

# LEGACIES OF VIOLENCE: POLITICS AND MEMORY IN RESPONSE TO CONFLICT COURSE SYLLABUS

FYSM 1000-014: FALL 2017

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

## PROFESSOR/GAMEMASTER

NAME: Michael Ferguson

OFFICE: Ketchum 137

OFFICE HOURS: Tuesdays and Thursdays, 11:30am-1:30pm, and by appointment. Office hours may be booked online at <https://professorferguson.youcanbook.me>.

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## CLASS DESCRIPTION

How should we respond to violent civil conflict? Through extended role-playing simulations, we will explore different aspects of this question in three recent scenarios: (1) how politicians and protesters should respond to the Vietnam War at the Democratic National Convention in Chicago in 1968; (2) how the UN and the international community should respond to the genocide in Rwanda in 1994; and (3) how ordinary Argentinians in 1985, divided by competing memories of the Dirty War, should remember their past. Students will research the ideas, political context, and social relationships that influenced their assigned characters, and work together in factions to try to achieve their objectives.

While the simulations are grounded in historical documents, events may take a very different path from the one we know from history as students strategize, connive, and reason their way to victory!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.

## COURSE OBJECTIVES

This course is designed to aid students in

- developing familiarity with significant political ideas;
- enriching reading skills appropriate to college-level primary and secondary 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.

## REQUIRED TEXTS

The three main required texts are combined into one coursepack, available for purchase at the CU Bookstore:

- Nicolas W. Proctor, *Chicago, 1968*
- Kelly McFall, *The Needs of Others: Human Rights, International Organizations, and Intervention in Rwanda, 1994*
- Mary Jane Treacy, *Argentina 1985: Contested Memories*

Additional required readings for the first two weeks are available on-line on the course D2L website (marked by an asterisk in the schedule below).

## 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, AUGUST 29 - INTRODUCTION TO THE COURSE

## CHAPTER I: CHICAGO, 1968

THURSDAY, AUGUST 31 – SETUP DAY I

- READ:**           \**Live and Learn*” (on D2L – print and bring a copy to class!)  
                      \**Introduction to Reacting to the Past*” (on D2L)

FRIDAY, SEPTEMBER 1

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

## TUESDAY, SEPTEMBER 5 – SETUP DAY 2

**READ:** *Chicago, 1968*, at least pp. 1-47  
*Roles distributed in class*  
*Faction meetings in class*

## THURSDAY, SEPTEMBER 7 – SETUP DAY 3

**READ:** *Chicago, 1968*, read at least all of the Core Texts that are mentioned in the “Relationships – to the texts” section in your role sheet  
**REVIEW:** *Chicago, 1968*, Historical Background, pp. 12-22  
**QUIZ:** On the Historical Background reading  
*Faction meetings in class*

## FRIDAY, SEPTEMBER 8

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

## TUESDAY, SEPTEMBER 12 – GAME SESSION 1: DOMESTIC POLICY

**READ:** *Chicago, 1968*: finish reading all of the Core Texts in the gamebook  
Anything posted to public Slack channels  
**REVIEW:** *Chicago, 1968*:

- Kerner Report, pp. 74-91
- “The Black Panther Ten Point Plan,” pp. 107-109
- “Port Huron Statement,” pp. 121-125
- “Law and Order First,” pp. 65-66

## THURSDAY, SEPTEMBER 14 – GAME SESSION 2: VIETNAM POLICY

**READ:** Anything posted to public Slack channels  
**REVIEW:** *Chicago, 1968*:

- Robert Kennedy, pp. 67-73
- Lyndon Johnson, pp. 110-117
- Martin Luther King, Jr, pp. 97-106
- Gallup Poll, pp. 95-96
- David Harris, pp. 92-94

## TUESDAY, SEPTEMBER 19 – GAME SESSION 3: PRESIDENTIAL NOMINATION

**READ:** Anything posted to public Slack channels  
Pay special attention to stories produced by journalists for this session

THURSDAY, SEPTEMBER 21 – POSTMORTEM

**READ:** Handouts

**DUE by 2pm:** Final Writing Assignments for all Roles (submit on Gradecraft)

TUESDAY, SEPTEMBER 26 – REACTING SKILLS

**To Be Announced**

THURSDAY, SEPTEMBER 28 – REACTING SKILLS

**To Be Announced**

## **CHAPTER 2: THE NEEDS OF OTHERS: HUMAN RIGHTS, INTERNATIONAL ORGANIZATIONS, AND INTERVENTION IN RWANDA, 1994**

TUESDAY, OCTOBER 3 – SETUP DAY 1: INTRODUCTION TO THE UN AND RWANDA

**READ:** *The Needs of Others*, pp. 1-66

*Roles distributed in class*

THURSDAY, OCTOBER 5 – SETUP DAY 2: INTRODUCTION TO THEORIES OF HUMANITARIAN INTERVENTION

**READ:** *The Needs of Others*, pp. 67-95

FRIDAY, OCTOBER 6

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

TUESDAY, OCTOBER 10 – SETUP DAY 3: THEORIES OF HUMANITARIAN INTERVENTION, CONTINUED

**REVIEW:** *The Needs of Others*, Core Texts central to your role

THURSDAY, OCTOBER 12 – SETUP DAY 4: FINAL PREPARATIONS

**QUIZ:** On the Historical Background and Core Texts

*Faction meetings in class*

TUESDAY, OCTOBER 17 – GAME SESSION I: APRIL 7, 1994

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

THURSDAY, OCTOBER 19 – GAME SESSION 2: APRIL 15, 1994

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

TUESDAY, OCTOBER 24 – GAME SESSION 3: APRIL 30, 1994

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

THURSDAY, OCTOBER 26 – GAME SESSION 4: MAY 15, 1994

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

FRIDAY, OCTOBER 20

**DEADLINE TO ATTEND AT LEAST 2 CO-CURRICULAR SEMINARS**

TUESDAY, OCTOBER 31 – GAME SESSION 5: MAY 30, 1994

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

*Begin Postmortem*

THURSDAY, NOVEMBER 2 – POSTMORTEM

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

### **CHAPTER 3: ARGENTINA 1985: CONTESTED MEMORIES**

TUESDAY, NOVEMBER 7 – REACTING SKILLS

**To Be Announced**

*Roles distributed in class*

THURSDAY, NOVEMBER 9 – GAME SESSION 1: WELCOME TO THE CNBA, FIRST DAY OF SCHOOL, MARCH 22, 1985

**READ:** *Argentina 1985*, see p. 96 for assigned reading (NOTE: For this game, you should read through the entire gamebook, and focus on Core Texts as specified in your role sheet, even if those are not explicitly listed in the required readings)  
Anything posted to public Slack channels

FRIDAY, NOVEMBER 10

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

TUESDAY, NOVEMBER 14 – GAME SESSION 2: WHO ARE WE? 1800-1900

**READ:** *Argentina 1985*, see p. 97 for assigned reading  
Read anything posted to public Slack channels

**WATCH:** Optional Film: *Camila*. Maria Luisa Bemberg, dir. (1984)

**QUIZ:** On the assigned reading

THURSDAY, NOVEMBER 16 – GAME SESSION 3: WHAT ARE OUR POLITICAL CONFLICTS?  
1900-1955

- READ:** *Argentina 1985*, see p. 98 for assigned reading  
Read anything posted to public Slack channels
- WATCH:** Optional Film: *Eva Perón*. Juan Carlos Desanzo, dir. (1996)
- QUIZ:** On the assigned reading

TUESDAY, NOVEMBER 21 – NO CLASS – THANKSGIVING BREAK

THURSDAY, NOVEMBER 23 – NO CLASS – THANKSGIVING BREAK

TUESDAY, NOVEMBER 28 – GAME SESSION 4: WHAT HAPPENED IN THE 1960S AND 70S?

- READ:** *Argentina 1985*, see p. 99-101 for assigned reading  
Read anything posted to public Slack channels
- WATCH:** Optional Film: *Our Disappeared/Nuestros desaparecidos*. Juan Mandelbaum, dir. (2008)
- QUIZ:** On the assigned reading

THURSDAY, NOVEMBER 30 – GAME SESSION 5: FORGING THE FUTURE: RESPONSES TO  
VIOLENCE

- READ:** *Argentina 1985*, see p. 103 for assigned reading  
Read anything posted to public Slack channels

TUESDAY, DECEMBER 5 – GAME SESSION 6: ¡ASAMBLEA! (INFORMAL STUDENT GATHERING)

- READ:** *Argentina 1985*, see p. 104-5 for assigned reading  
Read anything posted to public Slack channels
- WATCH:** Optional Film: *The Official Story/La historia oficial*. Luis Puenzo, dir. (1985)

THURSDAY, DECEMBER 7 – GAME SESSION 7: FORGING OUR FUTURE: THE VOTE

- READ:** *Argentina 1985*, see p. 106 for assigned reading  
Read anything posted to public Slack channels
- DUE by 2pm:** Optional Take-Home Exam

TUESDAY, DECEMBER 12 – GAME SESSION 8: OUR LEGACY

- DUE by 2pm:** Essay for *Gente* magazine  
*Begin Postmortem*

THURSDAY, DECEMBER 14 – POSTMORTEM

- WATCH:** Optional Film: *Cautiva/Captive*. Gastón Biraben, dir. (2005)

TUESDAY, DECEMBER 19 – GAME SESSION 8: OUR LEGACY

- DUE by 5pm:** Final Reflection Essay (submit to GradeCraft)  
All other optional final work (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”: everyone starts with zero points, and has to complete a combination of required and optional assignments to earn points. As you earn points, you will “level up”; the higher you go, the higher the grade you can earn.

You can earn up to 1,150,000 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; some of the points are role-specific. The point is: *you get to choose what grade you want*, and you have the freedom to choose a lot of the things you are going to do to earn the points you need to get that grade.

## FINAL GRADE SCALE

- A – earn at least 1,000,000 points AND complete all required assignments
- A- – earn at least 925,000 points AND complete all required assignments
- B+ – earn at least 825,000 points AND complete all required assignments
- B – earn at least 750,000 points AND complete all required assignments
- B- – earn at least 675,000 points AND complete all required assignments
- C+ – earn at least 575,000 points AND complete all required assignments
- C – earn at least 500,000 points AND complete all required assignments
- C- – earn at least 450,000 points AND complete all required assignments
- F – earn up to 449,999 points OR fail to complete all required assignments

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

## WHAT DO THE FINAL GRADES MEAN?

The course is designed so that if you have consistent attendance and you complete all required assignments, you will earn enough points to get a C in the course. A “C” grade means that you have **met the course requirements in every respect**.

“B” grades are earned by going beyond what is merely required, and doing **good or very good work**. Chances are if you are engaged in the course, you will find yourself doing the kinds of things that will earn points towards a B merely by playing the roles you have been assigned.

“A” grades are earned by doing a significant amount of work beyond what is required, **far exceeding the expectations and requirements for the course**. An A grade is awarded for **excellent work**.

“F” grades are earned by **failing to meet the course requirements**. If you complete all of the required work on time, you maintain consistent attendance, and you stay in character during the games, you will not fail the course. But if you fail to complete any required work or your point total is below 450,000 because of excessive absences, late assignments, or regularly breaking character, you cannot earn a passing grade in the course.

## AM I ON TRACK TO GET THE GRADE I WANT?

If you are wondering how you are doing, check out the Grade Predictor on GradeCraft. You will not be able to anticipate all of the assignments you will have in your various roles (at least until we get to the final game), but you will be able to see how you can plot out different paths to the point total you would like to reach.

Here are two strategies you might consider for earning points.

### STRATEGY 1: STAY CONSISTENT

Let's say you decide you want to earn a B (750,000 points). This means that you need to earn approximately 65% of the possible points (750,000/1,150,000). You could earn these points by aiming to earn 65% of the possible points for each component of the course (Prologue, Mini-Quests, the three central Chapters, and the Final Chapter).

### STRATEGY 2: PLAN FOR AN UNEVEN SEMESTER

Let's say you decide you want to earn a B (750,000 points). But when you look at your schedule, you realize that you are going to be really busy in some of your other classes or activities during the month of October. As a result, you plan to just do the required work for the Rwanda game (e.g. earning around 174,000 points out of a possible 400,000). That's about 87,000 points fewer than what you would want to earn to be on track for a B. So, now you know you need to figure out where else in the semester you can find assignments that will add up to 87,000 points to make up the difference.

Of course, you can come up with lots of other ways to get to the total number of points you want to earn! Play around with the GradeCraft Grade Predictor (especially each time you are assigned a new role), and you will find lots of options.

## ASSIGNMENTS

There are four different kinds of assignments in this course: (1) Required Assignments for ALL students in the class, (2) Optional Assignments for ALL students in the class, (3) Required Assignments for specific roles in each of the games, and (4) Optional Assignments for specific roles in each of the games. (3) and (4) will become visible to you in GradeCraft as you receive each of your role assignments; since those assignments will vary, and since those assignments are often secret, they will not be described here. I will review them with you in a one-on-one meeting before each game begins to ensure that you fully understand your options.

**All Required Assignments are indicated in GradeCraft by two asterisks (\*\*)** before and after the assignment title. For example, the Letter of Introduction is listed as “\*\*Letter of Introduction\*\*”. It is important to look out for these two asterisks, especially for assignments that are role-specific – because it may be the only indication you have that the assignment is required. Unfortunately, this is a technological limitation of GradeCraft. If you have ANY questions about which

assignments are required or optional, please ask! Assignments that are required for ALL students in the class will also be flagged in GradeCraft as “required” with a symbol that looks like this: ✱. **One important exception to this rule is the Mini-Quest: How to Win At College. You are required to earn AT LEAST 6,000 points in this mini-quest, but you are free to choose which assignments you will do to earn those points.** The assignments required of all students are detailed under each section of the course below.

## **PROLOGUE: GETTING TO KNOW YOU – 10,000 POINTS POSSIBLE**

Two required assignments due by the end of the first week of class (September 1 at 5pm) are designed to help me get to know you a little, and well enough to make the first round of role assignments. First is a Letter of Introduction, in which you get to tell me a bit about yourself in 500 words or more. Second is a Role Questionnaire, which will give me some information about the kinds of roles you might prefer or do especially well in throughout the semester. If you joined the class after the first day of class, you can turn them in by the end of the second week of class, but I may not know enough about you to give you an appropriate role assignment for the first game.

## **MINI-QUESTS – 90,000 POINTS POSSIBLE**

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 first mini-quest in the list on GradeCraft is “How to Win At College.” The First Year Seminar Program is hosting a series of “co-curricular seminars” during the first eight weeks of the semester on a variety of themes that may interest you. You may attend as many of these as you like, and you may choose which ones you wish to attend, but you are **required to attend two different co-curricular seminars by the end of the 8<sup>th</sup> week of the semester (Friday, October 20; the two required seminars are worth 6,000 points together).**

The other mini-quests are on related 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 a few are required: making a semester plan (6,000 points), booking office hours with me (200 points), meeting me in office hours (4,800 points), and grabbing coffee or tea with someone from class (1,000 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!

## **CHAPTERS: CHICAGO (200,000 POINTS POSSIBLE), RWANDA (400,000 POINTS POSSIBLE), ARGENTINA (400,000 POINTS POSSIBLE)**

Each of the three games we will be playing has its own set of required assignments. The required assignments are weighted so that if you complete all of the requirements, you will be on track to earn a final grade of “C” in this course. For each game, all students are required to write a brief Character Sketch before the game begins (points vary for each game; due dates are listed in the course schedule above), and all students are required to have a one-on-one consultation with the GameMaster (a.k.a. the Professor) before the game gets underway to strategize and talk about assignments.

The nature of the required assignments for your role will vary depending on who you are playing. You might be playing a journalist, for example; this role might involve writing, but no public speeches. Or if you are playing an ambassador, you might have more required speaking but less writing than some other roles. Or, if you are playing a person in charge of an assembly, you may be required to devote more of your time to running meetings well, and less to giving speeches or writing essays. Every role is required to do some writing, and every role is required to do some speaking (albeit not necessarily addressing the entire class).

The nature of the optional assignments for your role will also vary depending on who you are playing, but here you get the freedom to take your role in a direction that you think best – playing to your strengths, perhaps, or getting credit for something your character would want to do. Some of the optional assignments that are available to all students include dressing in character, or keeping a journal of the events of the game (written in character). In some cases, if your role is required to give a substantial speech, you may have the option of giving another substantial speech for additional points. A journalist might be required to interview three people in the game, but would get extra points for each additional interview. The optional assignments include a wide variety of written, oral, and creative forms of communication and persuasion. Some roles can earn additional points for hosting events outside of class – or even for persuading friends from outside of class to join in our game!

Every role has the ability to earn the maximum number of points possible for each game – it is only the path to the maximum number of points that will vary between roles.

All game assignments will be graded on a pass/fail basis: if you completed the task, you will receive full points. Read the instructions for each assignment carefully to be sure that you complete the task! The instructions will contain guidelines for length and substance (e.g. how long does a speech need to be to count as a substantial speech?). Some optional points can be earned by doing higher quality work (e.g. citing course materials appropriately, or citing researched materials appropriately) on required assignments.

## THE FINAL CHAPTER (50,000 POINTS POSSIBLE)

At the end of the semester, every student will be required to write a final reflective essay (at least 1250 words) on a topic to be assigned that connects the themes that emerge in the three games (20,000 points). There are also some final optional assignments that you can choose from if you are just short of where you wanted to be point-wise at the end of the semester (any one of which will earn you an additional 30,000 points – but note that you can only do one for credit! The point isn't to load up with a lot of work during exam week, but to have an option for earning some final points). Some of the optional assignments are individual: writing an additional essay or significantly revising an essay that was required earlier in the semester. Other optional assignments are group-based: making a video for future first-year students, or creating a memory project for CU.

## 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	-100 points	you'd hardly notice this
Two absences	-1,000 points	or this
Three absences	-10,000 points	this is noticeable, but not hard to come back from
Four absences	-100,000 points	ouch! Now that hurts, but you could make it up
Five absences	-1,000,000 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 24 hours of the deadline. After 24 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 final Postmortem session for that game. All other required work must be submitted by 5pm on December 15<sup>th</sup>.

If you missed a required speech, you should 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.

**There is no allowance for late submission of optional assignments.** If an optional assignment is submitted late, it will receive no points. As most optional assignments have no fixed deadline (other than the end of a game), this should not be a major impediment to earning optional points.

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!

*Per university policy, no extensions will be permitted on the submission of final assignments (e.g. those in the Final Chapter), except in the case of documented personal, family, or medical emergencies.*

## **BREAKING CHARACTER**

It is also possible to lose points (up to 5,000 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 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](mailto:dsinfo@colorado.edu) as soon as possible to discuss other effective means for providing equal alternate access.

### **DESIRE TO LEARN (D2L)**

The main “learning management system” at CU Boulder is Desire to Learn, or D2L, available online at <https://learn.colorado.edu>. We will be using this site primarily to distribute class-related documents at the beginning of the semester. 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 will receive an email message to your colorado.edu email account inviting you to join our class site. In GradeCraft, you will be able to see all of the course assignments. Once you have received your first role assignment, you will also be able to see role-specific required and optional assignments. Many assignments will require that you submit a file: a document, a video, a selfie, etc.; you will submit many of those to GradeCraft directly. GradeCraft is linked from our D2L course homepage, but you may also login directly to GradeCraft at <https://app.gradecraft.com/login>. GradeCraft is free, and accessible via the web across platforms.

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 inside class during gameplay! You will receive an email invitation to your colorado.edu account to join each Slack team. Visit <https://slack.com> for more information.

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 D2L 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 (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 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 7 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](mailto: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 and will uphold the policies and procedures of the University of Colorado Boulder. 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) and will be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to non-academic sanctions (including but not limited to university probation, suspension, or expulsion). The [Honor Code Office](#) has more information.