

**POLS 4870/5870  
SEMINAR IN INTERNATIONAL RELATIONS:  
COMPARATIVE GENOCIDE**

**Wednesday  
3:10pm – 6:00pm  
A&S 139 (Simpson Seminar Room)**

**Instructor:** Dr. Nevin T. Aiken

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**Office Location:** A&S 221B

**Office Hours:** Tues & Thurs 12.30-2.00pm

**COURSE PREREQUISITES:**

POLS/INST 2310 – Introduction to International Relations

**COURSE OVERVIEW**

This course engages with the scholarly investigation of the act of genocide. In this course we will begin by examining debates surrounding the definition of genocide and its emergence as a crime under international law. From there we will move on to explore different explanations as to how and why people and governments commit acts of genocide. With this framework in place, we will then turn to examining a series of in-depth comparative case studies of genocide drawn from around the world, including those in Nazi Germany, Rwanda, Bosnia, and Darfur. Finally, we will conclude by investigating contemporary attempts by the international community to both prevent the future occurrence of genocide and to help respond to past atrocities by promoting peace and justice in post-genocide societies.

As a senior/graduate 4000/5000 level course, **this will be a reading, writing and discussion intensive class** focused on developing your critical thinking skills. I will do everything I can to help you succeed throughout our class together (by making myself available for questions and being very clear and upfront about all course assignments) but **ultimately your success at this level will depend on you** – staying on top of required course readings, completing written assignments and applying what you've learned by actively engaging in our weekly discussions together. Given this course's emphasis on developing advanced skills in written, oral, and digital communication within the discipline of Political Science, this course will fulfill student's USP 2015 COM3 requirements.

**ASSIGNMENTS AND EVALUATION**

In-Class Seminar Participation:	20%
Case-Study Presentation:	20%
Critical Book Review:	20%
Book Review Online E-Discussion	5%
Paper Proposal & Annotated Bibliography:	5%
Major Research Paper	30%

In accordance with UW Regulation 6-722, **all grades for this course will be assigned on a +/- grading and GPA scale.** Please see the detailed explanation of this grading scale in the 'Course, Departmental and University Policies' section below. Extra credit work may be offered at the prerogative of the instructor.

### **COURSE SCHEDULE & READINGS**

**\*Note:** The course schedule and required readings are subject to change by the Instructor – be sure to monitor your email and the course website regularly for any changes

The required texts for this course are:

Samuel Totten and Paul R. Bartrop, ed. *The Genocide Studies Reader* (New York: Routledge, 2009).

Samuel Totten. Ed. *Centuries of Genocide: Critical Essays and Eyewitness Accounts, 4th Edition* (New York: Routledge, 2012).

Samantha Power. *A Problem From Hell: America and the Age of Genocide* (New York: Harper Perennial, 2003).

All of these texts have been ordered and have arrived at the UW bookstore and are available for purchase. Copies of these texts are also available through online discount retailers such as Amazon.com. Just be sure that you purchase the correct editions of each of these texts as they have been revised substantially from earlier editions.

### **PART I: THEORIES OF GENOCIDE**

#### **Week 1 – Introduction to Comparative Genocide (August 30<sup>th</sup>)**

##### **Required Readings:**

Course Syllabus (Available on Wyocourses)

Paul R. Bartrop and Samuel Totten, “The History of Genocide: An Overview,” in Samuel Totten and Paul R. Bartrop, ed. *The Genocide Studies Reader* (New York: Routledge, 2009): 133-155.

Samantha Power, *A Problem From Hell: America and the Age of Genocide* (New York: Harper Perennial, 2003): Preface (xi-xxi); Chapter 1 (1-16); Chapter 2 (17-29); Chapter 3 (31-45).

#### **Week 2 – Debating Definitions: What is Genocide? (September 6<sup>th</sup>)**

##### **Required Readings:**

Samuel Totten and Paul R. Bartrop, ed. *The Genocide Studies Reader* (New York: Routledge, 2009): 3-11; 33-36; 44-55; 57-59; 71-77.

Adam Jones, “Chapter 1: The Origins of Genocide,” in *Genocide: A Comprehensive Introduction* (New York: Routledge, 2011): 8-39. [Posted to Wyoweb]

Samantha Power, *A Problem From Hell: America and the Age of Genocide* (New York: Harper Perennial, 2003): Chapter 4 (47-60); Chapter 5 (61-85).

**Week 3 – Why Genocide?: Theories of Genocidal Violence (September 13<sup>th</sup>)**

**Required Readings:**

Samuel Totten and Paul R. Bartrop, ed. *The Genocide Studies Reader* (New York: Routledge, 2009): 95-97; 108-129.

Ervin Staub, “The Psychology of Bystanders, Perpetrators, and Heroic Helpers,” In *The Psychology of Good and Evil: Why Children, Adults, and Groups Help and Harm Others* (New York: Cambridge University Press, 2003): 291-317.

Kelman, Herbert C. “Violence without Moral Restraint: Reflections on the Dehumanization of Victims and Victimizers.” *Journal of Social Issues* 29.4 (1973): 25-61.

**PART II: CASE STUDIES**

**Week 4 – Colonial Genocide (Namibia) & Genocide of Indigenous Peoples (September 20<sup>th</sup>)**

**Required Readings:**

Robert K. Hitchcock and Tara M. Twedt, “Physical and Cultural Genocide of Indigenous Peoples,” in Samuel Totten. Ed. *Century of Genocide: Critical Essays and Eyewitness Accounts, 3<sup>rd</sup> Edition* (New York: Routledge, 2008): 413-432. [Posted to Wyoweb]

Dominik Schaller, “The Genocide of the Herero and Nama in German South-West Africa,” in Samuel Totten. Ed. *Centuries of Genocide: Critical Essays and Eyewitness Accounts, 4<sup>th</sup> Edition* (New York: Routledge, 2012): 89-116.

Ben Madley, “The Genocide of California’s Yana Indians,” in Samuel Totten. Ed. *Centuries of Genocide: Critical Essays and Eyewitness Accounts, 4<sup>th</sup> Edition* (New York: Routledge, 2012): 17-54.

**Week 5 – The Armenian Genocide (September 27<sup>th</sup>)**

**Required Readings:**

Rouben Paul Adalian, “The Armenian Genocide” in Samuel Totten. Ed. *Centuries of Genocide: Critical Essays and Eyewitness Accounts, 4<sup>th</sup> Edition* (New York: Routledge, 2012): 117-157.

Robert Melson, “Provocation or Nationalism: A Critical Inquiry into the Armenian Genocide of 1915,” in Richard G. Hovannisian, ed., *The Armenian Genocide in Perspective* (Oxford: Transaction Books, 1986): 61-84.

Ervin Staub, “The Turkish Genocide Against the Armenians” in *The Roots of Evil: The Origins of Genocide and other Group Violence* (Cambridge: Cambridge University Press, 1989): 173-187.

Robert Melson, “The Armenian Genocide as Precursor and Prototype of Twentieth-Century Genocide” in Samuel Totten and Paul R. Bartrop, ed. *The Genocide Studies Reader* (New York: Routledge, 2009): 234-242.

## **Week 6 – The Holocaust (October 4<sup>th</sup>)**

### **Required Readings:**

Donald L. Niewyk, “Holocaust: Jews, Gypsies and the Handicapped,” in Samuel Totten. Ed. *Century of Genocide: Critical Essays and Eyewitness Accounts, 3<sup>rd</sup> Edition* (New York: Routledge, 2008): 129-160.

Adam Jones, “The Jewish Holocaust” p. 233-255 [Posted to Wyocourses]

Christopher Browning, “Ordinary Men,” in Donald Niewyk, Ed. *The Holocaust: 3<sup>rd</sup> Edition* (New York: Houghton Mifflin, 2003): 76-90

Donald Goldhagen, “Hitler’s Willing Executioners,” in Donald Niewyk, Ed. *The Holocaust: 3<sup>rd</sup> Edition* (New York: Houghton Mifflin, 2003): 91-103.

## **Week 7 – The Cambodian Genocide (October 11<sup>th</sup>)**

### **Required Readings:**

Ben Kiernan, “The Cambodian Genocide 1975-1979,” in Samuel Totten. Ed. *Centuries of Genocide: Critical Essays and Eyewitness Accounts, 4<sup>th</sup> Edition* (New York: Routledge, 2012): 317-354.

Alexander Hinton, “Why Did You Kill?: The Cambodian Genocide and the Dark Side of Face and Honor,” *The Journal of Asian Studies* 57.1 (1998): 93-122.

Samantha Power, *A Problem From Hell: America and the Age of Genocide* (New York: Harper Perennial, 2003): Chapter 6 (87-154); Chapter 7 (155-169).

## **Week 8 – Genocide of the Kurds in Iraq (October 18<sup>th</sup>)**

### **Required Readings:**

Michael Leezenberg, “The Anfal Operations in Iraqi Kurdistan,” in Samuel Totten. Ed. *Century of Genocide: Critical Essays and Eyewitness Accounts, 3<sup>rd</sup> Edition* (New York: Routledge, 2008): 461-481.

Gendercide Watch, “Case Study: The Anfal Campaign (Iraqi Kurdistan, 1998,” Available Online at: [http://www.gendercide.org/case\\_anfal.html](http://www.gendercide.org/case_anfal.html)

Adam Jones, “Liberation and Genocide,” in *Genocide: A Comprehensive Introduction* (New York: Routledge, 2011): 178-184.

Samantha Power, *A Problem From Hell: America and the Age of Genocide* (New York: Harper Perennial, 2003): Chapter 8 (171-245)

**Week 9 – Genocide in Rwanda (October 25<sup>th</sup>)**

**Required Readings:**

Gerald Caplan, “The 1994 Genocide of the Tutsi of Rwanda,” in Samuel Totten. Ed. *Centuries of Genocide: Critical Essays and Eyewitness Accounts*, 4<sup>th</sup> Edition (New York: Routledge, 2012): 447-476.

Paul J. Magnarella, “The Background and Causes of the Genocide in Rwanda,” *Journal of International Criminal Justice* 3.4 (September 2005): 801-822.

Samantha Power, *A Problem From Hell: America and the Age of Genocide* (New York: Harper Perennial, 2003): Chapter 10 (329-389).

**Week 10 – Genocide in the Former Yugoslavia (November 1<sup>st</sup>)**

**\*Sign-Up for a 20 minute Research Paper Conference Meeting with Dr. Aiken this Week**

**Required Readings:**

Martin Mennecke, “Genocidal Violence in the Former Yugoslavia: Bosnia Herzegovina,” in Samuel Totten. Ed. *Centuries of Genocide: Critical Essays and Eyewitness Accounts*, 4<sup>th</sup> Edition (New York: Routledge, 2012): 477-512.

Samuel Totten and Paul R. Bartrop, ed. *The Genocide Studies Reader* (Routledge, 2009): 192-194.

Samantha Power, *A Problem From Hell: America and the Age of Genocide* (New York: Harper Perennial, 2003): Chapter 9 (247-327); 11 (391-441); Chapter 12 (443-473).

**Week 11 – Online E-Discussion: America in the Age of Genocide (November 8<sup>th</sup>)**

**No In-Class Meeting This Week – We’ll be Hosting an Online E-Discussion on Wyocourses**

**\*Critical Book Reviews Due via Wyocourses by 3pm on Friday, November 13th**

**Required Reading:**

Samantha Power, *A Problem From Hell: America and the Age of Genocide* (New York: Harper Perennial, 2003): Chapter 13 (475-502); Chapter 14 (503-516).

**PART III: CONFRONTING THE CRIME OF GENOCIDE**

**Week 12 – Genocide in Darfur: Debating Humanitarian Intervention (November 15<sup>th</sup>)**

**\*Research Paper Proposals Due via Wyocourses before beginning of class\***

**Required Readings:**

Samuel Totten, “Genocide in Darfur, Sudan,” in Samuel Totten. Ed. *Centuries of Genocide: Critical Essays and Eyewitness Accounts*, 4<sup>th</sup> Edition (New York: Routledge, 2012): 513-577.

Alex J. Bellamy, “Responsibility to Protect or Trojan Horse? The Crisis in Darfur and Humanitarian Intervention After Iraq,” *Ethics and International Affairs* 19.2 (2005): 31-54.

Samuel Totten and Paul R. Bartrop, ed. *The Genocide Studies Reader* (New York: Routledge, 2009): 298-315; 361-389; 409-420.

**Week 13 – Thanksgiving Break (November 22<sup>nd</sup>)**

\*NO SCHEDULED CLASSES THIS WEEK\*

**Week 14 – Post-Genocide Justice & Reconciliation (November 29<sup>th</sup>)**

**\*Research Paper Annotated Bibliographies Due via Wyocourses before Beginning of Class**

**Required Readings:**

David Bloomfield, Ed., *Reconciliation After Violent Conflict*: (Stockholm: International Institute for Democracy and Electoral Assistance, 2003). Chapter 7 - "Justice" (Pages 96-121). [Wyocourses]

Jeremy Sarkin, "The Tension Between Justice and Reconciliation in Rwanda," *Journal of African Law* 45.2 (2001): 143-172. [Posted to Wyoweb]

Samuel Totten and Paul R. Bartrop, ed. *The Genocide Studies Reader* (New York: Routledge, 2009). Pages 425-426; 463-467; 473-481; 485-493.

**Week 15 – Never Again? Genocide Prevention and Early Warning (December 6<sup>th</sup>)**

**Required Readings:**

Bridget Conley-Zilkic and Samuel Totten, "Easier Said Than Done: The Challenges of Preventing and Responding to Genocide," in Samuel Totten. Ed. *Century of Genocide: Critical Essays and Eyewitness Accounts, 3<sup>rd</sup> Edition* (New York: Routledge, 2008): 609-633. [Posted to Wyoweb]

Samuel Totten and Paul R. Bartrop, ed. *The Genocide Studies Reader* (New York: Routledge, 2009): 287-297; 316-335; 517-535.

**Week 16 – Final Exam Week (December 13<sup>th</sup> – 19<sup>th</sup>)**

**\* Research Papers Are Due On or Before 3pm via on Friday, December 15<sup>th</sup>\***

**COURSE ASSIGNMENTS AND EVALUATION**

**I. Seminar Discussion Participation**

Active student engagement with the course material and frequent participation in class discussions is considered vital to success in this seminar. Each week, class time will be divided roughly in half, with the first half being devoted to a brief talk on the weekly topic provided by the instructor, and the second half being given to group discussion of the week's readings and lecture materials.

Accordingly, the majority of the participation grade will be assessed according to the student's level of involvement in our weekly discussion sessions. This includes raising appropriate questions and making constructive comments based on the course material to further our group discussions. In essence, active involvement for participation will be measured by both the quantity and the quality of each student's engagement during the discussions. However, it should be noted that active engagement in the course also includes attentive listening during talks delivered by the instructor or guest speakers

## **II. Collaborative Case Study Presentation**

Each week, one or two students will be asked to present a critical synopsis of the main points and arguments pertaining to that week's case study to the rest of the seminar. This presentation should include providing background on the country case study being studied, the nature of the genocide that occurred, the possible causes of genocide, the impacts of the genocide on the country in which it occurred, and possibly key responses – national or international – to respond to the genocide (such as through justice initiatives). Students will also be expected to show evidence of critical analysis in their presentation by relating their specific case study to the broader themes we are discussing in the course. Each presentation should incorporate Powerpoint and **include a one page, single-sided hand-out** for other students in the class. **Student presenters are expected to engage in independent research and refer to additional materials outside the required course reading in their presentation. Student presentations will also be assessed on the basis of your ability to communicate effectively and professionally with your audience.** On the backside of your handout for the other students in class you should include a brief list of your 'Works Consulted' for your presentation. A list of possible case studies will be provided during the second week of class for students to select from in addition to supplemental details on specific requirements for the presentation and grading.

In addition, those students presenting each week will also be responsible for taking on the role of **Discussion Leaders** and come to class prepared with comments and questions that will help to direct our discussions of the readings and the case study. As part of this responsibility, the presenters should include a list of no fewer than **5 critical discussion questions** that will help to lead discussion as part of their handout for the other students.

## **III. Critical Book Review: *A Problem From Hell: America and the Age of Genocide***

### **i) Critical Book Review Paper**

Each student enrolled in the course will be asked to write a **6 page critical book review** of **Samantha Power's *A Problem from Hell: America in the Age of Genocide***. Students enrolled in the class through the MA (5000 level) designation will be asked to submit a paper that is approximately **8 pages in length**. While this book review will not be **due via Wyocourses by 3pm on Friday, November 13th** it is strongly suggested that you begin the process of reading the book in Week 1 (and follow on with the listed '**Required Readings**' each week). The book review should be written in 12 point Times New Roman font. Formatting requirements for both portions of the paper should follow standard formatting guidelines (double-spaced; Times New Roman 12-point font; 1 inch margins). Citations are to be made according to the **Chicago Manual of Style Author-Date** formatting requirements. For a quick guide to Chicago formatting: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). Additional information on the book review assignment will be provided in a separate Book Review Guide posted to the Wyoweb course site.

Please note: a critical book review is not simply a descriptive 'book report' or summary. Rather, it should focus in on your independent critical assessment and evaluation of the ideas and arguments presented by the author. **Each review should also be accompanied with a minimum of three critical discussion questions** based on your reading of the book.

**ii) Online E-Discussion on *A Problem from Hell***

Instead of meeting physically in-class during the week of November 8<sup>th</sup>, we will instead be holding an online e-discussion via Wyocourses. In this e-discussion each student will have the chance to engage with the other members of the class (and your Professor!) in an **online threaded discussion forum** debating and discussing the arguments raised in *A Problem from Hell*. Under the Week 6 Module there will be a link posted to an online threaded discussion with an accompanying series of initial discussion questions that I will be posting for you to respond to (including some of the critical discussion questions you've submitted to me as part of your book reviews).

**Threaded Discussion Guidelines**

You will have the chance to participate in these discussions either by both making an initial comment/contribution of your own in reaction to my initial questions or by making a substantive response to contributions made by your classmates. **This online threaded discussion will begin on Monday, November 6th at 12.01am and extend through Saturday, November 11<sup>th</sup>, ending at 11.59pm. During this period, you will be required to post a *minimum* of four times over the course of the online discussion.** At least two of these posts should be in response to an initial question posed by the instructor. Further, to encourage discussion, at least one of your posts should be posted as a *substantive* response to one of your classmate's contributions. This means even after you've made an initial contribution to our discussions, you will need to make sure to check back regularly throughout the week to respond to other's contributions and to take part in any new directions that our discussion takes us. Also, since these are intended to be 'back and forth' discussions, your three contributions should be spread out and posted throughout the three-day period as the discussion develops and not posted in a single 'batch.'

It is your responsibility to ensure you've completed the required readings and read the *entirety* of the existing discussion (including all open threads and their responses) *before* you post in order to make a relevant and productive contribution to our discussion. **You will not be given credit for 'recycled' posts that simply reflect ideas, concepts or points already made in our threaded discussions by your classmates.** The way to avoid this is to ensure you stay on top of the content of existing discussion threads.

Similarly, a 'substantive' response post to another student's contribution is not just making a passing comment ('Hey, I liked your post!') but should be an involved contribution that advances the discussion by substantively building on the initial idea(s) introduced in their original post or providing a counter-point/counter-argument. In either case, a substantive response should also show an active engagement with the readings and course materials. I will be taking an active role moderating these discussions by occasionally responding and reacting to your contributions, providing feedback & guidance and potentially introducing new questions when the need arises.

Also, remember that in **your discussion posts I will want to see a clear engagement (including quotations or appropriate citations to specific arguments or passages from the readings) and with the required readings, documentaries and other course materials in providing case-study evidence to support the arguments and points you are making in your initial responses to the questions I post.** As a Political Science course, this is *not* the place for comments based purely on personal opinion – just like a research paper, if you are making an argument or point it should always be backed up by reference to evidence/readings.



In addition, when posting it is important to remember we are creating a classroom community through our threaded discussion contributions. Accordingly, please do **THINK** about *what* you have to say and *how* you say it before posting. I encourage critical and reflective responses to the course materials and to other student's posts. However, posts that are uncivil or disrespectful to the material or to another student will *not* be tolerated. Also, our threaded discussions are the place to talk about these issues and course materials – accordingly, please keep all side conversations and informal chat outside of the formal threaded discussion.

#### **IV. Major Research Paper**

A substantial portion of each student's final grade will be assessed on the submission of a major country case study research paper. This paper assignment will center on exploring and evaluating a case study of genocide as viewed through the 'lens' of one of the main themes covered during the course. Accordingly, there are two main options that you will be allowed to choose from when selecting topics for this paper. First, you could choose to write a paper which focus on making a causal argument using existing scholarly theories on the causes of genocide to explain the 'how' and 'why' behind the occurrence of genocide in a selected country case study. Alternately, using a country case study, you could choose to write a paper which uses a country case study where genocide has occurred to make a critical argument regarding humanitarian intervention, post-genocide justice and peacebuilding, or genocide early warning and prevention. In either case, your paper should include a clear argumentative thesis and not be purely descriptive in nature. Further, **you may not write a paper based on the same case study or topic on which you made your oral case study presentation**). The major research paper will be completed in four phases:

##### **i) Independent Paper Conferences**

First, **during Advising Week (Oct 30<sup>th</sup> - Nov 3rd) each student will be asked to sign-up for a 20 minute slot** on my office door to come by to meet with me to engage in an advance preliminary discussion about your proposed independent research paper topic. This is our chance to talk over general approaches to the paper, possible topic choices, and general paper guidelines. While these meetings will not be graded, all students must be sure to schedule time to come and see me for a preliminary conversation before you submit of your Paper Proposal Outline.

##### **i) Paper Proposal Outline (5%)**

Second, a **two-page paper proposal outline** is to be **submitted to the Instructor via Wyocourses before the beginning of class on November 15<sup>th</sup>**. This proposal should indicate clearly the case study and topic you are intending to cover in your research paper, as well as a preliminary sense of what the causal thesis argument (and sub-arguments/sub-points) you are proposing. **This is the best chance for me, as the instructor, to give you feedback on the direction your research paper is going so please do put some time and thought into your proposal. We'll also be setting aside class time once these are handed back the following week so you will have the chance to receive collaborative peer feedback on these proposals (and to give feedback to other students in class).** This paper proposal will be graded on a scale of 1-5 and will account for 5% of each student's overall paper grade.

##### **iii) Annotated Bibliography**

As a third component of preparing for your Major Research Paper, each student **will submit an annotated bibliography to the instructor via Wyocourses before the beginning of class on November 29<sup>th</sup>**. This should include a minimum of 4 scholarly sources a **minimum of 4 initial**

scholarly sources (books or articles not already used in class) on your specific case study with an attached short paragraph detailing the importance of each to your paper. This annotated bibliography will be graded on a scale of 1-5 and will account for 5% of each student's overall paper grade. The

iv) **Final Research Paper (30%)**

Fourth, the final paper itself (**approximately 13-15 pages plus bibliography**) is to be submitted via WyoCourses **on or before 12.15pm on Friday, December 15th**. The final paper will account for the remaining 30% of the student's final grade. Citations are to be made according to the **Chicago Manual of Style** formatting requirements (either footnotes or author-date)

Formatting requirements for both portions of the paper should follow standard formatting guidelines (double-spaced; Times New Roman 12-point font; 1 inch margins). Citations are to be made according to the **Chicago Manual of Style** formatting requirements (either footnotes or author-date). Further, as this is a major research paper students will be asked **to consult and cite a minimum of 8-10 scholarly sources (10-12 for 5000 level students)** to help support the arguments forwarded in their paper.

**All late paper submissions will be penalized at a rate of 5% per 24hrs (or fraction therefore) past the deadline. Late papers will not be accepted if submitted more than one week past the original due date.** Further information concerning the major research paper assignment will be distributed in class as the course progresses.

## **IMPORTANT COURSE, DEPARTMENTAL AND UNIVERSITY POLICIES**

### **Course Evaluation and Grading Scale Policy**

In accordance with UW University Regulation 6-722 introduced for Fall 2014, all individual course assignment and final grades for this course will be assigned on a +/- grading and GPA scale.

Information on UNIREG 6-722 can be found at:

<http://www.uwyo.edu/generalcounsel/files/docs/uw-regulation-6-722.pdf> and students are asked to familiarize themselves with this grading scale before class begins.

**Note:** under this +/- system a 2.00 GPA (a 'C') is the minimum required to remain in good academic standing at UW and a 2.00 (a 'C') is the minimum required grade that must be received in a class for it to be applied towards the requirements of a student's major in the College of Arts & Sciences (and *may* also be the minimum required to maintain certain scholarships, financial aid packages, etc.).

**This means that a final grade of C- (1.7 GPA) or below received in a course is not sufficient for that course to be counted towards the major in the College of Arts & Sciences and an overall C- GPA (1.7) or below is not sufficient to remain in good academic standing at UW (or potentially to maintain certain scholarships, financial aid packages, etc. requiring a 2.0 or better GPA).**

### **COM3 Course Designation**

In this class, students will have the opportunity to develop skills in written, oral, and digital communication as appropriate to Political Science at the advanced level. Through repeated instruction, practice, and feedback, this course will emphasize and progressively develop transferrable skills for students' academic work and future professions. As an advanced COM 3 course, this class will emphasize using the discourse of Political Science to communicate to academic

or professional audiences through written, oral, and digital communication. *Written communication* is the set of abilities required to compose, critically analyze, and present information through writing. *Oral communication* is a set of abilities required to compose, critically analyze, present, and deliver information through oral interaction. *Digital communication* is a set of abilities required to compose, critically analyze, and present information through electronic media.

Accordingly, as a advanced COM 3 class this course will help develop students written, oral, and digital communication skills in the following ways:

1. Use the discourse of Political Science to communicate that field's subject matter to academic or professional audiences through written, oral, and digital communication.
2. Find, analyze, evaluate, and document information appropriately as applicable to Political Science, as demonstrated by completing a substantial communication project that requires appropriate research skills.
3. Recognize and evaluate more advanced aspects of communication that respond to the purposes and needs of audiences in Political Science.
4. Make effective use of multiple drafts, revision, computer technology, peer and instructor comments, and collaboration to show understanding of communication standards in Political Science.
5. Observe the accepted conventions of spelling, grammar, organizational structure, punctuation, delivery and documentation expected in Political Science or professional contexts.
6. Deliver presentations in a confident and professional manner, consistent with the standards of the field of Political Science.
7. Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

### **Course Absence Policy**

As attendance and active participation in this course is considered vital, students who have more than two unexcused absences during the semester will receive an automatic grade of zero for participation. However, in certain cases if you miss a discussion class due to a **documented university-approved absence (athletics, band, rodeo, etc)** or an **emergency or documented illness** you will have the chance to make up either full or partial credit for your attendance and participation for that week subject to the following provisions:

Those who miss class for a **documented and approved official university excused absence** or an **emergency or documented illness approved by the instructor** will be given an opportunity to make-up the participation grade for the missed class by completing a **short (2-3 page) writing assignment** on the topic being discussed that week. If you know you will miss a discussion for said absence, be sure to get in touch with the Instructor by email **before** the class that you will miss and you will give you the details on the make-up written assignment you can do for that week to receive this credit. These written assignments will need to be emailed or submitted **no later than the beginning** of the next week's class meeting to receive credit for the missed class. That said, keep in mind **it is ultimately your responsibility if you know you will miss a class for an excused absence** to get in touch **in advance** of the missed class to arrange this — requests received after the missed class will not be accepted and you will receive a grade of zero for attendance and

participation that week. All make-up written assignments will be **graded on a simple scale of 1 (credit); .5 (partial credit) or 0 (no credit)** dependent upon the degree of **effort and understanding** evidenced in the submitted work.

### **Course Policy on Late Assignments**

All written assignments for this course should be submitted via our Wycourses site as a PDF or DOC/DOCX file under the Assignments section of the appropriate Module. It is your responsibility for ensuring the file is uncorrupted and readable. All written assignments submitted past their due date will be assigned a penalty of -5% for every 24hrs they are late (or fraction thereof) beginning from the time they were originally due. **No written assignment will be accepted more than five days from the original due date except with the advance permission of the instructor.** Any emailed assignments will be counted as received once a readable version of the file is time/date stamped as arriving to Wycourses or my email inbox. Again, it is your responsibility for ensuring the file is uncorrupted and readable. Papers submitted in any other way (such as under my office door or to my mailbox) will not be accepted

### **Course Policy on Absences**

As attendance and active participation in this course is considered vital, **students who have more than two unexcused absences during the semester will receive an automatic grade of zero for participation in this course.** Further, it is the responsibility of every student to ensure they come to class prepared and on time each week. Accordingly, if a student arrives late for two classes, this will count as an absence when determining final participation grades.

**Students who miss a class for an excused university absence will be given the option to write a short written assignment to make up for the missed attendance and participation points for that class.** In such cases, it is the responsibility of each student to get in touch **in advance** of any absence by email to give notification that you will be unable to attend class or complete an assignment. Except in cases of emergency, students who contact the instructor after a class has already begun will **not** be allowed to make up the absence and all make-up assignments must be submitted no more than one week from the date of absence

### **Course Communication Policy**

The best way to reach either me throughout the course will be via email. With all emails it is my policy to try and respond **within 1 business day** whenever possible. That said, email can be very time-consuming for answering more than just basic questions. If there is a larger or more detailed question you need help with, just send an email and we can arrange to meet during office hours or schedule an appointment to talk things over. Please do note that all formal course correspondence (including updates, changes to the schedule, changes to the reading, or potential cancellations) will be sent to you via email **using your uwyo.edu email accounts.** Accordingly, it is the responsibility of all students to check their email accounts on a daily basis throughout the duration of the course.

### **Academic Dishonesty and Plagiarism**

All students are responsible for familiarizing themselves with departmental and university policies on plagiarism and other forms of academic dishonesty (UW-Reg 6-403). These policies can be found online at <http://www.uwyo.edu/generalcounsel/files/docs/uw-reg-6-802.pdf> As a rule, all written work submitted for this course by students must be original in its conception, organization, and phrasing. All sources used must be appropriately acknowledged or cited, including all Internet materials. Work submitted in this course for evaluation must not be, or have been, submitted (in

whole or in part) in another course. **Students found to have committed academic dishonesty (eg. plagiarism, cheating on an exam, submitting previously submitted work, etc.) will receive an automatic grade of zero on the individual assignment and, depending on severity, will receive a grade of “F” for the course as well in addition to any possible additional sanctions imposed by the Department, College or University.**

### **Student Services**

Students finding they are having difficulty with their writing are strongly encouraged to take advantage of the services provided through the UW Writing Center. Information on this resource is available online at: <http://uwacadweb.uwyo.edu/WRITINGCENTER/>

Also, it is University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. If you have a physical, learning, sensory, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with University Disability Support Services (UDSS) in the Student Educational Opportunity offices, Room 330 Knight Hall, and provide UDSS with documentation of your disability. Information on the UDSS is available online at: <http://uwadmnweb.uwyo.edu/UDSS/>

### **Statement on Student Conduct**

In the university environment, it is essential that our discussions take place in an environment of mutual respect and consideration between you, your fellow students and the course instructor (in both in-class and online environments). This involves remaining actively engaged and listening when the course instructor or your fellow students are speaking or presenting and arriving on time to class prepared and ready to participate. **This also includes being sure to turning off/silencing and refraining from using all electronic devices that are not being used for the course (such as phones, tablets, music devices, etc.) before class begins.** At all times, as per University Regulation 8-30 students should follow the University’s Student Code of Conduct and refrain from actions that lead to the “disruption or obstruction of teaching, research, [and] administration” at the university. A copy of the Student Code of Conduct can be found at: [http://www.uwyo.edu/dos/\\_files/docs/2014-2015%20code%20of%20conduct.pdf](http://www.uwyo.edu/dos/_files/docs/2014-2015%20code%20of%20conduct.pdf)