

GWA 343 B: Third World Politics and Economic Development
Spring 2016 / TR 8:00-9:50 / PH 343

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Office Hours: Tuesday and Thursday (10am-11:30am) and Friday (9:00am-11am)

Course Objectives:

According to 2013 Gallup report, the median per capita income for the ten richest countries in the world is around \$16,500. For the ten poorest countries, this figure is around \$200. More than a third of the world's inhabitants live on less than \$1,000 a year. The UN estimates that nearly half the world's population survive on less than \$2 a day. About 20 percent of the world's population live on less than \$1 a day. For every 10 people living in the US there are nearly 8 motor vehicles. In countries like Bangladesh, Ethiopia, Liberia, Somalia, and Togo people have less than 1 motor vehicle per 100 people. American adults have on average more than 13 years of schooling. Adults in more than a dozen countries average less than 3 years of formal schooling. On average Americans live almost twice as long as citizens of Central African Republic, Democratic Republic of Congo, and Sierra Leone. In the US 4 out of every 5 people have regular access to the Internet. In Eritrea and Timor-Leste less than one person out of 100 used the Internet in 2012.

Though we might disagree on which of these disparities signifies some grave global injustice, the notion of "development" and a lack thereof assumes at least some of these disparities are a problem. In this class we will first explore the substance of the problem, then we will search for causes of the problem, and finally solutions to the problem. In following this path of inquiry, we will be engaging with the appropriate literature to help us better understand our world and our positions in it. If at the end of the semester you simply know that there are poor people in the world you will not have gotten much from the course. If, however, you not only know about global disparities but how YOU, as a citizen of the world, both contribute to them and can help alleviate them we have accomplished much.

Student Learning Outcomes:

This course is designed such that students who have immersed themselves in the material, attended lectures regularly, done the readings, completed all assignments diligently, and studied for exams, should be able to do the following by the end of the course:

- The student will be able to describe and find the politics in various conceptualizations of the term “development.”
- The student will be able to explain the differences between major theories of development teasing out implicit and explicit causes and consequences of poverty and wealth embedded in each.
- The student will be able to describe and analyze the impact of public policy on development and vice versa.

Requirements:

Though it may be altered slightly and/or clarified by professorial edict either in class or via email, consider this syllabus a contract between you and your professor that lists both what you can expect from class and what is expected of you. Check it regularly and bring it to class with your notebook. You are expected to read EVERYTHING assigned on the syllabus, which averages between 50 and 100 pages a week. You are also expected to attend EVERY lecture. Visiting me on occasion during office hours to discuss issues raised in class and/or paper topics will not hurt either. If you do these things you will do very well in the course. If you do not do these things you will not do so well in the course. Consider this fair warning up front.

You will be evaluated in this class based on your performance in 6 areas. These areas, along with their relative weights, are as follows:

Scheper-Hughes Reaction Paper (7.5%) – The second Tuesday of class we will discuss Nancy Scheper-Hughes’ *Death Without Weeping*. The text documents the daily lives of people in Bom Jesus da Mata, an area of Northeastern Brazil where people live a hand-to-mouth existence. At the beginning of class you will hand in a paper documenting your reactions to the reading. This reaction paper should be no longer than 3 pages (single-spaced, TNR 12-point font) and include both a brief summary of Scheper-Hughes’ work and a thoughtful personal reaction to the lives she chronicles. Please note that “personal” does not mean informal. You should write your paper well and should demonstrate through your writing that you understand what you read, have engaged with the text critically and constructively, and can communicate your thoughts clearly.

Sen Quiz (7.5%) – On Tuesday Week 3 we will have a brief quiz at the beginning of class. The quiz will cover your assigned readings from Sen’s *Development as Freedom*. Quiz format will be multiple choice and short answer.

Book Reviews (15%) – Each student will write two academic book reviews over the course of the semester. The first review will cover one of the following texts: Rodney (2/23), Klitgaard (3/22), or Packer (4/5). The second review will cover one of the following texts: Sachs (3/24), Easterly (3/24), or Yunus (3/31). A book review should not be a laundry list of things you thought about while reading the book or a complete

summary of each chapter, but rather a well-organized, informed, and thoughtful synthesis of the text's arguments and critique of these arguments' strengths and weaknesses within the context of the broader discussion within which the author is engaging. Papers should be no longer than 2 pages (single-spaced, TNR 12-point font) and are due at the beginning of the class via Blackboard and late papers will be penalized at a rate of 10 points per day without an excused absence. Students who have done a book review should come to class prepared to discuss the text they have read and their critique with fellow students. Failure to present your book will result in a 20 point penalty without an excused absence. Books will be assigned during the first Thursday of class so identify your preferences before then.

Exam #1 (20%) – Given out in-class on Thursday 25 February. The exam will cover all material from the readings and in-class discussions for weeks 1 through 6. If you miss a class over this period, it is your responsibility to get notes from one of your colleagues. The closed book exam may include multiple choice, short answer, and essay questions. There will be NO review sheet. Late or early exams will only be given in extreme circumstances with prior permission (at least two weeks in advance) from the professor or a documented and approved excuse. Unexcused late exams will be penalized at a rate of 20 percent per day. If you miss an exam it is YOUR responsibility to contact me on the day of the exam or sooner to schedule a make-up.

Exam #2 (30%) – exactly like Exam #1 in format but covering material from Week 1 through Week 14. It will be administered during the assigned final exam period on Thursday 5 May. A heavy emphasis will be placed on lessons covered after Exam #1.

Op-Ed and Presentation (20%) – During the second week of class you will select a specific focus from a list of general topics (see the course headings with an *) on which to write an op-ed in the syllabus. In consultation with your professor you should select a particular hypothesis you cull from the assigned readings on your topic to test. A good op-ed will (1) explain why the hypothesis is theoretically important, (2) present evidence from your test, and (3) offer policy recommendations based on your results. While the Op-Ed is not a research paper, you should be well-informed about your topic and demonstrate a mastery of the related literature in your writing. Papers should be no more than 1500 words in length, clearly organized, and well-written. You will present your paper to the class during weeks 7 through 13 on the day we discuss your topic. Presentations should be no more than 10 minutes long and include a summary of the problem, your data, and policy suggestions. Leave a couple minutes for Q&A. Your paper will be due no more than two weeks after your presentation via Blackboard. Your paper and presentation impact your grade at a ratio of 2:1. Failure to present on your assigned day without an excused absence will result in your forfeiting one-third of your Op-Ed grade. Late papers will be penalized at a rate of 10 percent per day.

If you do not understand what is expected of you with regard to any of these assignments it is your responsibility to seek clarification in a timely manner which your professor will gladly provide.

Important Due Dates:

Scheper-Hughes Paper	Tuesday 26 January
Sen Quiz	Tuesday 2 February
Book Reviews	
Rodney	Tuesday 23 February
Klitgaard	Tuesday 22 March
Easterly	Thursday 24 March
Sachs	Thursday 24 March
Yunus	Thursday 31 March
Packer	Tuesday 5 April
Exam #1	Thursday 25 February
Exam #2	Thursday 5 May
Op-Ed	Two weeks after presentation

Grading:

The course letter grade will be determined according to the following scale:

<i>Letter Grade</i>	<i>Quality Points</i>	<i>Numeric Scale*</i>
A	4.0	93-100
AB	3.5	88-92
B	3.0	83-87
BC	2.5	78-82
C	2.0	73-77
CD	1.5	68-72
D	1.0	60-67
F	0.0	Below 60

*I will round up at the .5 and NOT before. For example, if you earn an 87.49 you will receive a B for the class. If you earn an 87.5 you will receive an AB. The only exception to this rule concerns the line between a D and an F. If you make below 60 points, even if it is by the smallest fraction of a point, I will NOT round up.

Required Texts:

- Collier** Paul Collier. *The Bottom Billion*.
- Scheper-Hughes** Nancy Scheper-Hughes. *Death Without Weeping*.
- SPS** Mitchell Seligson and John Passé-Smith. *Development and Underdevelopment*, 5th ed.
- Sen** Amartya Sen. *Development as Freedom*.
- (☺) Reading available through UT Blackboard.

And two of the following six:

Easterly William Easterly. *The White Man's Burden*.

Klitgaard Robert Klitgaard. *Tropical Gangsters*.

Packer George Packer. *The Village of Waiting*.

Rodney Walter Rodney. *How Europe Underdeveloped Africa*.

Sachs Jeffrey Sachs. *The End of Poverty*.

Yunus Muhammad Yunus. *Banker to the Poor*.

COURSE SCHEDULE

The course schedule is subject to change at the professor's discretion. Any changes will be announced in class, via email, and/or via Blackboard.

Week 1 (January 19 – 22)

Tuesday Introduction
Readings: ∅ syllabus

Thursday Raising A Fundamental Question - What is the "third world"?
Readings: *Collier* ch 1; and ∅ Wolf-Phillips, Leslie. 1978. "Why Third World?," *Third World Quarterly* 1(1): 105-115.

Week 2 (January 25 - 29)

Tuesday Development's Opposite Felt (*Scheper-Hughes review is due at the beginning of class*)
Readings: *Scheper-Hughes*. Everyone should read chs 1-3 and chs 10-12. Students should also read two additional chapters depending on the final digit in their Student ID. Students with an ID ending in 1-3 should read chs 4 and 5, 4-7 should read chs 6 and 7, and 8-0 should read chs 8 and 9.

Thursday Development's Opposite Measured I
Readings: *SPS* chs 2-5 (Passé-Smith, Wade, Firebaugh, Passé-Smith).

Week 3 (February 1 - 5)

Tuesday Development's Opposite Measured II (*Sen Quiz at beginning of class*)
Readings: ∅ Cobb, Clifford, Ted Halstead, and Jonathan Rowe. 1995. "If the GDP is Up, Why is America Down?" *Atlantic Monthly*, October; ∅ "The Mountain Man and the Surgeon." 2005. *The Economist*, 24 December; and *Sen* (Everyone should read chs 1-4 and chs 11-12. Students should also read two additional chapters depending on the final digit in their Student ID. Students with an ID ending in 1-3 should read chs 5 and 6, 4-7 should read chs 7 and 8, and 8-0 should read chs 9 and 10).

Thursday Theories of Development – Modernization and Dependency Theory
Readings: *SPS* chs 17, 20, and 23 (Rostow, McClelland, Gunder Frank); and ∅ Herkenrath, Mark and Volker Bornschier. 2003. "Transnational Corporations in World Development – Still the Same Harmful Effects in an Increasingly Globalized World Economy?," *Journal of World-Systems Research* 9(1): 105-139.

Week 4 (February 8 - 12)

Tuesday Theories of Development – Globalization and Neo-Liberalism
Readings: ∅ Fukuyama, Francis. 1989. “The End of History?” *The National Interest*, Summer; ∅ Williamson, John. 2004. “The Washington Consensus as Policy Prescription for Development,” 13 January; and ∅ Rodrik, Dani. 2006. “Goodbye Washington Consensus, Hello Washington Confusion,” *Journal of Economic Literature* 44: 973-987.

Thursday Cancelled Class – HNMUN

Week 5 (February 15 - 19)

Tuesday Origins of Global Disparity – Guns, Germs, and Steel, Part I
Readings: *SPS* ch 8 (Diamond)

Thursday Origins of Global Disparity – Guns, Germs, and Steel, Part II
Readings: None, we will watch the second half of Jared Diamond’s *Guns, Germs, and Steel*.

Week 6 (February 22 - 26)

Tuesday Origins of Global Disparity Reconsidered – The Case of Africa
Readings: *Rodney*, the entire book if you are writing a review and a selection (∅) if you are not.

Thursday **EXAM #1**

Week 7 (February 29 – March 4)

Tuesday Development Traps – Conflict*
Readings: *Collier* ch 2; and ∅ Lacey, Marc. 2005. “Beyond the Bullets and Blades.” *New York Times*, 20 March.

Thursday Cancelled Class – Spartans Academy Abroad

******* SPRING BREAK (March 6 - 13) *******

Week 8 (March 14 - 18)

Tuesday Development Traps – Natural Resources*
Readings: *Collier* ch 3; and ∅ Junger, Sebastian. 2007. “Blood Oil.” *Vanity Fair* (February).

Thursday Development Traps – Neighborhood Effect*
Readings: *Collier* ch 4; and ∅ Chira, Susan. 1987. “Boom Time in South Korea: An Era of Dizzying Change.” *NY Times* (7 April)

Week 9 (March 21 - 25)

Tuesday Development Traps – Bad Governance*
Readings: *Klitgaard*, the entire book if you are writing a review and a selection (∅) if you are not; *Collier* ch 5; and ∅ Maass, Peter. 2005. “A Touch of Crude.” *Mother Jones*, January/February.

Thursday Solutions – Aid (Big Money)*
Readings: *Sachs* and *Easterly*, the entire book if you are writing a review for either and a selection (∅) of the book(s) you are not reading; *Collier* ch 7.

Week 10 (March 28 – April 1)

Monday **Last Day to Withdraw from 14 Week Courses**

Tuesday Solutions – Aid (Big Money - The World Bank)
Readings: None, we will watch *Life and Debt*.

Thursday Solutions – Aid (Small Money)*
Readings: *Yunus*, the entire book if you are writing a review and a selection (✓) if you are not; ✓ Maren, Michael. 1993. “The Food-Aid Racket.” *Harper’s* (August): 10-12.

Week 11 (April 4 - 8)

Tuesday Solutions – Aid (Sweat)*
Readings: *Packer*, the entire book if you are writing a review and a selection (✓) if you are not; and ✓ Ruhfus, Juliana. 2012. “Cambodia’s Orphan Business.” *Al Jazeera* (27 June).

Thursday Solutions – Aid (Revolutionary or Naïve)
Readings: ✓ Lozovsky, Ilya. 2015. “Cards against Humanitarians.” *Foreign Policy* (28 September).

Week 12 (April 11 - 15)

Tuesday Solutions – Military Might*
Readings: *Collier* ch 8; and ✓ Moseley, William. 2009. “Stop the Blanket Militarization of Humanitarian Aid.” *Foreign Policy*, 31 July.

Thursday Solutions – International Norms (Governance)*
Readings: *Collier* ch 9; and ✓ Kleiner, Sam. 2013. “Apartheid Amnesia.” *Foreign Policy*, 18 July.

Week 13 (April 18 - 22)

Tuesday Solutions – International Norms (Economics, Part I)
Readings: None, we will watch *Mardi Gras Made in China*.

Thursday Solutions – International Norms (Economics, Part II)*
Readings: *Collier* chs 6 and 10; and ✓ Packer, George. 2002. “How Susie Bayer’s T-Shirt Ended Up on Yusuf Mama’s Back.”

Week 14 (April 25 – 29)

Tuesday Revisiting Development’s Opposite
Readings: None, we will watch *Darwin’s Nightmare*.

Thursday What can WE do?
Readings: *Collier* ch 11.

***** EXAM #2 in class from 8:30am-10:30am on Thursday 5 May *****

General Information:

These are a few things every student should know.

Emergency Conditions - In case of any adverse condition or situation which could interrupt the schedule of classes, each student is asked to access www.ut.edu for information about the status of the campus and class meetings. In addition, please refer to Blackboard for announcements and other important information. You are responsible for accessing this information.

Special Needs - If there is a student who has special needs because of any disability, please go to the Academic Success Center in North Walker Hall for information regarding registering as a student with a disability. You may also call (813) 257-5757 or email disability.services@ut.edu. Please feel free to discuss this issue with me, in private, if you need more information.

Classroom Disruption Policy – The University of Tampa has a policy covering disruptive classroom behavior. The policy will be applied in this course and is detailed in the Faculty Handbook Chapter 6 Section XI (available online at www.ut.edu/provost).

Mental Health Counseling – College can be a stressful time in a young person's life. The American Psychiatric Association published a recent study of college students observed over the course of a single academic year. Over 60% of students reported feeling things were hopeless one or more times, almost 40% of the men and 50% of the women reported feeling so depressed that they had difficulty functioning one or more times, and 10% of the students reported seriously considering attempting suicide at least one time. If at some point during your time at UT you begin to feel depressed or out of control for any reason you should realize that you are not alone and there is help available to you. Your professors are happy to counsel you on the problems you are having coping with academic life, but there are dedicated mental health counselors available to you through UT's Health and Counseling Center located at 111 North Brevard Ave. (behind Austin Hall) who you may feel more comfortable disclosing certain types of non-academic problems to. The time to deal with mental health issues is when they arise and not after your grade has been destroyed. Their email is healthcenter@ut.edu and their phone numbers are 813-253-6250 (during business hours) and 813-257-7777 (outside of business hours for emergencies).

Academic Assistance – The Academic Center for Excellence (ace@ut.edu) in North Walker Hall offers free peer tutoring, credited academic skills courses, national testing services, and services for students with disabilities. The Saunders Writing Center (323 Plant Hall, x6244) aids students with their writing projects. You pay for these services through your tuition and there is no shame in using them if you need help with your course work. I am more than happy to discuss any academic issues you might have during office hours but if I think one of these services can help you be more successful I will not hesitate to recommend it.

Academic Integrity – The University of Tampa is committed to the development of each student to become a productive and responsible citizen who embraces the values of honesty, trust, fairness, respect, and responsibility. The scholarly community at The University of Tampa strives to instill values that uphold academic integrity and promotes an ethical standard that does not condone academic misconduct. Violation of academic integrity and academic misconduct tarnish the reputation of the University and discredit the accomplishments of past and present students. Sanctions for violation of academic integrity and academic misconduct include a failing grade in an assignment or in the course, or suspension or expulsion from the University. I take integrity very seriously and will monitor all submissions and exams for violations of the academic integrity policy. I also expect professional behavior in class that fosters an environment encouraging not only your learning but the learning of your peers. Students are held responsible for knowing and observing the University's Academic Integrity Policy (available online at www.ut.edu/provost). If you have any questions about the policy, please feel free to talk with me.

Class Rules, Etiquette, and Advice:

I like my job a lot. There are few things I can imagine doing more satisfying than providing inquisitive minds with an atmosphere conducive to thinking more critically about their own assumptions and the world in which we live. The image of students leaving my classroom just a bit more prepared to make their society better is sustaining. Following is a list of things you can do to help me maintain this image as well as some things you can do to reveal it as a mirage. Doing more of the former and less of the latter will make me happy whereas the converse will make me sad!

DO read the assigned texts – The amount and content of the reading assignments are well within the realm of reasonable for a class at this level. I have looked at syllabi from many different institutions of higher learning to come confidently to this conclusion. Do the assigned readings before each class and you will get the most out of the lectures. Though there are some things covered in the assigned readings that will not be covered in lecture, and vice versa, the lectures and readings build off each other. I will not hesitate to pull exam questions from readings not covered in class and from lectures not covered in the readings.

DO engage in class discussions in an intelligent way – There will be lots of opportunities for you to contribute to conversations in the classroom. Most of my lectures have a built in component for student input because I think it is important that you not only read and hear the information, but have to reconstitute and challenge it. I am also delighted to entertain questions when you have them and follow tangents that you would like to explore. Class periods when students are engaged and contributing seem to go by much faster than class periods when students are checked out. Students who regularly contribute to the classroom conversation do significantly better than students who do not on exams. So pretend the information we are covering is really interesting and jump at the opportunity to challenge the material. After a while you will find that you do not have to pretend any more. If you are shy this is good practice for you. Use the class to build

your confidence and public speaking skills. If you are worried about your peers' impressions of you forget about it. Those who value education will find your contributions useful and those who roll their eyes are dull and uninteresting.

DO NOT ask if it is on the exam – I do not give out study guides. This is a university class and when I attended university ages ago study guides, like the iPod and indoor plumbing, were not yet invented. This experience taught me that learning things the readings and lectures cover that are not on the exam can be just as important and enlightening as learning things that will appear on the exam. Anything in the readings or lectures is fair game for an exam. Things covered in both readings and lectures, which I post online in the form of Powerpoint slides, are slightly more likely to show up on the exam.

DO NOT ask for extra credit – Rarely I give out extra credit opportunities. When I do, the opportunity is initiated by me and open to all students in class. I have never given an extra credit assignment to a student who initiated the request. Giving out extra credit opportunities to select students makes grades for my courses unreliable measures of student success and your goal should be to master the material assigned on the syllabus.

DO understand what your grade represents – I assume every student who enters my class wants to take away a greater understanding of the world and that the grade (s)he receives is but a formal, and somewhat abstract and imprecise, reflection of the knowledge (s)he has gained. The average student in my courses typically earns a low B (3.0) or a high C (2.0). This grade represents both effort and skill so students that put in more effort than average and/or are more skilled than average will do better than this, whereas students who put in less effort than average and/or are less skilled will do worse. It is not easy to earn an A in my course and few will. On the other hand it is even more difficult to earn an F in my course but a few students every semester put in nearly no effort and/or do not have the skills necessary for a college-level course in Government and World Affairs. I have given failing marks to students who I think are wonderful people and given A grades to students who I would rather never see again. Grades are not personal statements on your character, they are a professional opinion of the work you submit.

DO NOT send me an email without putting yourself in my shoes first – I respond to most student emails (this does not mean ALL student emails and it does not guarantee an IMMEDIATE response) but ask that you follow four simple rules before hitting send. First, DO NOT ask me a question via email that will take more than a few sentences to answer. With three classes and nearly 100 students I just do not have the time to provide these detailed answers online. Besides accurate answers to questions like “What should I write my paper on?,” “How can I make better grades?,” “Can you tell me what we did in last Wednesday’s class?,” or “I’m having a life crisis can I make up the exam?” require some student feedback that emails lack. Therefore, if you find yourself in need of an answer to a question of this nature please feel free to come by my office hours or talk to me after class and I will be happy to help you to the best of my abilities.

Second, DO NOT email me assignments unless specifically told by me or the syllabus to do so. I will neither grade nor respond to these emailed assignments. Emails get lost,

attachments are sometimes difficult to open, and dealing with hard copy or Turnitin assignments and emailed assignments simultaneously creates logistical problems. If you will not be in class but owe me a hard copy of an assignment turn it in via the “Drop Off” box outside my office door.

Third, before you hit send on an email to me with a question about assignments, or deadlines, or readings check your syllabus and our Blackboard site to make sure the answer is not there. If this were an occasional issue I would not hesitate to re-answer questions addressed elsewhere. It is, unfortunately, a frequent problem.

Fourth, Blackboard, Turnitin, and Spartan Mail are subscription services provided by the University of Tampa. I administer none of these sites and have no formal training in problem solving in these platforms. So if you lost your password or cannot seem to get one of these websites to work, please seek help from one of your computer savvy colleagues or UT’s computer helpdesk.

DO visit me during office hours – If you have a question about something we covered in class, need feedback on an assignment, want to discuss something you discovered outside of class that you think connects to course content in an interesting way, or just want to chat FEEL FREE to drop by my office during office hours. I keep five hours per week and these hours are for you. You are not pestering me or taking me away from something more important. It is nice to talk with students outside of our regular classroom setting.

DO NOT be tardy or leave class early – If you come in late to class enter quietly and sit somewhere where you will not disturb other students. Classes will begin promptly as scheduled so you will need to copy notes from one of your colleagues on lecture days if you feel like you have missed something important. On assignment days you will not be given extra time for your tardiness. If you show up without an excuse 5 minutes before an exam is finished, you will only have 5 minutes to finish the assignment.

Class is done when I say something to the effect of “see you next class” and not before. I will do my best to end class on time if not a few minutes earlier. There will, however, be some class periods where I might need to go over time by a minute or two to finish an important point. Out of respect for your fellow classmates you should NOT begin filing papers into your book bags before class has officially ended. I realize that there will be classes where you have a job interview or a club activity or a plane you need to leave early for. By all means let me know before class that you need to leave early, arrange with someone in class to take notes for you, and do not miss your important event.

DO know my policy on “excused” absences – There are no excuses for late papers. You know about them well in advance and a last minute illness or death in the family should not affect your ability to turn in the assignment or have a colleague do so on your behalf. Excuses for missed exams or presentations are granted at the sole discretion of your professor. The best way to be granted an excused absence is with prior approval. If you will miss an exam or presentation due to a previously scheduled event, let me know at least two weeks in advance and you will almost always be allowed an early exam or presentation.

In the event that prior approval is not possible, you must provide acceptable documentation detailing the reasons for your excuse as soon as possible. These include a

police report that indicates you were in their custody during the time of the exam/presentation, a doctor's note that says explicitly you are contagious and/or physically incapable of attending the class (I will call!), or a copy of your friend/relative's obituary with both the date of funeral visible and your name listed amongst the bereaved. A note from your parent or a receipt from Student Health are NOT acceptable documentation. For each assignment listed in this syllabus there is a detailed policy regarding late penalties. Many of these policies grant an exception for "excused" absences. Whether an absence is "excused" or not is up to the discretion of your professor based on the guidelines outlined above.

DO NOT use cell phones and computers in a distracting way – Turn your cell phone off or on silent mode when you enter the class. If there is a call you must take you should take it outside of class. Texting and cruising the Internet during class is rude and distracting so DO NOT DO IT. Computers can be useful for typing notes, working on papers in groups, and researching topics covered in class. They can also be significant distractions to you and your neighbors if you use them to check email, message friends, or cruise the web. If you must engage in any of this distracting behavior, do so from the comfort of your dorm room or home. This class has no attendance policy so if you have more important things to do during our class time than pay attention to lectures and engage in discussions there is no penalty.

If you choose to ignore this advice and engage in distracting behavior on your computer or cell phone in class you WILL BE ASKED TO LEAVE and FORBIDDEN FROM RETURNING to future classes with your electronic device. You will not be permitted to use cell phones, computers, or any other electronic devices during exams or quizzes.

DO NOT tape or video record class without prior permission - Students are not authorized to make recordings during class without permission from the instructor. Exceptions to this rule will only be granted under extraordinary circumstances. If you are granted permission to record lectures that permission is only for your personal use and the recordings should not be shared with others to protect your colleagues' ability to speak freely in class discussions.

DO learn how to question grades respectfully – I do my best to communicate expectations and make sure my comments on graded assignments pinpoint areas where you did well and areas where you needed to put in some more work. There will, however, occasionally be questions about the grade you receive. I will NOT change a grade or let you resubmit an assignment simply because you want a better grade. If, however, you think I have made a mistake I will consider changing a grade only after the following conditions have been met: 1) You must wait at least 24 hours but no more than ten days after receiving your graded assignment to file a complaint. 2) You must submit in writing (*typed* and *printed* out) an explanation of why you think you deserve a different grade. I will review your submission and give you my final decision within a week of receipt at which time I will consider the "negotiation" complete and any further appeals on the issue will be directed to the department chair. Challenges that resemble "I'm an A student so there is no way this paper is a B," "I don't like this grade can I have another?," "I was

making a good argument it just did not come across in my paper,” or “I need to pass this class to graduate” will be summarily dismissed for lack of justification.

DO understand that I am interested in discussing your progress in the course with you – If you have a parent, coach, drill sergeant, etc. who is interested in learning about your status in this course feel free to share it with them. I post grades on Blackboard and the syllabus explains in detail my weighting formula so you have access to all the information I do regarding your current standing in the class.