

FIRST-YEAR SEMINAR: PLAYING POLITICS

COURSE SYLLABUS

FYSM 1000-014: FALL 2018

MUENZINGER E114: MWF 3:00-3:50PM

PROFESSOR/GAMEMASTER

NAME: Michaele Ferguson

OFFICE: Ketchum 137

OFFICE HOURS: Mondays 12:30-2:30pm; Wednesdays 11am-12pm and 1-2:30pm; Fridays 10:30am-12pm. 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

Why just study politics when you can *play politics*? In this course, we will play three immersive role-playing games simulating the American, French and Mexican revolutions. Have you always wondered what it was like to be Alexander Hamilton, Gen. Lafayette or Pancho Villa? Ever thought about what the world would be like if the Colonies had not declared independence, if King Louis XVI had not been executed, if Francisco Madero had not been assassinated? 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 While the simulations are grounded in our study of historical documents, events may take a very different path from the one we know from history as students strategize, connive and reason their way to victory.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. Do not throw away your shot at making history!

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 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:

- Bill Offutt, *Patriots, Loyalists, and Revolution in New York City, 1775-1776*
- Mark Carnes and Gary Kates, *Rousseau, Burke, and the French Revolution*
- Jean-Jacques Rousseau, *The Social Contract* (Trans. By Maurice Cranston, Penguin Classics)
- Jonathan Truitt, *Mexico in Revolution, 1910-1920* (gamepack will be available at CU Bookstore after the semester begins)

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.

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 Wednesday, August 29.

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

MONDAY, AUGUST 27 - INTRODUCTION TO THE COURSE

WEDNESDAY, AUGUST 29

READ: "Introduction to Reacting to the Past" (on Canvas)

FRIDAY, AUGUST 31 – ATHENS BESIEGED, 405-404 BCE (MINI-GAME)

READ: "Athens Besieged" handout (on Canvas)

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

Role Questionnaire (submit to GradeCraft)

MONDAY, SEPTEMBER 3 – LABOR DAY (NO CLASS)

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

WEDNESDAY, SEPTEMBER 5 – SETUP DAY 1

READ: AmRev Gamebook, John Locke, *Second Treatise* (pp. 97-111)

FRIDAY, SEPTEMBER 7 – SETUP DAY 2

READ: AmRev Gamebook, John Locke, *Second Treatise* (pp. 111-131)

Roles distributed in class

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

MONDAY, SEPTEMBER 10 – SETUP DAY 3

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

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

WEDNESDAY, SEPTEMBER 12 – SETUP DAY 4

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

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

FRIDAY, SEPTEMBER 14 – SETUP DAY 5

READ: AmRev Gamebook, The Game & Roles and Factions (pp. 62-95)

Faction meetings in class

Speaker elected in class

DUE by 5pm: Character Consultation with the GM

Chart Your Journey Mini-Quest (on GradeCraft)

MONDAY, SEPTEMBER 17 – GAME SESSION I: APRIL 1775

READ: Anything posted to public Slack channels

DUE by 12pm: Faction Newspaper, Vol. I

WEDNESDAY, SEPTEMBER 19 – GAME SESSION 2: MAY 1775

READ: Anything posted to public Slack channels

FRIDAY, SEPTEMBER 21 – GAME SESSION 3: AUGUST 1775

READ: Anything posted to public Slack channels

DUE by 12pm: Faction Newspaper, Vol. 2

MONDAY, SEPTEMBER 24 – GAME SESSION 4: NOVEMBER 1775

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

WEDNESDAY, SEPTEMBER 26 – GAME SESSION 5: APRIL 1776

READ: Anything posted to public Slack channels

DUE by 12pm: Faction Newspaper, Vol. 3

FRIDAY, SEPTEMBER 28 – GAME SESSION 6: MAY/JUNE 1776

READ: Anything posted to public Slack channels

MONDAY, OCTOBER 1 – GAME SESSION 7: JULY 1776

READ: Anything posted to public Slack channels

WEDNESDAY, OCTOBER 3 – POSTMORTEM

READ: Handouts

DUE by Midnight: Peer Evaluation (on GradeCraft)

CHAPTER 2: ROUSSEAU, BURKE, AND REVOLUTION IN FRANCE, 1791-92

FRIDAY, OCTOBER 5 – SETUP DAY 1

READ: FrRev Gamebook, “Versailles to Varennes,” pp. 19-33; excerpts of Montesquieu, Voltaire, and Rousseau, pp. 87-99

Roles of King and Lafayette assigned in class

DUE by 5pm: American Revolution Portfolio due to PSCI main office in Ketchum

MONDAY, OCTOBER 8 – SETUP DAY 2

READ: FrRev Gamebook, “Versailles to Varennes,” pp. 19-33; excerpts of Sieyès, “Declaration of the King,” “August Decrees”

Remaining roles distributed in class

WEDNESDAY, OCTOBER 10 – SETUP DAY 3

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

FRIDAY, OCTOBER 12 – SETUP DAY 4

READ: Jean-Jacques Rousseau, *The Social Contract*, Books 3 and 4

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

MONDAY, OCTOBER 15 – SETUP DAY 5

READ: FrRev Gamebook, Burke, selections from *Reflections; Declaration of the Rights of Man*

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

WEDNESDAY, OCTOBER 17 – SETUP DAY 6

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

Faction meetings in class

DUE by 5pm: Character Consultation with the GM

FRIDAY, OCTOBER 19 – SETUP DAY 7

In-Class Film

MONDAY, OCTOBER 22 – GAME SESSION 1

READ: FrRev Gamebook, pp. 117-120, 125-126, 128-136
Anything posted to public Slack channels

DUE by 12pm: Faction Newspaper, Vol. 1

WEDNESDAY, OCTOBER 24 – GAME SESSION 2

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

FRIDAY, OCTOBER 26 – GAME SESSION 3

READ: Anything posted to public Slack channels

MONDAY, OCTOBER 29 – GAME SESSION 4

READ: Anything posted to public Slack channels

DUE by 12pm: Faction Newspaper, Vol. 2

WEDNESDAY, OCTOBER 31 – GAME SESSION 5

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

FRIDAY, NOVEMBER 2 – ETTA PALM SALON

READ: Anything posted to public Slack channels

MONDAY, NOVEMBER 5 – GAME SESSION 6

READ: Burke and Rousseau
Anything posted to public Slack channels

DUE by 12pm: Faction Newspaper, Vol. 2

WEDNESDAY, NOVEMBER 7 – GAME SESSION 7

READ: Anything posted to public Slack channels

FRIDAY, NOVEMBER 9 – POSTMORTEM

- READ:** Handouts
Mexican Revolution Roles distributed in class
DUE by Midnight: Peer Evaluation (on GradeCraft)

CHAPTER 3: MEXICO IN REVOLUTION, 1912-1920

MONDAY, NOVEMBER 12 – SETUP DAY 1

- READ:** MexRev Gamebook, TBA
DUE by 5pm: French Revolution Portfolio due to PSCI main office in Ketchum

WEDNESDAY, NOVEMBER 14 – SETUP DAY 2

- READ:** MexRev Gamebook, TBA
DUE by 5pm: Character Sketch for Mexican Revolution (submit to GradeCraft)

FRIDAY, NOVEMBER 16 – SETUP DAY 3

- READ:** MexRev Gamebook, TBA
DUE by 5pm: Complete all FrRev reading quizzes on Canvas
Character Consultation with the GM

MONDAY, NOVEMBER 19 – NO CLASS – FALL BREAK

WEDNESDAY, NOVEMBER 21 – NO CLASS – FALL BREAK

FRIDAY, NOVEMBER 23 – NO CLASS – FALL BREAK

MONDAY, NOVEMBER 26 – GAME SESSION 1: EFFECTIVE SUFFRAGE

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

WEDNESDAY, NOVEMBER 28 – GAME SESSION 2: STRONG FEDERAL GOVERNMENT VS.
STRONG STATES' GOVERNMENT

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

FRIDAY, NOVEMBER 30 – GAME SESSION 3: LAND REFORM

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

MONDAY, DECEMBER 3 – GAME SESSION 4: LABOR REFORM

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

WEDNESDAY, DECEMBER 5 – GAME SESSION 5: FOREIGN BUSINESS INTERESTS

READ: TBA
Anything posted to public Slack channels

FRIDAY, DECEMBER 7 – GAME SESSION 6: EDUCATION REFORM

READ: TBA
Anything posted to public Slack channels

MONDAY, DECEMBER 10 – GAME SESSION 7: RELIGIOUS REFORM

READ: TBA
Anything posted to public Slack channels

WEDNESDAY, DECEMBER 12 – GAME SESSION 8: WOMEN’S RIGHTS

READ: TBA
Anything posted to public Slack channels

FRIDAY, DECEMBER 14 – POSTMORTEM/FINAL PARTY

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

TUESDAY DECEMBER 18 – FINAL WORK DUE

DUE by 5pm: Mexican Revolution Portfolio due to PSCI main office in Ketchum
Final Critical Reflection (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 125,000 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 100,000 points AND complete all required assignments
- A- – earn at least 94,000 points AND complete all required assignments

- B+ – earn at least 86,000 points AND complete all required assignments
- B – earn at least 80,000 points AND complete all required assignments
- B- – earn at least 74,000 points AND complete all required assignments

- C+ – earn at least 66,000 points AND complete all required assignments
- C – earn at least 60,000 points AND complete all required assignments
- C- – earn at least 54,000 points AND complete all required assignments

- F – earn less than 54,000 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 31 (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 31 (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 20,000 POINTS POSSIBLE; 6,200 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 a few are required: find your purpose (1,000 points; due September 7 by 5pm), chart your journey (4,000 points; due September 14 by 5pm), seek wisdom (200 points), and get a (social) life (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! You may not earn more than 20,000 points total in this category.

GAME PLAY (40,000 POINTS PER GAME; 120,000 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!

Reading Quiz Redemption: If you do not receive full points on the quiz, you have the option of redeeming your “incorrect” answers to earn those points. See the handout on GradeCraft for details. Redemptions are due when the portfolio for that game is due.

***PORTFOLIO COVER LETTER – 3,000 POINTS PER GAME**

At the end of each game, you will submit a portfolio of your best written work. 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 Locke’s/Rousseau’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.

***WRITTEN WORK – 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.

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 (whether 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 – 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, 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 – 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 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 (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.

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.

***FINAL CRITICAL REFLECTION (8,000 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 reflection that integrates themes from the entire semester. Essays are due on GradeCraft by 5pm on Tuesday, December 18.

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	-10 points	you'd hardly notice this
Two absences	-100 points	or this
Three absences	-1,000 points	this is noticeable, but not hard to come back from
Four absences	-10,000 points	ouch! Now that hurts, but you could make it up
Five absences	-100,000 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 December 18th.

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 18th), 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 2018; 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. 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’s 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 policies on [classroom 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. **Never call a female professor "Mrs. 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 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 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 (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and 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. 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: 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 – 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!