUESDAY, JANUARY 16 - INTRODUCTION TO THE COURSE

WEDNESDAY, JANUARY 17

DUE by 5pm: Letter of Introduction (submit to GradeCraft)
Role Questionnaire (submit to GradeCraft)

CHAPTER I: THE THRESHOLD OF DEMOCRACY: ATHENS IN 403 BCE

THURSDAY, JANUARY 18 – GETTING READY

READ: "Introduction to Reacting to the Past" (on Canvas)
Woodruff, "The Life and Death of Democracy" (on Canvas)
Roles distributed in class

TUESDAY, JANUARY 23 – SETUP DAY 1

READ: Plato's *Republic*, Book I
Athens Gamebook, Part I

THURSDAY, JANUARY 25– SETUP DAY 2

READ: Plato's *Republic*, Books II and III
Jobs distributed in class

FRIDAY, JANUARY 26

DUE by 5pm: Character Sketch (submit to GradeCraft)

TUESDAY, JANUARY 30 – SETUP DAY 3

READ: Athens Gamebook, Parts 2 and 3, and remaining texts in Part 5
Faction meetings in class

WEDNESDAY, JANUARY 31

DUE by 5pm: Complete all Athens reading quizzes on Canvas
Allocate Multipliers on Canvas

THURSDAY, FEBRUARY 1 – GAME SESSION I: RECONCILIATION

READ: Anything posted to public Slack channels

TUESDAY, FEBRUARY 6 – GAME SESSION 2: GOVERNMENT AGENCY

READ: Anything posted to public Slack channels

THURSDAY, FEBRUARY 8 – GAME SESSION 3: SOCIAL WELFARE

READ: Anything posted to public Slack channels

TUESDAY, FEBRUARY 13 – GAME SESSION 4: TRIAL DAY

READ: Anything posted to public Slack channels

THURSDAY, FEBRUARY 15 – GAME SESSION 5: ASSEMBLY OR GOVERNING COUNCIL

READ: Anything posted to public Slack channels

TUESDAY, FEBRUARY 20 – GAME SESSION 6: REMILITARIZATION

READ: Anything posted to public Slack channels

THURSDAY, FEBRUARY 22 – POSTMORTEM

READ: Anything posted to public Slack channels

DUE by Midnight: Peer Evaluation (on GradeCraft)

CHAPTER 2: PATRIOTS, LOYALISTS, AND REVOLUTION IN NEW YORK CITY, 1775-76

TUESDAY, FEBRUARY 27 – SETUP DAY 1

READ: AmRev Gamebook, John Locke, *Second Treatise* (pp. 97-31)

Roles distributed in class

THURSDAY, MARCH 1 – SETUP DAY 2

READ: AmRev Gamebook, Historical Background (pp. 18-61)

AmRev Gamebook, Core Texts: Dulany, Jenyns, Johnson, Seabury (pp. 131-159)

FRIDAY, MARCH 2

DUE by 5pm: Athens Portfolio due to PSCI main office in Ketchum
Character Sketch (submit to GradeCraft)

MONDAY, MARCH 5

DUE by 5pm: Complete all AmRev reading quizzes on Canvas

TUESDAY, MARCH 6 – SETUP DAY 3

READ: AmRev Gamebook, The Game & Roles and Factions (pp. 62-95)
Faction meetings in class
Speaker elected in class

THURSDAY, MARCH 8 – GAME SESSIONS 1 & 2: APRIL, 1775

READ: Anything posted to public Slack channels

TUESDAY, MARCH 13 – GAME SESSION 3: SUMMER 1775

READ: Anything posted to public Slack channels

THURSDAY, MARCH 15 – GAME SESSION 4: EARLY 1776

READ: AmRev Gamebook, Paine, Chalmers (pp. 160-192)

TUESDAY, MARCH 20 – GAME SESSION 5: SUMMER 1775

READ: Anything posted to public Slack channels

THURSDAY, MARCH 22 – GAME SESSION 6 & POSTMORTEM: EARLY 1776

READ: Handouts
DUE by Midnight: Peer Evaluation (on GradeCraft)

TUESDAY, MARCH 27 – NO CLASS – SPRING BREAK

THURSDAY, MARCH 29 – NO CLASS – SPRING BREAK

CHAPTER 3: ROUSSEAU, BURKE, AND THE FRENCH REVOLUTION

TUESDAY, APRIL 3 – SETUP DAY 1

READ: Jean-Jacques Rousseau, *The Social Contract*, Books 1 and 2
Roles of King and Lafayette assigned in class

THURSDAY, APRIL 5 – SETUP DAY 2

READ: FrRev Gamebook, “Versailles to Varennes,” pp. 19-47; Montesquieu, Voltaire, and Rousseau, pp. 87-99; Sieyès, “Declaration of the King,” “August Decrees”; Burke, selections from *Reflections; Declaration of the Rights of Man*
Remaining roles distributed in class

FRIDAY, APRIL 6

DUE by 5pm: American Revolution Portfolio due to PSCI main office in Ketchum
Character Sketch *for French Revolution!* (submit to GradeCraft)

MONDAY, APRIL 9

DUE by 5pm: Complete all FrRev reading quizzes on Canvas

TUESDAY, APRIL 10 – SETUP DAY 3

READ: FrRev Gamebook, Roles and Biographies of all players, Game rules, and “Origin of the Jacobin Club”
Faction meetings in class

THURSDAY, APRIL 12 – GAME SESSION 1

READ: FrRev Gamebook, pp. 117-120, 125-126, 128-136
Anything posted to public Slack channels
Vol. I of newspapers due in class for factions

TUESDAY, APRIL 17 – GAME SESSION 2

READ: FrRev Gamebook, pp. 128, 136-145
Anything posted to public Slack channels

THURSDAY, APRIL 19 – GAME SESSION 3

READ: Anything posted to public Slack channels
Vol. II of newspapers due in class for factions

TUESDAY, APRIL 24 – GAME SESSION 4

READ: FrRev Gamebook, pp. 120-123, 126-127
Anything posted to public Slack channels

THURSDAY, APRIL 26 – GAME SESSION 5

READ: Review Burke and Rousseau
Anything posted to public Slack channels
Vol. III of newspapers due in class for factions

TUESDAY, MAY 1 – GAME SESSION 6

READ: Anything posted to public Slack channels

THURSDAY, MAY 3 – POSTMORTEM

READ: Handouts
DUE by Midnight: Peer Evaluation (on GradeCraft)

MONDAY MAY 7 – FINAL WORK DUE

DUE by 5pm: French Revolution Portfolio due to PSCI main office in Ketchum
Final Reflection Essay (submit to GradeCraft)

GRADING

You have probably already noticed that this is a rather unusual course, but one of its most unusual features is the grading system. This class uses a pedagogical technique called “gamification,” which operates according to the following three principles:

The Principle Of Leveling Up

Everyone begins with zero points. Everything you successfully try earns you points. As you earn points, you will “level up”; the higher you go, the higher the grade you can earn. You cannot “lose” points with any assignment because you haven’t earned anything until you tried it. This leads to...

The Principle Of Safe Failures

I want you try new challenges, whether you are confident about your abilities or not. Because everything earns you points, even an assignment that doesn’t go so well will earn you something. And if you totally bomb something, you can try something else. This is because we also have...

The Principle Of Multiple Paths And Optionality

Good video games let you play the game in your own way. Here, too.

You can earn up to 61,500 points in this class, but you are not expected or even encouraged to earn that many points. Some of the points are earned in the same way by everyone in the class. With other points, you get to choose how you want the points you earn to be weighted in the calculation of your final course grade (see Grade Multipliers). The point is that you get to choose how you want to craft your final grade. *You do not have to excel at everything in order to excel in the course.*

FINAL GRADE SCALE

- A – earn at least 50,000 points AND complete all required assignments
- A- – earn at least 47,000 points AND complete all required assignments

- B+ – earn at least 43,000 points AND complete all required assignments
- B – earn at least 40,000 points AND complete all required assignments
- B- – earn at least 37,000 points AND complete all required assignments

- C+ – earn at least 33,000 points AND complete all required assignments
- C – earn at least 30,000 points AND complete all required assignments
- C- – earn at least 27,000 points AND complete all required assignments

- F – earn less than 27,000 points OR fail to complete all required assignments

NOTE: There are no D-range grades possible in this course.

ASSIGNMENTS

Each category of assignment listed here is **REQUIRED**. Failure to submit a good faith effort at the assignment by the deadlines indicated here will result in failure of the course.

LETTER OF INTRODUCTION (1,000 POINTS)

A 1 page letter of introduction is due by 5pm on Wednesday, January 17, (see the handout on GradeCraft for more details). This is a required assignment for which you will earn full points if you complete the assignment on time. *If you add the course after the first day of classes, your letter of introduction is due by 5pm on the day after you register for the course. Just get it done!*

ROLE QUESTIONNAIRE (1,000 POINTS)

Also due by 5pm on Wednesday, January 17, (see the handout on GradeCraft for more details), the role questionnaire is just a quick survey to help me to assign your roles this semester. Don't overthink it – you can always update me on your preferences for later games as the semester progresses. *If you add the course after the first day of classes, your questionnaire is due by 5pm on the day after you register for the course.*

READING QUIZZES (2,000 POINTS EACH GAME; 6,000 TOTAL)

As we prepare for each game, I will post a series of reading quizzes on GradeCraft. You may complete these at your leisure (they are not timed), you are encouraged to complete them by working together with other students in the class, and you are allowed to complete these open-book. For each game, there is a due date by which the quizzes must be completed, listed above in the course schedule. Use these quizzes to make sure that you are understanding core texts and historical details before the games begin!

CHARACTER SKETCH (500 POINTS EACH GAME; 1,500 TOTAL)

For each character you are assigned at the beginning of a game, you are required to submit a character sketch (a brief sketch of who you are and when your deadlines fall during the game). For more details, see the assignments on GradeCraft. Deadlines are listed in the course schedule.

CHARACTER CONSULTATION (500 POINTS EACH GAME; 1,500 TOTAL)

For each character you are assigned at the beginning of a game, you are required to meet with the professor for at least 10 minutes outside of class *between when you are assigned your role and have read your character sheet, and when the game officially begins*. I will make available extra office hours that can be booked online during these times of the semester, but if you cannot make those times, please contact me to set up another time to meet. This is important for understanding game strategy, learning how to play your character well, and clarifying expectations for the game.

GAME PLAY (11,500* POINTS EACH GAME; 34,500 TOTAL)

For each game, points are earned in the following four categories:

WRITTEN WORK – 4,000* POINTS PER GAME

Throughout each game, you will be required to submit written work in character. The nature of the assignments and deadlines varies with each game and each role. I will provide feedback on each of your submitted assignments, but it is up to you to determine which work will be evaluated for your game grade.

At the end of each game, you will submit a portfolio in which you will include 5-6 pages of your best written work from that game. All writing submitted in the portfolio must have been posted to Slack (publicly or privately to just me) during the game; no work written after the final public session or not posted to Slack is allowed. However, **revisions are both permissible and encouraged for this final graded portfolio**. Your goal is to select 5-6 pages that represent your best written work during the game; the number of separate pieces in this portfolio is flexible (e.g., two longer speeches, three shorter articles). I will base the grade on the written work in the portfolio alone.

ORAL PARTICIPATION – 4,000* POINTS PER GAME

Throughout each game, you will be required to give speeches in character, and you may also be moved to ask questions, to interrupt, to protest, and to otherwise engage in public speaking in role. I will provide feedback on your required speeches, and base the oral participation grade on these speeches. Additional speeches and spoken participation in the game can add to the points earned if it is substantive, role appropriate, and enhances the game.

LEADING STRATEGY – 1,000 POINTS PER GAME

Sometimes playing a role will involve driving game strategy in ways that may or may not be publicly noticeable in written work or public speaking. This category recognizes the role that you might play in organizing a faction, in coming up with clever ideas to get what your character wants, in being creative or sneaky during the game. You may submit evidence of your role in leading strategy as part of your game portfolio, but this is not required. Such evidence might include private Slack chats with other characters about strategy, notes passed during the game, or testimony from other students about your leadership.

A component of this grade (500 points per game) will be assessed by your peers through peer evaluations submitted after game play has concluded.

* You may earn more points if you choose to apply multipliers to enhance your written work and/or oral participation grades. See Grade Multipliers.

PORTFOLIO COVER LETTER – 2,500 POINTS PER GAME

Each game portfolio must be accompanied by a cover letter (500-750 words) that makes the case for why your performance in the game is worth considering as outstanding. The cover letter should examine your own writing, speaking, independent research, group work, and participation during the game. Consider the ways in which you wrestled with and responded to the game on an intellectual level. For example, did your approach to your role and your speaking responsibilities change during the course of the simulation? How did your independent research affect your arguments and strategies and how did you reflect this in your written and oral speeches? How was your understanding of and perspective on Plato's/Locke's/etc.'s political philosophy affected by your role, either as part of a faction or as an indeterminate character? How did you approach the oratorical and strategic requirements of your role and how did you work through any philosophical or ideological challenges? Deadlines for portfolio submission are listed in the course schedule.

Grade Multipliers (an additional 12,000 points!)

You get to weight some of your work in the games in order to play to your strengths. Here's how this works:

You have 9 multipliers overall to apply to 6 grades: your three written work grades and your three oral participation grades. You may apply the weights however you wish, as long as every grade is weighted at least by 1.

EXAMPLE 1: The Outspoken Student

Say you feel very confident about your public speaking. You might choose to give all of your oral participation grades a multiple of 2 (making each worth a potential 8,000 points), while leaving the written work grades weighted at 1 (4,000 points each).

EXAMPLE 2: The Senior Thesis Writer

Say you have a major deadline in late March (your senior thesis is due!), so you want to put in more effort after Spring Break. You can do this by adding the extra weights to the third game. You think you are a strong writer, so you give your game 3 written work a x4 multiplier and plan to throw yourself into that writing later in the semester, for a possible 16,000 points.

You can play around with the multipliers in GradeCraft to get a feel for how they might affect your final points tally. However, you must make a final decision about how to multiply your written work and oral participation grades by 5pm on Wednesday, January 31. Students who do not choose an allocation will be defaulted to a x2 multiplier for their game 2 and game 3 written work, and a x2 multiplier for their game 3 oral participation.

FINAL CRITICAL ESSAY (4,000 POINTS)

As a final, cumulative assignment, students will be given a specific topic at the end of the semester on which to write a 4-5 page, double-spaced critical essay that integrates themes from the entire semester. Essays are due on GradeCraft by 5pm on Monday, May 7.

WARNING! THERE ARE WAYS TO LOSE POINTS, TOO

ATTENDANCE

Consistent attendance is a minimum condition of class membership in general and all the more so in a course designed around extended role-playing simulations. In a class such as this one, missing class is missing coursework that cannot be made up. Be aware that absences affect your grade exponentially; the more absences you have, the more your grade will be affected. This is true *regardless of the reason for the absence*. If you can expect to miss four or more class sessions (i.e. more than 10% of the course), you are strongly encouraged to withdraw from the course.

Late arrivals are distracting and disrespectful. Persistent tardiness will count grade-wise as one or more absences, at my discretion.

Missing class means missed points. Life happens to all of us, and it is not a major problem to miss a few times. But the more you miss, the harder it is to catch up. The point penalties for attendance are designed to signal that absences add up much more quickly than you might have thought.

One absence	-5 points	you'd hardly notice this
Two absences	-50 points	or this
Three absences	-500 points	this is noticeable, but not hard to come back from
Four absences	-5,000 points	ouch! Now that hurts, but you could make it up
Five absences	-50,000 points	at this point, there is no way to pass the class

LATE ASSIGNMENTS

Required assignments submitted late will be docked 50% of the points for the assignment, if they are received within 48 hours of the deadline. After 48 hours have passed, required work will earn zero points – but it still *must be completed in order to pass the class*. All required work for a game must be completed by the deadline for that game's portfolio. All other required work must be submitted by 5pm on May 7th.

If you missed a required speech, it is up to you to take the initiative to consult the GameMaster to determine how you can make up the missed work. Note that a missed speech cannot be made up within 24 hours; there is no way to earn points for a late speech, but the assignment must be completed in order to fulfill the requirements for the course.

Required assignments may be accepted late for full credit in two cases: in the event of extraordinary circumstances and with prior approval by the professor, OR in the event of documented personal, family, or medical emergencies.

One such extraordinary circumstance is a conflict due to religious observances. [Campus policy regarding religious observances](#) requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. In this class, you must notify me of any such conflicts *by the end of the second week of classes* so we can work out alternatives. It is very easy for me to find ways in advance to assign roles that do not conflict with religious observances – but only if I know about this in advance!

No extensions will be permitted on the submission of final assignments (e.g. those due on May 7th), except in the case of documented personal, family, or medical emergencies.

BREAKING CHARACTER

It is also possible to lose points (up to 500 per incident) for “breaking character” in a game – for example, doing, writing, or saying something in game that is characteristic of a US college student in 2017; bringing in facts that could not have been known by the characters at the time of the game; or otherwise behaving in a way that is significantly inconsistent with one’s role.

COURSE TECHNOLOGY

In this class, we will be using three different kinds of classroom technology. I will walk through these in class, but if you have ANY questions about how to use these, or if you are concerned about the accessibility of any of these technologies, please talk to me.

This course requires the use of GradeCraft and Slack, which either are not currently accessible to users using assistive technology or have not yet been reviewed fully for accessibility. If you use assistive technology to access the course material please contact me and Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu as soon as possible to discuss other effective means for providing equal alternate access.

CANVAS

The default CU Boulder “learning management system” we are using is Canvas. We will be using Canvas primarily to distribute class-related documents at the beginning of the semester AND to administer the Reading Quizzes. Once we have set up our first Slack team (see below), additional class-related documents will be distributed through that application instead. This is also your portal for accessing GradeCraft.

GRADECRAFT

The “learning management system” that we will be using most in this class is GradeCraft. You can access GradeCraft through the link on our course Canvas site. In GradeCraft, you will be able to see all of the course assignments. GradeCraft will keep track of the points you earn throughout the semester, and

alert you when you receive badges. You can use the Grade Predictor in GradeCraft to map out how you will earn the points you need to earn the grade you would like to get in this course.

SLACK

We will be using a communication application called Slack (which is available for free and across platforms) as the main way that we communicate with one another outside of class – and even sometimes inside class during gameplay! You will receive an email invitation to your colorado.edu account to join our Slack teams.

We will have three different Slack teams over the semester – one for each of the games. These will provide us with virtual spaces in which to communicate in character, to create private groups to strategize, and even to communicate through direct messages with other people in the class. It is easy to post files to Slack, so some of your assignments may even be submitted here!

Check out the handout “Using Slack” on Canvas and in our Slack teams for more guidelines, or poke around online to learn how to make the most of Slack.

IN-CLASS EXPECTATIONS

I want everyone in the class to learn as much as they can by grappling successfully with important – and sometimes challenging – texts and ideas. To make this possible, we need to cultivate and maintain a classroom environment that is respectful of others and conducive to learning, and we need to be able to take full advantage of the time available to us. In order to create a professional atmosphere within the classroom, you are expected to:

- Arrive to class on time
- Turn off the ringer/sound on your cell phone (and other noise-making devices)
- Refrain from using electronic devices during class (laptops, tablets, phones, etc.) – EXCEPT *during a game* if and only if they are used to support gameplay and the GameMaster has approved their use (e.g. communicating on Slack)
- Put away newspapers and magazines (except those related to a game, of course!)
- Refrain from having disruptive conversations during class (unless disruption is in role)
- Remain for the whole class; if you must leave early, do so without disrupting others
- Display professional courtesy and respect in all interactions related to this class (except in role)

Compliance with these expectations will assist all of us in creating a learning community and a high quality educational experience. The University of Colorado Classroom Behavior Policy compliments these classroom expectations:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, ability, and nationality. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [class behavior](#) and [the student code](#).

OUT OF CLASS EXPECTATIONS

As a member of the CU community, you are expected to consistently demonstrate integrity and honor through your everyday actions. Faculty and TAs are very willing to assist you with your academic and personal needs. However, multiple professional obligations make it necessary for us to schedule our availability. Suggestions specific to interactions with instructors include:

- *Respect posted office hours.* Plan your weekly schedule to align with scheduled office hours. If you cannot make office hours due to schedule conflicts, contact your instructor by email (or by Slack in my case!) to set up an appointment at another time.
- *Avoid disrupting ongoing meetings within faculty and TA offices.* If the professor or TA is expecting you, or if you have been waiting for longer than five minutes, **knock politely** to let your instructor know you are there. Don't just wait quietly without knocking – they may never realize you are even there!
- *Respect faculty and TA policies regarding email, and note that instructors are not expected to respond to email outside of business hours.* Send email to professors and TAs using a professional format. Tips for a professional email include:
 - Always fill in the subject line with a topic that indicates the reason for your email to your reader.
 - Respectfully address the individual to whom you are sending the email (e.g., Dear Professor Ferguson). Don't call a professor by their first name unless you have been explicitly invited to do so. Address professors as Professor So and So, or Dr. So and So.
 - Avoid email, chat room, or text message abbreviations.
 - Be brief and polite.
 - Add a signature block with appropriate contact information.
 - Reply to emails with the previously sent message. This will allow your reader to quickly recall the questions and previous conversation.

GRADE APPEALS

Grade appeals must be submitted no earlier than 24 hours after, and no later than 14 days after receipt of the grade. Students' concerns should be presented **in writing**, with detailed reasons explaining why the student believes the grade is unfair or incorrect. Be advised that in all cases of grade appeals, the professor reserves the right to raise, maintain, or lower the grade upon review.

Students dissatisfied with the result of an appeal to the professor may appeal to the Director of Undergraduate Studies in the Department of Political Science, in accordance with the Department's grade appeals policy.

ACCOMMODATION STATEMENT

I am committed to providing everyone the support and services needed to participate in this course. If you qualify for accommodations because of a disability, please submit a letter from Disability Services to me in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with me.

There are lots of ways for me to accommodate different disabilities in the roles assigned in the reacting games. (For example, a student with a cognitive processing disability can be assigned roles that involve more out-of-class writing, rather than in-class debating.) However, for me to do so effectively, I need to know what specific accommodations you qualify for. Even if your formal documentation has not yet been processed by Disability Services, please let me know of any disability accommodations you require **in the first week of classes** so I can ensure that your role assignment for the first reacting game is appropriate for your circumstances.

DISCRIMINATION AND HARASSMENT

CU-Boulder is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. The [full policy on discrimination and harassment](#) has more information.

HONOR CODE

I take the principles of academic honesty seriously. Your continued presence in this class indicates that your work for this course will comply with [the academic integrity policy](#) of this institution, which all students of the University of Colorado at Boulder are responsible for knowing and adhering to. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior.

Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations is considered cheating. Students are responsible not only to abstain from cheating, but also to avoid making it possible for others to cheat. Submitting someone else's work as your own constitutes plagiarism. Academic honesty requires the full acknowledgement of ideas taken from another source for use in a course paper or project. You must include citations for material that you quote or paraphrase from another text; in general, *it is better to overcite than to undercite*.

All work that you submit for this course may be submitted only to this course and should be based upon work and thought undertaken only for this course. Written assignments will be submitted to turnitin.com to evaluate them for plagiarism. All incidents of academic misconduct will lead to an automatic academic sanction in the course (up to and including failing the course).