

SENIOR CAPSTONE SEMINAR: AN AMERICAN JOURNEY

**Political Science 390 DePaul University
Monday & Wednesday 2:40 Pm-4:10 am Winter 2018
Will Denton**

“A journey is a directed movement in time through space, and in the idea of a journey there are always two elements involved. One is the person making the journey; the other is the road, path, or direction taken, the simplest word for this being way.”
Northrop Frye

“If you don't know where you're going, you'll end up someplace else.” Yogi Berra

“All journeys have secret destinations of which the traveler is unaware.” Martin Buber

“Everyone has some kind of philosophy, some general worldview, which to men of other views will seem mythological.” H. Richard Niebuhr.

“A people unaware of its myths is likely to continue living by them, though the world around that people may change and demand changes in their psychology, their world view, their ethics, and their institutions.” Richard Slotkin.

“I say that the United States of America is a unique experiment in history. I believe in American exceptionalism. I wasn't for sending ground forces into Libya. It would have been counterproductive, but we are an inspiration to these people. I know because I've looked them in the eyes, and they looked at me. They look to America for inspiration and leadership.” John McCain

“[American exceptionalism] is a reaction to the inability of people to understand global complexity or important issues like American energy dependency. Therefore, they search for simplistic sources of comfort and clarity. And the people that they are now selecting to be, so to speak, the spokespersons of their anxieties are, in most cases, stunningly ignorant.” Zbigniew Brzezinski

“It is not that I am not a fan of American exceptionalism. That is like saying I am not a fan of the moon being made out of green cheese-it does not exist. Powerful states have quite typically considered themselves to be exceptionally magnificent, and the United States is no exception to that. The basis for it is not very substantial to put it politely.” Noam Chomsky

“If I made a bumper sticker for the college search process, it would read, ‘College: It's About the Journey, Not the Destination.’” Martha O'Connell

“[Freshman Orientation] Your fast track to four years and beyond”, DePaul University.

“Your journey begins at Premiere DePaul”, DePaul University.

COURSE DESCRIPTION

Political Science 390 is a Capstone Seminar. In this class, we will examine two types of journeys: America's and yours. We will examine America's journey through the lens of American Exceptionalism—what are the origins, how has the concept been put into practice and where is America today. We will examine and reflect on your academic journey from your freshman year to your senior year.

LEARNING OUTCOMES

The Senior Year Capstone course provides an opportunity for students to actively reflect and consider the relationship between their specialized experiences within their major, the more general learning experiences they have received, and the impact that their career choices may have within the broader society.

Students completing a Capstone course should be able to:

1. Apply one or more theories or concepts from courses within their major to an analysis of a particular issue relevant to the major.
2. Identify an idea, method, or concept from a discipline outside their major field of study and be able to apply it within the context of their major field of study.
3. Examine how their previous coursework, including Liberal Studies courses, has contributed to their intellectual development and/or their post-graduation plans.

[Liberal Studies Capstone Course Learning Outcomes and Writing Expectations](#)
(approved by Faculty Council October 15, 2017)

READINGS

Notes on a Foreign Country: An American Abroad in a Post-American World, Suzy Hansen, 2017.

Hillbilly Elegy: A Memoir of a Family and Culture in Crisis, J. D. Vance, 2016.

Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life, William Deresiewicz, 2014.

Readings should be completed by the day they are listed in the syllabus.

STRUCTURE OF CLASS

PSC 390 is a SEMINAR. It says so right there in the title: Capstone Seminar. The fact that this is a seminar implies a certain structure for the class. Let us take a look at the definition of a seminar: a small group of students [YOU], as in a university [DePaul], engaged in advanced original research [YOUR ASSIGNMENT] under a member of the faculty [ME] and meeting regularly [TWICE A WEEK] to exchange information and hold discussions.

This is not a lecture class. I will not be delivering lectures while you take notes. This is your opportunity to be an active participant in the learning process.

You are expected to contribute to the class discussion at every class meeting. I have organized the class in a way that allows you to present your ideas and thoughts about class issues in a constructive and nonthreatening environment. We are all in this together and we can all learn from each other.

In summary, we all talk and we all participate.

COURSE OUTLINE

Session 1: January 3 (Wednesday) INTRODUCTION
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Session 2: January 8 (Monday) REFLECTING ON JOURNEYS

ENTIRE CLASS: ESSAY 1

What did you think college would be like? How did it turn out?

ENTIRE CLASS: ESSAY 2

From the time you began thinking about America's behavior abroad, you have probably had some expectations about America's foreign policy behavior.

What are your expectations about American foreign policy?

Have your expectations been met? Why or why not?

Session 3: January 10 (Wednesday) AMERICAN EXCEPTIONALISM
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ENTIRE CLASS: Read & Analyze

- "Prologue: Yes, We are Exceptional", from Exceptional: Why the World Needs a Powerful America, Dick Cheney & Liz Cheney.
- "The Myth of American Exceptionalism: The idea that the United States is uniquely virtuous may be comforting to Americans. Too bad it's not true." Steven Walt. *Foreign Policy*, November 2011
- "Not Fade Away: Against the Myth of American Decline". Robert Kagan. *The New Republic*. January, 2012
- "Donald Trump and The Death of American Exceptionalism". Jelani Cobb. *The New Yorker*. November 4, 2016.

Session 4: January 15 (Monday)

NO CLASS

Session 5: January 17 (Wednesday) FOUNDATIONS OF AMERICAN EXCEPTIONALISM

ENTIRE CLASS: Read & Analyze

- "City Upon a Hill". John Winthrop. 1630.
- "On Manifest Destiny". John O'Sullivan. 1839.
- "The White Man's Burden: The U.S. and the Philippine Islands". Rudyard Kipling. 1899.
- "The American Century". Life Magazine. Henry Luce. 1941.

GROUP 1: Read, Analyze & Present

- "The New Colossus". Emma Lazarus, 1883. [Poem on the Statue of Liberty)
- "The Pledge of Allegiance", Francis Bellamy, 1892.
- "The National Anthem", Francis Scott Key, September 14, 1814.
- The Bill of Rights

GROUP 2: Read, Analyze & Present

- "Fourteen Points", Woodrow Wilson, January 8, 1918.
- "The Atlantic Charter", Roosevelt & Churchill, August 14, 1941.
- "The Four Freedoms", Franklin D. Roosevelt, January 6, 1941.

GROUP 3: Read, Analyze & Present

- "Kipling's 'The White Man's Burden' and Its Afterlives", Patrick Brantlinger, English Literature in Transition, 50, 2007.

GROUP 4: Read, Analyze & Present

- "September 11 and America's War on Terrorism: A New Manifest Destiny?" John A. Wickham, American Indian Quarterly, Vol.26, No.1(Winter ,2002), pp.116-144.

Session 6: January 22 (Monday) AMERICAN EXCEPTIONALISM IN ACTION

ENTIRE CLASS: Read

- "Second Inaugural Address", Abraham Lincoln, March 4, 1865.
- "War Message", Woodrow Wilson, April 2, 1917. [edited]

ENTIRE CLASS: Read & Analyze

- Senator J.W. Fulbright, "The Arrogance of Power", 1966.
- "The Arrogance of Power Revisited", Jackson Lears, Raritan, v. 26, no. 1, Summer 2006, pp. 31-46.

GROUP 1: Read, Analyze & Present

- "Lincoln's Greatest Speech?", Garry Wills, Atlantic Monthly, September 1999.

GROUP 2: Read, Analyze & Present

- "Woodrow Wilson Revisited: Human Rights Discourse in the Foreign policy of the George W. Bush Administration", Jan Hancock, European Journal of International Relations, 16 (1), pp. 57-76.

GROUP 3: Read, Analyze & Present

- President Monroe, "Monroe Doctrine", December 2, 1823. [EDITED]
- President Jackson, "Case for the Removal Act", December 8, 1829.
- President Polk, "A Special Message Calling for a Declaration of War Against Mexico", May 11, 1846. [EDITED]

GROUP 4: Read, Analyze & Present

- President McKinley, "Decision on the Philippines", 1900. [EDITED]
- President Roosevelt, "Roosevelt Corollary to the Monroe Doctrine", December 6, 1904. [EDITED]
- President Franklin Roosevelt, "The Great Arsenal of Democracy", December 29, 1940. [EDITED]

Session 7: January 24 (Wednesday) POST WORLD WAR II AMERICAN EXCEPTIONALISM

ENTIRE CLASS: Read & Analyze

- “Inaugural Address”, John F. Kennedy, January 20, 1961.
- “Pointe du Hoc Speech”, Ronald Reagan, June 6, 1984. [on 40th anniversary of D-Day]
- “Speech on Bosnia”. Bill Clinton, November 27, 1995.
- “Address to the Nation on Syria”, Barack Obama, September 10, 2013.

GROUP 1: Read, Analyze & Present

- “Remarks to United Nations General Assembly”, Donald Trump, September 19, 2017.

GROUP 2: Read, Analyze & Present

- “Address at Commencement Exercises at the University of Notre Dame”. Jimmy Carter, *May 22, 1977*.

GROUP 3: Read, Analyze & Present

- “America First, Leave the Rest to It”, Noah Bierman & David Lauter, *The Australian Financial Review*, September 2017.

GROUP 4: Read, Analyze & Present

- “What is a Human Rights Foreign Policy?: Definitions, Double Standards, and the Carter Administration”, Isabella Borshoff, *The Historian*, Winter 2016, vol. 78, Issue 4, pp. 710-732.

Session 8: January 29 (Monday) EXPLAINING AMERICAN EXCEPTIONALISM

ENTIRE CLASS: Read & Analyze

- “When Did America Stop Being Great?”, Scott Gilmore, *Maclean’s*, March 14, 2016.

GROUP 1: Read, Analyze & Present

- “Theories That Don’t Work”, *Why Nations Fail: The Origins of Power, Prosperity, & Poverty*, Acemoglu and Robinson, 2012.

GROUP 2: Read, Analyze & Present

- “Power and Weakness: Why the United States and Europe see the World Differently”, Robert Kagan, *Policy Review*. June/July 2002.

GROUP 3: Read, Analyze & Present

- “How Geography Explains the United States”, Aaron David Miller. *Foreign Policy*. April 16, 2013.

GROUP 4: Read, Analyze & Present

- “Latitudes not Attitudes”. Ian Morris. *History Today*. November 2010.

Session 9: January 31 (Wednesday)

GROUP 1: Read, Analyze & Present

- "Why the 'Foreign' Matters in Foreign Affairs: Cultural Understanding in Policy Processes", Michelle Lebaron & Jarle Crocker. *Harvard International Review*. Fall 2000.

GROUP 2: Read, Analyze & Present

- "The Clash of Civilizations?". Samuel Huntington. *Foreign Affairs*. 1993.

GROUP 3: Read, Analyze & Present

- "Clash of Ignorance". Edward Said. *The Nation*, 2001.

GROUP 4: Read, Analyze & Present

- "A Referendum on America's Identity". Ronald Brownstein. *The Atlantic*. July 13, 2016.

Session 10: February 5 (Monday) AMERICAN EXCEPTIONALISM & FOREIGN POLICY

ENTIRE CLASS: Read & Analyze

- "Introduction", The Myth of American Diplomacy: National Identity and US Foreign Policy, Walter Hixson, 2008.
- "Introduction" & "Epilogue", Notes on a Foreign Country, Hansen.

GROUP 1: Read, Analyze & Present

- "Introduction" & "Epilogue", Notes on a Foreign Country, Hansen.

Session 11: February 7 (Wednesday) NOTES ON A FOREIGN COUNTRY-1

ENTIRE CLASS: Read

- Chapter 1, Chapter 2 & Chapter 3 from Notes on a Foreign Country, Hansen.

GROUP 2: Read, Analyze & Present

- "Chapter 1: First Time East: Turkey", Notes on a Foreign Country, Hansen.

GROUP 3: Read, Analyze & Present

- "Chapter 2: Finding Engin: Turkey", Notes on a Foreign Country, Hansen.

GROUP 4: Read, Analyze & Present

- "Chapter 3: A Cold War Mind: America and the World", Notes on a Foreign Country, Hansen.

Session 12: February 12 (Monday) NOTES ON A FOREIGN COUNTRY-2

ENTIRE CLASS: Read

- Chapter 4, Chapter 5, Chapter 6 & Chapter 7 from Notes on a Foreign Country, Hansen.

GROUP 1: Read, Analyze & Present

- “Chapter 4: Benevolent Interventions: Greece and Turkey”, Notes on a Foreign Country, Hansen.

GROUP 2: Read, Analyze & Present

- “Chapter 5: Money and Military Coups: The Arab World and Turkey”, Notes on a Foreign Country, Hansen.

GROUP 3: Read, Analyze & Present

- “Chapter 6: Little Americas: Afghanistan, Pakistan, and Turkey”, Notes on a Foreign Country, Hansen.

GROUP 4: Read, Analyze & Present

- “Chapter 7: American Dreams: America, Iran, and Turkey”, Notes on a Foreign Country, Hansen.

Session 13: February 14 (Wednesday) AN EDUCATIONAL JOURNEY-1

ENTIRE CLASS: Read & Analyze

- “How US News College Rankings Promote Economic Inequality on Campus”
- Introduction through Chapter 7, Hillbilly Elegy.

Session 14: February 19 (Monday) AN EDUCATIONAL JOURNEY-2

ENTIRE CLASS: Read & Analyze

- Chapter 8 through Conclusion, Hillbilly Elegy.

ENTIRE CLASS: ESSAY 3

How has “where you come from” influenced you academically?

Session 15: February 21 (Wednesday) ASSESSING YOUR EDUCATION

ENTIRE CLASS: ESSAY 4

Your academic strengths and weaknesses?

Career Center Presentation (?)

Session 16: February 26 (Monday) EXCELLENT SHEEP-1

ENTIRE CLASS: Read

Chapter 1, Chapter 2, Chapter 3 & Chapter 4, Excellent Sheep.

ENTIRE CLASS: Read & Analyze

- “What Colleges Want in an Applicant (Everything)”,
- “The Value of a College Education”. Pew Research Center. Oct. 6, 2016.
- “Introduction”, Excellent Sheep.

GROUP 1: Read, Analyze & Present

- Chapter 1, “The Students”, Excellent Sheep.

GROUP 2: Read, Analyze & Present

- Chapter 2, “The History”, Excellent Sheep.

GROUP 3: Read, Analyze & Present

- Chapter 3, “The Training”, Excellent Sheep.

GROUP 4: Read, Analyze & Present

- Chapter 4, “The Institutions”, Excellent Sheep.

Session 17: February 28 (Wednesday) EXCELLENT SHEEP-2

ENTIRE CLASS: Read

Chapter 5, Chapter 6, Chapter 7 & Chapter 8, Excellent Sheep.

GROUP 1: Read, Analyze & Present

- Chapter 5, “What is College For?”, Excellent Sheep.

GROUP 2: Read, Analyze & Present

- Chapter 6, “Inventing Your Life”, Excellent Sheep.

GROUP 3: Read, Analyze & Present

- Chapter 7, “Leadership”, Excellent Sheep.

GROUP 4: Read, Analyze & Present

- Chapter 8, “Great Books”, Excellent Sheep.

ENTIRE CLASS: ESSAY 5

Curriculum Map Essay

Session 18: March 5 (Monday) EXCELLENT SHEEP-3

ENTIRE CLASS: Read

Chapter 9, Chapter 10, Chapter 11 & Chapter 12, Excellent Sheep.

GROUP 1: Read, Analyze & Present

- Chapter 9, "Spirit Guides", Excellent Sheep.

GROUP 2: Read, Analyze & Present

- Chapter 10, "Your Guide to the Rankings", Excellent Sheep.

GROUP 3: Read, Analyze & Present

- Chapter 11, "Welcome to the Club", Excellent Sheep.

GROUP 4: Read, Analyze & Present

- Chapter 12, "The Self-Overcoming of the Hereditary Meritocracy", Excellent Sheep.

Session 19: March 7 (Wednesday) THE FRESHMAN—SENIOR JOURNEY

ENTIRE CLASS: ESSAY 6

Notes to Your Freshman Self

Session 20: March 12 (Monday) THE END OF YOUR DEPAUL JOURNEY

ENTIRE CLASS: Read & Analyze

"The Opposite of Loneliness", Keegan.

Session 21: March 14 (Wednesday)

ENTIRE CLASS: ESSAY

ACADEMIC INVENTORY—FINAL EXAM

D2L (DESIRE TO LEARN) [Don't ever say the words "desire to learn".]

I have posted course information on D2L. The course readings, syllabus, grading information and your grades.

ASSIGNMENTS =>>> *SAVE ALL YOUR RETURNED ASSIGNMENTS!!!*****

Regardless of where we are in the course sequence, the out of class assignments will be due on the dates specified in the syllabus. Except under extraordinary circumstances or by agreement of the entire class, I will not change the due dates of the written assignments. This is in order that you can plan your quarter activities in this class and in your other classes, as well as, your social, work and travel life.

EXPLANATION OF ASSIGNMENTS

SESSION ASSIGNMENTS

EXPLANATION OF SESSION ASSIGNMENTS

Each class session may include several assignments related to the reading for the session. These assignments are "Read", "Read & Analyze", and/or "Read, Analyze & Present".

DISTRIBUTION OF SESSION ASSIGNMENTS

- ENTIRE CLASS: Read—*All students read the assigned readings listed.*
- ENTIRE CLASS: Read & Analyze—*All students read and write an analysis/reflection on the readings listed.*
- GROUP [number]: Read, Analyze & Present—*only students in specified group read the assigned reading, write an analysis/reflection, AND be responsible for class discussion.*

Read

Should be obvious. You should read the items listed before the class. We will discuss them in class. Since this is a seminar in which we all discuss the readings, you should read them: that helps discussion.

Read & Analyze/Reflect

After reading the items listed, you should analyze and reflect on the readings as they relate to the topic of the session. For example, you might reflect on "how do the primary source readings in Session 5 relate to American Exceptionalism". You may include questions that you have for the class that may help further in understanding the readings. [Not a good question: "What do you think about the second point the author raised?" good question: "Do you think the author's concept of X accurately describes America? Do you see any problems with the author's concept?"]

Other aspects you may include: the author's purpose, how your articles/chapters relate to the book or broader issues of the class. You should discuss issues raised by the readings.

Your analysis/reflection should not be about the "facts" of the reading, but rather about the ideas and opinions expressed in the readings to elicit ideas and opinions from the other students.

You can analyze and reflect in almost any way you want. However, your analysis/reflection has to have a clearly stated point of view or thesis. You should use your analysis/reflection as the basis of your in-class discussion.

Read, Analyze/Reflect & Present

This assignment deals with the group presentation of specific readings. Each member of the group should submit an analysis/reflection as indicated above. In the presentation, the members of the group will be the discussion leaders for the specific reading.

The group will take the lead in starting the discussion, keeping the discussion going, bringing other students into the discussion and asking analytic questions. The group can have a coordinated presentation or not. The group can designate a discussion leader or not. Everyone in the group has to participate.

[I have heard students complain about group projects and presentations. They have complained that sometimes members of the group do not do their share and thus everyone receives a lower grade. For this class, your grade will not suffer from another student's lack of effort. I will be able to see who has contributed to the presentation and who has not.]

CHECK THE NUMBER OF ASSIGNMENTS FOR EACH SESSION!

As in Session 5, students will have two assignments. One is the ENTIRE Class: Read & Analyze/Reflect AND their group analysis.

Essay 1: What did you think college would be like? How did it turn out?

To elaborate: as a high school senior, what were your expectations of college? You can focus on college generally, on the academics, the social life, or any other specific aspect.

Now as a college senior, how did your college experience turn out relative to your expectations?

Your essay should be $\frac{3}{4}$ page in length.

Essay 2: Your expectations of American foreign policy

From the time you began thinking about America's behavior abroad, you have probably had some expectations about America's foreign policy behavior.

What are your expectations about American foreign policy?

Have your expectations been met? Why or why not?

In other words, has America's foreign policy lived up to your expectations or has it fallen short?

Your essay should be $\frac{3}{4}$ page in length.

Essay 3: How has "where you come from" influenced you academically?

The "where you come from" can take many forms: geography, family, peer group, work life.

You should focus on those factors that got you here and had an impact on you as a student.

Your essay should be 1 page in length.

Essay 4: Your Academic Strengths and Weaknesses Essay

In the essay "Your Academic Strengths and Weaknesses", you should discuss your academic strengths and weakness while at DePaul. Questions you may address include: In which courses did I excel? In which courses could I have done better? Why the difference? How have my Political Science and non-Political Science courses made me a better person, citizen or scholar? How have my academic strengths and weaknesses helped me understand the world better than when I started as a freshman? Of course, you can approach the essay in any way you want.

Your essay should be 1 page in length.

Essay 5: Curriculum Map Essay

One purpose of the course is to relate your previous Political Science course work and your non-Political Science courses to your work in this current capstone class.

In the Curriculum Map Essay, you should begin mapping your Political Science classes you have taken to date. You should complete the diagram by indicating how your Political Science classes are related to each other. For example, you took PSC 140 (Intro to International Relations), this lead to taking PSC 242 (American Foreign Policy), which lead to PSC 246 (Asian Foreign Policy), which lead to PSC 342 (Arms, Security and War).

Once you have mapped your Political Science, add other classes that support your Political Science courses or classes that you took because of an interest in Political Science. For example, after taking your political science classes you took course in Chinese or Arabic language or a course in peace studies. You do not have to include all the courses you have taken, only the Political Science courses and those related courses. I will hand out the Curriculum Map diagram in class.

After completing the Curriculum Map diagram, you should write an essay on your academic career at DePaul. Questions you might consider: Why these courses?, Did you have a plan?, Did you have a plan?, Were you building to a goal?, Did you change your path along the way?

Your essay should be 1 $\frac{1}{2}$ pages in length + course grid.

Essay 6: Notes to Your Freshman Self Essay

By this point in the course, you have written about your interests, your curriculum, and your academic strengths/weaknesses. In this essay, you will reflect on advice you would give to your freshman self—what you should do, what you shouldn't do, what you should try. *Your essay should be 1 page in length.*

ACADEMIC INVENTORY—FINAL EXAM

In this assignment, you should reflect on the various courses and experiences you have had at DePaul (or other academic institutions you have attended) and your liberal art education. There are several steps involved.

1. Compile an inventory of 10 things that you've encountered while a student at DePaul (and elsewhere if you transferred in) that have most influenced your thinking as a student and the development of your worldview. Your inventory can include classes, readings, professors, staff, films, documentaries, study abroad, public service, artistic events or objects, guest lectures, panels, teach-ins, protests, or religious events.

2. Arrange the entries in chronological order. Under each entry, write a paragraph that explains how and why, out of all that you've experienced during your studies, this particular entry is important in formulating your worldview.

3. When possible, attach an image or item that illustrates your entries. This can be a photo, something you create, prayer, newspaper/magazine clipping, poem, image from the internet, receipt, ticket, post-card, etc. (Note: this is almost always possible, if you put in minimal effort. Do not simply write ten entries without addressing this requirement.)

4. Draw some generalizations across the ten entries:

How would you describe and characterize these experiences as a whole?

Do you see any theme or themes that emerge? Spend some time here. In Political Science, we draw generalizations from data. You have ten pieces of data. What can you say? If there are no clear themes, is there a good explanation for the incongruity?

5. Conclude the assignment with at least three paragraphs explaining:

What you believe to be **the purpose of a liberal arts education**

How the above inventory accomplished that purpose (or did not accomplish it);

How a liberal arts education has shaped you and your world view;

How has your education prepared you (or not) for your life ahead, at least as you currently envision that life.

This discussion must be reflective and analytical, and must demonstrate your ability to sincerely and critically evaluate the meaning and experience of a liberal arts education for you.

The length should be as long as you need.

ATTENDANCE

Attendance per class—5 points. Your attendance grade is based on the sum of the per session attendance points.

- There are no excused absences. You are either here or you aren't.
- At each class session, there will be an “Attendance Sign-in Sheet” that I will pass around the class. In order to get attendance credit, you must sign the sheet.
- If you come in late, you should sign the “Late Attendance Sign-In Sheet” which is posted by the door.
- It is a violation of the DePaul Academic Integrity Code to sign in for someone else.
- If you don't sign the circulating attendance sheet or don't sign the late arrival sheet, you will not get attendance credit for the day.
- You can miss ONE CLASS without penalty. Thus, if you attended 19 classes and miss one, you get the full attendance points.
- For every three classes you miss (excluding the one no penalty class and the first class session), your final course grade will reduced by 2/3 of a letter grade (A- becomes B). If you have an extended illness, you should probably drop the class. However, a doctor's note AND a note from the Dean of Students MAY serve as an override of the three class issue.

CLASS PARTICIPATION

As the instructor, I am giving you the opportunity to participate in grading your class participation and the class participation of your classmates. At the end of the quarter, I will provide you with a “class participation grade sheet”. On this sheet, you will submit your class participation grade. You need to defend the grade in 2 or 3 sentences. [I reserve the right to change the grade if you are wildly off the mark: you are too modest and give yourself a low grade or you have never said a word but give yourself a high grade. If you do not hand in a class participation grade, you will receive no credit for class participation.] Also, on this sheet you will grade the class participation of your classmates. Beside their name you will give them a participation grade.

Each student’s participation grade will be based on the instructor’s grade, the grade you give yourself, and the average of the grades your classmates give you.

EXTRA CREDIT

Office Visit:

I encourage you to come by and discuss the class and your academic issues any time during the quarter. In order to obtain the extra credit points, you have to answer three questions: 1. What do you like about the course? 2. What do you not like about the course? (You do not have to worry about hurting my feelings.) 3. How could the course be improved?

Writing Center:

To receive extra credit for a Writing Center you have to make an appointment with the Center **AND** have them send me an email that you attended the session. I would prefer that you take a writing assignment from this class. However, you can take ANY writing assignment from another class. The main point is to get feedback on your written work.

At the beginning of the quarter, the only extra credit assignments are “office visit” and “visit to the Writing Center”. As the quarter progresses, I may add other extra credit assignments. These may include a newly released film related to the class or a speaker on campus. This is it! At the end of the quarter if you are upset about your impending grade, you cannot ask, “Is there any extra credit I can do to improve my grade?”. The answer is “No”. There is nothing else. I obviously cannot give extra credit only to one student; all extra credit is available to all students.

FORMAT OF WRITTEN ASSIGNMENTS

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

Use this format for all written assignments:

Date Submitted	PSC 390	Name of Assignment & Session Due	Name
<hr/>			
For Example:			
January 29, 2018	PSC 390	ENTIRE CLASS: Read & Analyze—Article, Session 8	Jane Smith
January 29, 2018	PSC 390	GROUP 1: Analyze—Session 8	Jane Smith
February 28, 2018	PSC 390	Essay 5: Curriculum Map Essay—Session 17	Jane Smith

POINTS FOR ASSIGNMENTS

There is a total of 1,000 points that can be earned in the class.

Entire Class: Read & Analyze/Reflect Essays (10 @ 20 pts each)	200
Group Presentations --written portion (10 @ 20 pts each)	200
Essay 1: Think college would be like?	15
Essay 2: Your expectations of American foreign policy	15
Essay 3: Your academic influences	30
Essay 4: Academic strengths and weaknesses	30
Essay 5: Curriculum map essay	30
Essay 6: Notes to freshman self essay	30
Academic inventory--final exam	90
Attendance	100
Overall class participation: Instructor	60
Group presentation participation: Instructor (10 @ 10 pts each)	100
Participation points you assign to yourself	50
Participation points your classmates assign to you	50
	1000

Extra Credit

Office Visit: 5 points

Writing Center Visit: 10 points

SUBMITTING ASSIGNMENTS

Since we will be discussing your analysis/reflections in class, please bring your original or a copy of your assignment to class. Thus, you can't say, "Submitted it D2L and I can't remember what I said."

THE D2L SUBMISSION

- There is a D2L Submission Folders for each assignment.
- Each Submission Folders will indicate the on-time date, late submission date, and too late to submit date.

THE IN-CLASS SUBMISSION FOLDERS DROP BOX

- There will be in-class Submission Folders in the class.
- If you do not use the D2L Submission Folders your out-of-class assignments, you should put your assignment in one of the in-class Submission Folders.

GENERAL SUBMITTING INFORMATION

- ***DO NOT EMAIL ME YOUR ASSIGNMENTS***—submit them to the D2L Submission Folders or bring them to class.
- For an assignment you bring to class, do not hand it to me, put it in the "In-Class Submission Folders".
- DO NOT submit your assignments to both the D2L Submission Folders AND hand it in class.
- I have to receive it for the assignment not to be late. I also have to be able to open your submissions. Just saying you submitted it, but just can't figure out why I didn't get it is not acceptable. If I can't open the assignment, I will email you. If I get no response, I will not grade the assignment. Submit assignments in only Word or PDF.

GRADING

GRADING PROCEDURE:

You will receive points for each assignment.

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

GRADING RUBRIC:

The grading rubric for the assignments is located on D2L.

GRADING SCALE:

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

FINAL COURSE GRADE:

Your final course grade will be the points you have earned as a percentage of total course points (1,000).

POSTING GRADES:

I will post your points for each assignment on D2L.

CHECKING YOUR GRADES:

Periodically, you should check D2L to make sure I have entered your completed assignment points and recorded your points correctly. If there is a problem, let me know right away.

Keep all your assignments until the end of the quarter in case there is a discrepancy between what you say you handed in and what is on the D2L grade sheet. If you say you handed in an assignment, but it is not in the D2L Submission Folder, I don't have it, and you don't have it returned, then I cannot give you credit for the assignment.

THE DEADLINE FOR GRADE ISSUES IS MARCH 14. NO GRADE ISSUES WILL BE DEALT WITH AFTER THAT DATE.

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

Note: No grade lower than a C- is acceptable in a student's major or minor field. See Graduation Requirements page in this handbook for additional information.

LATE ASSIGNMENTS

GENERAL INFORMATION FOR LATE ASSIGNMENTS

- Assignments are due at the beginning of class on the date listed in the syllabus.
- Points (20%) will be deducted for late assignments.
- You have to submit late assignments **within a week of the due date** for the assignment to be graded.
- Below is an example chart for late assignments.

DUE DATE	LATE (within a week of due date)	NOT ACCEPTED
Jan 3 (Wed) @ class time	Jan 3 (after class)-Jan 10 (by 5 pm)	Jan 10 (Wed) (after 5 pm)
your pts earned	(your pts earned) - (20% of assignment pts)	0 pts

SUBMITTING LATE ASSIGNMENTS

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

FREE LATE PASS

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

1. While there are no excused class absences, there is one excused late assignment. Everyone gets to turn in one assignment late (within a week of the due date) with no penalty. It can be late for any reason: sickness, death in the family, no printer ink, you forgot, you were drunk, etc. **But only one!**
2. In addition to the one “free” late assignment, there is a second free late pass. If you are sick, there is a death in the family, or a natural disaster, you may hand in the assignment (within a week of the due date) without a late penalty. But you will need documentation. You need to include a signed doctor’s note, obituary notice, or a note from the Dean of Students office.
3. After your “free” late pass, all other excuses for late assignments are not valid. I can’t judge the difference between printer with no ink or a car with a flat tire.
4. **TO GET THE FREE PASS, YOU HAVE TO INDICATE ON THE ASSIGNMENT WHICH TYPE OF FREE PASS YOU ARE USING.** Don’t tell me after class or in an email that you are using your late pass.

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

CLASS ABSENCES

- You are responsible for all the material presented in class, for assignments due for the class, for additional course requirements, for additional readings, and for any changes in the syllabus discussed in class.
- Your job or some personal matter may cause you to be late for class or cause you to have to leave early.
- It is better to be late or leave early, than miss the whole class.
- Try to be as quiet as possible when entering or leaving.
- If you are habitually late for class, I will take notice.

CLASSROOM ISSUES

Classroom Decorum: DePaul is not a junior high school and I am not a junior high school teacher. I should not have to “police” the classroom. You are adults enrolled in a university course. Thus, you need to act appropriately. However, I will actively police the classroom. I will monitor your cell phone behavior. I will monitor your “personal discussions”. **You will be required to leave the class for disruptive or distracting behavior.**

Attendance: Attendance will be taken and it will be worth a certain number of points toward your final grade. Your attendance will not be counted if your class behavior is deemed impolite, rude, disrespectful or disruptive, you use your cell phone, you talk out of turn or you are actively not paying attention. *So, if you are only attending class for the attendance grade, then there is no reason to be here.*

Participation: At any point during the class, if you have something pertinent to add to the discussion, please do. Your comments should deal with the point of the discussion. For the sake of order and keeping on track and on time, I may ask you to quickly wrap up your comments. If you disagree with another student or me, keep it civil: do not engage in personal attacks.

The class is not the place for chit-chat during lectures. Your voice carries and it is disturbing to your classmates and me. The students who sit near you are not interested in your romantic lives or how stupid you think the instructor is.

Seating: I know that students have a favorite place to sit in the classroom. In order to make sure the students don’t get too comfortable on the back row, I may periodically ask students to take a different seat.

- **NO LAPTOPS PERMITTED. PERIOD.**
- **NO CELL PHONES PERMITTED. PERIOD.**
- If you are a student registered with the Center for Students with Disabilities and need to use your laptop, you need to provide a note from CSD.
- If I have to ask you to put away your cell more than once, I will ask you to leave the class session.

CLASSROOM EXPECTATIONS

Expectations of Instructor:

- To be prepared for class.
- To maintain class decorum to ensure students have a productive experience.
- To respect your opinion.
- To try not to put you to sleep too often.
- To be clear about assignments.
- To grade fairly and in keeping with procedures presented in the syllabus.
- To return graded assignments in a timely fashion.
- To be available for students to contact me.
- To respond in a timely fashion to your emails.
- To work with students individually outside of class to assist their learning of course material.
From time to time students have health, family, or work problems. If you are concerned that these problems will affect you course work, come see me. See me sooner rather than later. We can work something out to make sure you do as well as you can in the course. "If you bring me a problem, it's our problem. If you don't, it's your problem."

Expectations of Student

Academic Expectations

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

Classroom Behavior Expectations

- To be on time.
- To express your opinions in a respectful manner and to respect other students' opinions.
- To not talk when the instructor or other students are discussing class issues.
- To pay attention in class.
- To eat or drink only in unobtrusive ways and clean up after yourself.
- To not use earbuds or headphones in class.
- To not do homework for this class or another class during class session.
- To not do any reading for this or another class during class session.
- To try not to go to sleep.

NO CELL PHONES AND LAPTOP PERMITTED. PERIOD.

BEHAVIOR ISSUES

- Students will be required to leave the class if the instructor determines the student's behavior is disruptive or distracting in any way to the class.
- Repeat offenders will not be allowed to attend class except for in-class exams.

BY ATTENDING CLASS AFTER RECEIPT OF THIS SYLLABUS WHICH INCLUDES THE "CLASSROOM EXPECTATIONS AGREEMENT", THE STUDENT AGREES TO ALL THE EXPECTATIONS PRESENTED IN THE "CLASSROOM EXPECTATIONS AGREEMENT".

UNIVERSITY CLOSING

- If the university is closed for any reason, the assignments due on the day the university is closed will be due at the next scheduled class meeting.
- The assignments originally due at the next regular session will also be due.
- If the university is closed before the midterm or final, all the reading up to the midterm or final will be on the midterm or exam.
- Obviously, only those lectures delivered before the closing would be on the test.

OFFICE HOURS

Office 2108, 990 Fullerton Bldg. (Across from the Wholefoods)

- Tuesday: 1:00 pm - 2:30 pm
- Wednesday: 12:30 pm - 1:30 pm
- Thursday: 1:00 am – 2:30 pm
- Before or after class
- Just drop by
- By Appointment

HOW TO FIND OR CONTACT INSTRUCTOR

- Will Denton's office— 2108, 990 Fullerton Bldg. (Across from the Wholefoods)
- Will Denton's office telephone—773-325-3609
- Political Science Main Office—LPC: 2111, 990 Fullerton Bldg. 773-325-7336
- Email: wdenton1@depaul.edu

DEPAUL'S ACADEMIC INTEGRITY POLICY

Work done for this course must adhere to the University Academic Integrity Policy, which you can review in the Student Handbook or by visiting Academic Integrity at DePaul University (<http://academicintegrity.depaul.edu>).

Cheating and Plagiarism: Academic integrity entails absolute honesty in one's intellectual efforts. The DePaul Student Handbook details the facets and ramifications of academic integrity violations, but you should be especially aware of the policies on cheating and plagiarism.

Cheating is any action that violates University norms or an instructor's guidelines for the preparation and submission of assignments. Such actions may include using or providing unauthorized assistance or materials on course assignments, or possessing unauthorized materials during an examination. Plagiarism involves the representation of another's work as your own, for example: (a) submitting as one's own any material that is copied from published or unpublished sources such as the Internet, print, computer files, audio disks, video programs or musical scores without proper acknowledgement that it is someone else's; (b) paraphrasing another's views, opinions or insights without proper acknowledgement or copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement; (c) submitting as one's own work a report, examination, paper, computer file, lab report or other assignment which has been prepared by someone else. Resources found on the Internet must be cited. If you are unsure about what constitutes unauthorized help on an exam or assignment, or what information requires citation and/or attribution, please ask your instructor.

Collaboration: In this class, you are permitted to study in groups to prepare for examinations so long as the resulting exam demonstrates your individual mastery of the concepts and skills tested.

Penalties: Students discovered violating DePaul's Academic Integrity Policy will receive a zero (0) on the assignment or exam. I will then file an Academic Integrity violation report with the Office of Academic Affairs. At that point the appeal and hearing process begins.

STUDENTS WITH DISABILITIES STATEMENT

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations: Loop Campus - Lewis Center #1420 - (312) 362-8002 / Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term and our conversation will remain confidential.

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