

# FIRST-YEAR GLOBAL SEMINAR: PLAYING POLITICS

## COURSE SYLLABUS

FYSM 1200-001: FALL 2019

MUENZINGER E114: TTh 2:00-3:15PM

### PROFESSOR/GAMEMASTER

NAME: Michaele Ferguson

OFFICE: Ketchum 137

OFFICE HOURS: Tuesdays and Thursdays 3:30-4:30pm, and by appointment. Office hours may be booked online at <https://professorferguson.youcanbook.me>.

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

### PEER MENTORS

Grace Patrick & Natasha Zukowski

### CLASS DESCRIPTION

Why just study politics when you can *play politics*? In this course, we will play three immersive role-playing games simulating important events in American and French political history. Have you always wondered what it was like to be Abbie Hoffman, General Lafayette, or Woodward and Bernstein? Ever thought about what the world would be like if the U.S. had withdrawn from Vietnam in the 1960s, if Nixon hadn't been impeached, if King Louis XVI had not been executed? Now's your chance to try and find out. As their characters, students will work together in factions to try to foment or stave off revolution. While the simulations are grounded in our study of historical documents, events may take a very different path from the one we know from history as students strategize, connive and reason their way to victory. Along the way, we will develop skills in critical thinking, persuasive writing, public speaking, political organizing, leadership and teamwork.

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 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 political ideas
- 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 (you should purchase these right away, because the bookstore will send back unpurchased books mid-semester!):

- Mark Carnes and Gary Kates, *Rousseau, Burke, and the French Revolution*
- Jean-Jacques Rousseau, *The Social Contract* (Trans. By Maurice Cranston, Penguin Classics)

I will provide the following required texts:

- Nick Proctor, *Chicago, 1968*
- John M. Parrish, *Watergate, 1973-74*

Some additional required 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. Other additional required readings will be provided as handouts in class.

## 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.

**All reading assignments are to be completed for class on the day they are listed.** For example, “Introduction to Reacting to the Past” is to be read in preparation for class on Thursday, August 29. **Note that some deadlines do not fall on class days.** It is your responsibility to be aware of all deadlines; they may not be re-announced in class.

### DEADLINES:

Due to the nature of this course, it is impossible to list all of the deadlines for assignments in the syllabus. When deadlines apply to all students in the course, they 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.

## HALF-DAYS:

Since we will be spending one-third of our class in Paris, we will not meet for every class session on campus in the fall, and many of our class sessions in the fall will be “half sessions”: on those days, we will meet from **2:00-2:40pm only**. On these Half-Days (marked with a \*\*\* below), I will hold additional office hours in our classroom from 2:40-3:15pm, typically to meet with individual students or factions in preparation for a game.

## PROLOGUE

TUESDAY, AUGUST 27 - INTRODUCTION TO THE COURSE

THURSDAY, AUGUST 29 – ATHENS BESIEGED, 405-404 BCE (MINI-GAME)

**READ:** “Athens Besieged” handout (on Canvas)

**RECOMMENDED:** “Introduction to Reacting to the Past” (on Canvas)

FRIDAY, AUGUST 30

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

Role Questionnaire (submit to GradeCraft)

## CHAPTER I: CHICAGO, 1968

TUESDAY, SEPTEMBER 3 – SETUP DAY 1\*\*\*

THE GREAT SOCIETY & THE WAR IN VIETNAM

**READ:** Chicago Gamebook, Historical Narrative, pp. 12-15; Core Texts, pp. 104-125

*Chicago Roles distributed in class*

THURSDAY, SEPTEMBER 5 – SETUP DAY 2\*\*\*

THE 1968 RIOTS & THE ANTIWAR MOVEMENT

**READ:** Chicago Gamebook, Historical Narrative, pp. 15-18; Core Texts, pp. 76-104

FRIDAY, SEPTEMBER 6

**DUE by 5pm:** Find Your Purpose Mini-Quest (on GradeCraft)

Chicago Character Sketch (submit to GradeCraft)

TUESDAY, SEPTEMBER 10 – SETUP DAY 3\*\*\*

THE 1968 PRESIDENTIAL RACE & THE LEAD UP TO THE DEMOCRATIC CONVENTION

**READ:** Chicago Gamebook, Historical Narrative, pp. 16-23; Core Texts, pp. 53-76

**DUE by 5pm:** Complete Chicago reading quiz on Canvas

Chicago Character Sketch (submit to GradeCraft)

THURSDAY, SEPTEMBER 12 – SETUP DAY 4\*\*\*

THE RULES OF THE GAME

**READ:** Chicago Gamebook, pp. 23-51

*Faction meetings in class; be prepared to be in role!*

**DUE by 5pm:** Character Consultation with the GM

FRIDAY, SEPTEMBER 13

**DUE by 5pm:** Chart Your Journey Mini-Quest (on GradeCraft)

TUESDAY, SEPTEMBER 17 – GAME SESSION 1: PARTS 1&2

**READ:** Anything posted to public Slack channels

THURSDAY, SEPTEMBER 19 – GAME SESSION 2: PARTS 3&4

**READ:** Anything posted to public Slack channels

TUESDAY, SEPTEMBER 24 – GAME SESSION 3: PART 5

**READ:** Anything posted to public Slack channels

THURSDAY, SEPTEMBER 26 – GAME SESSION 4: PARTS 6&7

**READ:** Anything posted to public Slack channels

FRIDAY, SEPTEMBER 27

**DUE by 5pm:** Writing Assignment (for all roles; topic specified in role sheet)

TUESDAY, OCTOBER 1 – POSTMORTEM

**READ:** Handouts

**DUE by Midnight:** Peer Evaluation (on GradeCraft)

THURSDAY, OCTOBER 3 – IN-CLASS WRITING WORKSHOP\*\*\*

*Watergate Roles distributed in class*

FRIDAY, OCTOBER 4

**DUE by 5pm:** Chicago Reflective Essay (on GradeCraft)  
(Optional) Revision of an Assignment (on GradeCraft)

TUESDAY, OCTOBER 8 – NO CLASS

## CHAPTER 2: WATERGATE, 1973-74

THURSDAY, OCTOBER 10 – SETUP DAY 1\*\*\*

THE CONSTITUTION AND THE SEPARATION OF POWERS

**READ:** Watergate Gamebook: U.S. Constitution, *Federalist Papers*, *Marbury v. Madison* (selections), Section I of Historical Context Essay

TUESDAY, OCTOBER 15 – NO CLASS

THURSDAY, OCTOBER 17 – SETUP DAY 2\*\*\*

THE VIETNAM WAR AND THE NIXON PRESIDENCY

**READ:** Watergate Gamebook: Nixon speeches 1968 and 1969, Sections II-IV of Historical Context Essay

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

TUESDAY, OCTOBER 22 – SETUP DAY 3\*\*\*

THE MEDIA AND THE WATERGATE BURGLARY

**READ:** Watergate Gamebook: *Washington Post* stories through 1973; Nixon press conferences through 1973; Nixon Speech April 30, 1973; Section V of Historical Context Essay

**DUE by 5pm:** Complete Watergate reading quiz on Canvas  
Character Consultation with the GM

THURSDAY, OCTOBER 24 – NO CLASS

TUESDAY, OCTOBER 29 – SETUP DAY 4\*\*\*

STATE DINNER, JUNE 22, 1973

**READ:** Watergate Gamebook: The Game section  
*Faction meetings in class; be prepared to be in role. "Formal" attire encouraged.*

THURSDAY, OCTOBER 31 – GAME SESSION 1

THE SENATE WATERGATE COMMITTEE HEARINGS, PART ONE: JULY, 1973

**READ:** Remaining Gamebook Core Documents  
Any handouts distributed at or since last game session  
Anything posted to public Slack channels

*Bonus Points for best Watergate-themed costume!!*

TUESDAY, NOVEMBER 5 – GAME SESSION 2

THE SENATE WATERGATE COMMITTEE HEARINGS, PART TWO: AUGUST, 1973

**READ:** Any handouts distributed at or since last game session  
Anything posted to public Slack channels

THURSDAY, NOVEMBER 7 – GAME SESSION 3

THE BATTLE FOR THE TAPES, PART ONE: FALL, 1973

**READ:** Any handouts distributed at or since last game session  
Anything posted to public Slack channels

TUESDAY, NOVEMBER 12 – GAME SESSION 4

THE BATTLE FOR THE TAPES, PART TWO: SPRING, 1974

**READ:** Any handouts distributed at or since last game session  
Anything posted to public Slack channels

THURSDAY, NOVEMBER 14 – GAME SESSION 5

THE QUESTION OF IMPEACHMENT, PART ONE: JULY, 1974

**READ:** Any handouts distributed at or since last game session  
Anything posted to public Slack channels

TUESDAY, NOVEMBER 19 – GAME SESSION 6

THE QUESTION OF IMPEACHMENT, PART ONE: AUGUST, 1974

**READ:** Any handouts distributed at or since last game session  
Anything posted to public Slack channels

THURSDAY, NOVEMBER 21 – POSTMORTEM

**READ:** Handouts  
*Roles of King and Lafayette assigned in class*  
**DUE by Midnight:** Peer Evaluation (on GradeCraft)

FRIDAY, NOVEMBER 22

**DUE by 5pm:** Watergate Reflective Essay (on GradeCraft)  
(Optional) Revision of an Assignment (on GradeCraft)

TUESDAY, NOVEMBER 26 – NO CLASS – FALL BREAK

THURSDAY, NOVEMBER 28 – NO CLASS – FALL BREAK

**CHAPTER 3: ROUSSEAU, BURKE, AND REVOLUTION IN FRANCE, 1791-92**

TUESDAY, DECEMBER 3 – SETUP DAY 1\*\*\*

THE ENLIGHTENMENT AND ROUSSEAU'S CHALLENGE

**READ:** FrRev Gamebook: Core Texts, pp. 87-107  
*Remaining roles distributed in class*

THURSDAY, DECEMBER 5 – SETUP DAY 2\*\*\*

THE GENERAL WILL

**READ:** Jean-Jacques Rousseau, *The Social Contract*, Books 1 and 2

TUESDAY, DECEMBER 10 – SETUP DAY 3 [NOTE: THIS IS A FULL-LENGTH CLASS SESSION!]

THE CAUSES OF THE FRENCH REVOLUTION

**READ:** FrRev Gamebook, "Versailles to Varennes," pp. 19-43  
**DUE by 5pm:** Character Sketch for French Revolution (submit to GradeCraft)

THURSDAY, DECEMBER 12 – SETUP DAY 4\*\*\*

THE EARLY FRENCH REVOLUTION & BURKE'S CRITIQUE

**READ:** FrRev Gamebook: pp. 108-123, and Burke selections

**DUE by 5pm:** Character Consultation with the GM

## Winter Break – See you in Paris!!

WEDNESDAY, JANUARY 1

**DUE by 5pm:** All FrRev Quizzes on Canvas (maps should be submitted via GradeCraft)

FRIDAY, JANUARY 3 – WELCOME TO PARIS & SETUP DAY 5

REFRESHER & THE RULES OF THE GAME

*Faction meetings in class; be prepared to be in role!*

*Election of President*

**READ:** FrRev Gamebook, Roles and Biographies of all players, Game rules, and Remaining Core Texts

**PARIS:** Orientation and Welcome Dinner

SATURDAY, JANUARY 4 – GAME SESSION 1

**DUE by 8am:** Faction Newspaper, Vol. 1

**READ:** FrRev Gamebook, pp. 117-120, 125-126, 128-136

Anything posted to public Slack channels

**PARIS:** Tour of Versailles

SUNDAY, JANUARY 5 – GAME SESSION 2

**READ:** FrRev Gamebook, pp. 128, 136-145

Anything posted to public Slack channels

**PARIS:** Tour of Jardin des Tuileries and the Louvre

MONDAY, JANUARY 6 – GAME SESSION 3

**DUE by 8am:** Faction Newspaper, Vol. 2

**READ:** Anything posted to public Slack channels

**PARIS:** Lunch at Le Procope  
Revolutionary Walk on the Left Bank

TUESDAY, JANUARY 7 – GAME SESSION 4

**READ:** Anything posted to public Slack channels

**PARIS:** Tour of Musée Carnavalet  
Revolutionary Walk in the Marais

WEDNESDAY, JANUARY 8 – GAME SESSION 5

- DUE by 8am:** Faction Newspaper, Vol. 3  
**READ:** FrRev Gamebook, pp. 120-123, 126-127  
Anything posted to public Slack channels  
**PARIS:** Tour of the Catacombs

THURSDAY, JANUARY 9 – GAME SESSION 6 & POSTMORTEM

- READ:** Review Burke and Rousseau readings  
Anything posted to public Slack channels  
**PARIS:** Tour of the Conciergerie; Place de la Nation  
Farewell Dinner  
**DUE by Midnight:** Peer Evaluation (on GradeCraft)

FRIDAY, JANUARY 10 – TRAVEL DAY

SUNDAY JANUARY 12

- DUE by 5pm:** French Revolution Reflective Essay (on GradeCraft)  
(Optional) Revision of an Assignment (on 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 230,000 points in this class, but you are not expected or even encouraged to earn that many points. Some assignments are required for the course; these you must attempt. But others are optional, and you may do as many or as few of these as you like! 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 200,000 points AND complete all required assignments
- A- – earn at least 185,000 points AND complete all required assignments
  
- B+ – earn at least 165,000 points AND complete all required assignments
- B – earn at least 150,000 points AND complete all required assignments
- B- – earn at least 135,000 points AND complete all required assignments
  
- C+ – earn at least 115,000 points AND complete all required assignments
- C – earn at least 100,000 points AND complete all required assignments
- C- – earn at least 85,000 points AND complete all required assignments
  
- F – earn less than 85,000 points OR fail to complete all required assignments

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

## ASSIGNMENTS

There are two different kinds of assignments in this course: (1) Required Assignments and (2) Optional Assignments. Required assignments are indicated below and on GradeCraft with this symbol: \*. Failure to submit a good faith effort at these required assignments by the deadlines indicated here will result in failure of the course. You do not have to do any of the optional assignments, but you are encouraged to do so.

### **\*LETTER OF INTRODUCTION (1,000 POINTS)**

A 1 page letter of introduction is due by 5pm on Friday, August 30 (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 Friday, August 30 (see the assignment on GradeCraft for the link to the questionnaire), 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.*

### **MINI-QUESTS – UP TO 58,000 POINTS POSSIBLE; 14,000 REQUIRED**

The mini-quests are designed to help you to learn about CU, to develop skills that will be helpful to you in college, and to meet friends and mentors who will be important for the next four years and beyond! The deadlines for most of the assignments in this category are flexible; that is, you can choose when during the semester you want to do the work. You can do these mini-quests in any sequence, and you do not have to do all of the assignments in any mini-quest. Just make sure you complete the required assignments!

The mini-quests are on a bunch of themes: figuring out what you want to get out of college in the long-run, planning your semester and doing some time management, getting to know some of the professors and academic resources on campus, learning about clubs and activities on campus, making friends and getting together with classmates outside of class, attending different kinds of events on campus, and working on your academic skills.

\*Of all of the possible activities in these mini-quests, only five are required: 1.0 - find your purpose (2,000 points; due September 6 by 5pm), 2.0 - chart your journey (4,000 points; due September 13 by 5pm), 3.0 - seek wisdom (1,000 points) and 3.1 – go to office hours (2,000 points), and 4.0 - get a (social) life (5,000 points). There are lots of ways to earn optional points – in fact you may already be planning to do something outside of class that would count for points!

## **GAME PLAY (50,000-60,000 POINTS PER GAME; 170,000 TOTAL)**

For each game, points are earned in the following categories (note that they are not all required!):

### **\*CHARACTER SKETCH – 500 POINTS PER GAME**

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 PER GAME**

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*. If you cannot find a time to meet during my regular office hours, 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.

### **READING QUIZZES – 2,000 POINTS PER GAME**

As we prepare for each game, I will post a series of reading quizzes on Canvas. 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!

### **\*INFORMATION LITERACY ASSIGNMENT – 3,000 POINTS PER GAME**

Each game will include an information literacy assignment designed to progressively sharpen your skills in finding and assessing information. Assignments and deadlines will be announced later.

### **\*ASSIGNMENTS (WRITTEN WORK) – 10,000 OR 20,000 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. These assignments will be evaluated according to the Written Work Grading Rubric (see assignment on GradeCraft). For the Chicago game, no points will be awarded for the first assignment, so that everyone has a chance to get some feedback before points start getting assessed.

### **REVISION OF AN ASSIGNMENT (WRITTEN WORK) – 10,000 POINTS PER GAME**

If you are not satisfied with your performance on one of your assignments in a game, you have the option to revise it and resubmit the work. To do this, you must meet with the professor to discuss the feedback on your first attempt before you revise. See GradeCraft for details. Deadlines for the revisions are listed in the syllabus.

### **\*SPOKEN WORK – 10,000 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. Additional speeches and spoken participation in the game can add to the points earned if it is substantive, role appropriate, and enhances the game. Points will be assessed according to the Spoken Work rubric (posted on GradeCraft).

### **\*LEADING STRATEGY – 2,000 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 to the professor when you submit your reflective essay for a game, 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 (1,000 points per game) will be assessed by your peers through peer evaluations submitted after game play has concluded. You are required to submit a peer evaluation for each game by the deadline indicated in the course schedule above.

### **\*REFLECTIVE ESSAY – 10,000 POINTS PER GAME**

At the conclusion of each game, you will receive an essay assignment that involves reflecting as yourself (not your character) on some of the lessons of the game. The deadlines for these are listed in the syllabus, and the essays will be assessed according to the Written Work rubric (posted on GradeCraft).

### **DRESSING THE PART – 2,000 POINTS PER GAME**

If you go out of your way to dress in a way appropriate to your character, you can earn up to 2000 points per game. See GradeCraft for details.

## **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 already expect to miss five 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	-20 points	you'd hardly notice this
Two absences	-200 points	or this
Three absences	-2,000 points	this is noticeable, but not hard to come back from
Four absences	-20,000 points	ouch! Now that hurts, but you could make it up
Five absences	-200,000 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 reflective essay. All other required work (e.g. prologue and mini-quests) must be submitted by 5pm on December 12<sup>th</sup>.

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. You must notify the professor 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 December 12<sup>th</sup> and January 12<sup>th</sup>), except in the case of documented personal, family, or medical emergencies.*

## BREAKING CHARACTER

It is also possible to lose points (1,000 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 2019; 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](mailto: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. Canvas is also your portal for accessing GradeCraft. Once we have set up our first Slack team (see below), additional class-related documents will be distributed through that application instead.

### 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 in order 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 race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. 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 campus policy on [classroom and course-related behavior and the Student Code of Conduct](#).

## 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. **Never call a female professor "Mrs. So and So."**
  - Avoid email or text message abbreviations and emojis.

- 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 your accommodation 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 in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the 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. Your Letter of Introduction is a great place to reach out to me and let me know what you need!

## DISCRIMINATION AND HARASSMENT

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).



Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

## 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](#) and the [Honor Code](#) 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: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty.

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 – unless the professor has given you explicit permission to do otherwise. 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).

Phew. That was a lot of stuff. Now let's go have some fun!