



## International Political Relations (GVPT200 TYS)

**Term:** Summer II 2025

**Professor:** Sloan Lansdale

**Pronouns:** she/her

**Email:** slansdal@umd.edu

**Office Hours:** Tues/Thurs 12:30-1:30 or by appointment

**Credits:** 3

**Course Dates:** July 14, 2025 - August 1, 2025

**Course Times:** 10:00-11:30 am M-F

**Classroom:** Zoom

## Course Description

This course offers a broad introduction to the field of international relations, equipping students with the conceptual frameworks needed to analyze the complex interactions that shape global politics today. We will begin by examining the major theories of international relations—realism, liberalism, political economy, and others—that help explain why states and other global actors behave the way they do. Who are the key players on the world stage? What are their goals, and how do they pursue them?

With these theoretical tools in hand, we will explore a wide range of topics, including conflict and cooperation in matters of security and political economy. The course also addresses emerging global challenges such as human rights, climate change, and international governance. Readings will include peer-reviewed scholarship, textbook selections, and current news coverage to connect theory to real-world events and debates.

## Learning Outcomes

After successfully completing this course you will be able to:

- Read, summarize, and critically engage with political science and international relations literature.
- Identify key arguments, assumptions, and methodologies used in academic articles.
- Compare and contrast different theoretical perspectives in IR scholarship.
- Develop well-supported arguments using academic sources.
- Use IR theories to analyze contemporary global issues such as war, trade, and climate change.
- Apply bargaining and negotiation frameworks to international conflicts.

## Required Resources

- Course Website: [elms.umd.edu](https://elms.umd.edu)

## Course Structure

This course is **Synchronous and Online**. We will meet **daily** over Zoom. The Zoom link will remain the same and will be available on the ELMs page. All slides and assignments will be available on the ELMs page prior to class. I will be available for Office Hours on Tuesdays and Thursdays from 12:30 to 1:30 online at the same Zoom link as class.

## Tips for Success in an Online Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Students are often very busy, and I understand that you have obligations outside of this class. However, students do best when they plan adequate time that is devoted to course work. Block your schedule and set aside plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** I recommend that you log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Pro tip! Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me and your classmates for support.

## Policies and Resources

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

## Course Guidelines

### Names/Pronouns and Self-Identifications:

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to in this class, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). Keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more.

Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity (e.g., should it come up in classroom conversation about

our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

### **Communication with Instructor:**

Email: If you need to reach out and communicate with me, please email me at slansdal@umd.edu. Please DO NOT email me with questions that are easily found in the syllabus or on ELMS (i.e. When is this assignment due? How much is it worth? etc.) but please DO reach out about personal, academic, and intellectual concerns/questions. While I will do my best to respond to emails within 24 hours.

ELMS: I will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

### **Communication with Peers:**

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

## **Major Assignments**

### **Discussion Posts**

- As this is an online course, I aim to facilitate discussion among students through discussion posts on ELMS.
- Students will sign up for **three (3)** class topics they will engage in the discussion posts on.
- On those topics, students will **answer one (1) of the posted discussion questions** and **provide 1 contemporary example** related to the topic.
  - The contemporary example should be pulled from **reputable news sources**- UMD provides free access to the **New York Times**; instructions found here: <https://lib.guides.umd.edu/UMDNyTAccessPass>
  - **The Wall Street Journal** can also be accessed through UMD's library system
  - **The Associated Press** (<https://apnews.com/>) is also a reputable, free, option.
- Students will then **reply to two (2) of their peers**. Responses to peer comments should meaningfully add to the discussion. Responses to peers such as "I agree with you", "You make a great point" or "I like how you talked about this reading" as the main contribution of the response will not be counted towards the minimum two responses to peer comments.

### **Quizzes**

- Students will take two (2) online quizzes based on class readings and lectures. These quizzes will be due July 18th and July 28th. They are non-cumulative multiple-choice quizzes.

## Participation & Engagement

- While this is an online course, there will be multiple opportunities to engage in the virtual classroom environment through in-class discussions and simulations.
- During Class 14, we will engage in an International Conflict Simulation. Engagement in this simulation will be a large part of students' participation grade. More details will be provided in class.

## Midterm Paper

- Students' midterm paper will be an application of the concepts covered in the first half of the course material to a fictional example in the form of a movie. Please select a movie from the list provided below and write a 2-3 page paper. The paper should be double-spaced, in Times New Roman font, size 12, with 1-inch margins. The movie analysis prompt will be available when the course opens, and the paper is due by **July 24th at 11:59pm**.
- Movie options:
  - Star Wars: Episode VI - Return of the Jedi (1983)
  - Avatar (2009)
  - Hunger Games (2012)
  - Dune (2021)
  - Black Panther: Wakanda Forever (2022)

I have placed the movies on reserve, and they will be available to you on ELMS. More details on accessing them will follow.

## Final Paper

- Students' final paper will be an application and discussion of the concepts covered throughout the course on a contemporary real-world example. Drawing from the real-world applications students have already completed in their discussion posts, students will expand on this application in a 2-3 page paper. The paper should be double-spaced, in Times New Roman font, size 12, with 1-inch margins. **Due August 1st at 5:00 pm**.

## Grading Structure

Assignment	Percentage %
Discussion Posts (5% each)	15%
Quizzes (10% each)	20%
Participation/Engagement	25%
Midterm Paper	20%
Final Paper	20%
Total	100%

## Academic Integrity







For this course, some of your assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#).

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.**

It is important to note that course assistance websites, such as CourseHero, or AI-generated content are not permitted sources unless the instructor explicitly gives permission. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might be inaccurate or biased and most importantly, relying on restricted sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Please visit the [Office of Undergraduate Studies' full list of campus-wide policies](#) and reach out if you have questions.

Finally, on each exam or assignment you must write out and sign the following pledge: ***"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."*** If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, ***if you are ever unclear*** about acceptable levels of collaboration, ***please ask!*** To help you avoid unintentional violations, ***the following table*** lists levels of collaboration that are acceptable for each graded exercise. Each assignment will contain more specific information regarding acceptable levels of collaboration.

	 <b>OPEN NOTES</b>	 <b>USE BOOK</b>	 <b>LEARN ONLINE</b>	 <b>GATHER CONTENT With AI</b>	 <b>ASK FRIENDS</b>	 <b>WORK IN GROUPS</b>
Discussion Posts & Responses	✓	✓	✓	---	---	---
Quizzes	✓	✓	—	---	---	---
Paper Assignments	✓	✓	✓	—	—	—

## Grades

Campus Policy dictates that you must specify:

- How final letter grades will be determined. This should include a breakdown of all graded assessments, their weight in the course, and whether final grades will include +/- descriptors.
- How students will have access to their grades throughout the semester, and how they can review their work (including the final exam).

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet and discuss.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut ( $89.99 \neq 90.00$ ). It would be unethical to make exceptions for some and not others.

A table of the assessments and point values can be a concise way to convey all of the graded elements and their relative weight in the course. If you are using weighted percentages (e.g., exams = 30%, paper = 20%) be sure to clarify the number of assessments within each category... is there one exam worth 30% or are there three exams that are each worth 10.

It is essential that you articulate in your syllabus how final letter grades will be assigned. There is no campus policy on percentages and letter grades, nor is there a requirement that you utilize a points-based scheme. Here is one sample, which you are welcome to use or edit to reflect your grading policies:

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%	+	
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%	-	

## Course Outline

Class #	Topic	Deliverable
July 14 -1	<b>Introduction and Realism</b> <ul style="list-style-type: none"> <li>Lee, James. 2017. "How to Read Academic Papers without Freaking Out." <i>AI Saturdays</i> (blog). December 30, 2017 <a href="#">Link</a></li> <li>Georg Sørensen, Jørgen Møller, Robert Jackson. (2022) Chapters 1&amp;3</li> <li>Mearsheimer, J. J. (2014). Why the Ukraine crisis is the West's fault: the liberal delusions that provoked Putin. <i>Foreign Aff.</i>, 93, 77.</li> </ul>	<ul style="list-style-type: none"> <li>Define and explain the key assumptions of realism.</li> <li>Apply realism to historical and contemporary international conflicts.</li> </ul>
July 15-2	<b>Liberalism</b> <ul style="list-style-type: none"> <li>Georg Sørensen, Jørgen Møller, Robert Jackson. (2022) Chapter 4</li> <li>Daniel Deudney and G. John Ikenberry, 2018, "Liberal World: The Resilient Order," <i>Foreign Affairs</i> 97(4): 16-24.</li> <li>Cooley, A., &amp; Nexon, D. (2025). Trump's Antiliberal Order: How America First Undercuts America's Advantage. <i>Foreign Affairs</i>, 104(1), 16–24.</li> </ul>	<b>Paper 1 Instructions Given</b> <ul style="list-style-type: none"> <li>Define and explain the key assumptions of liberalism.</li> <li>Compare liberalism and realism in their explanations of international cooperation and conflict.</li> </ul>
July 16-3	<b>IPE &amp; the Global Financial System</b> <ul style="list-style-type: none"> <li>Georg Sørensen, Jørgen Møller, Robert Jackson. (2022) Chapter 6</li> <li>Watch "Inside Job" (2010) <a href="#">Link</a></li> </ul>	<ul style="list-style-type: none"> <li>Define core concepts of international political economy (IPE).</li> <li>Explain the role of global financial institutions such as the IMF and World Bank.</li> <li>Analyze the causes and consequences of the 2008 financial crisis.</li> </ul>
July 17-4	<b>Game Theory and Bargaining Framework</b> <ul style="list-style-type: none"> <li>Adam Hayes, Game Theory: A Comprehensive Guide (blog) June 27, 2024 <a href="#">Link</a></li> <li>James D. Fearon. 1995. "Rationalist Explanations for War." <i>International Organization</i> 49 (3): 379-414</li> <li>Power and Politics – The Prisoner's Dilemma <a href="#">Link</a></li> </ul>	<b>Prisoner's Dilemma Simulation</b> <ul style="list-style-type: none"> <li>Define and explain key game theory concepts, including the Prisoner's Dilemma.</li> <li>Apply bargaining theory to international conflict and cooperation.</li> <li>Participate in a game theory simulation to explore strategic decision-making</li> </ul>
July 18-5	<b>International Organizations and International Law</b> <ul style="list-style-type: none"> <li>The New York Times, "What Is the United Nations? Its History, Its Goals and Its Relevance," September 24, 2019.</li> <li>Martin Feldstein, 1998, Refocusing the IMF, <i>Foreign Affairs</i>, 77(2): 20-33.</li> </ul>	<b>Quiz 1 Due</b> <ul style="list-style-type: none"> <li>Describe the structure and function of major international organizations (e.g., UN, NATO, IMF).</li> <li>Analyze the challenges faced by international institutions in enforcing global norms.</li> </ul>

	<ul style="list-style-type: none"> <li>Wallander, C. A. (2018). NATO's Enemies Within. <i>Foreign Affairs</i>, 97(4), 70–81.</li> </ul>	<ul style="list-style-type: none"> <li>Debate the effectiveness of IOs in maintaining global order.</li> </ul>
July 21-6	<b>Interstate War</b> <ul style="list-style-type: none"> <li>Schultz, K. A. (1999). Do democratic institutions constrain or inform? Contrasting two institutional perspectives on democracy and war. <i>International Organization</i>, 53(2), 233-266.</li> <li>Weeks, J. L. (2012). Strongmen and straw men: Authoritarian regimes and the initiation of international conflict. <i>American Political Science Review</i>, 106(2), 326-347.</li> <li>Treisman, D. (2022). Putin Unbound: How Repression at Home Presaged Belligerence Abroad. <i>Foreign Affairs</i>, 101(1), 40–53</li> </ul>	<ul style="list-style-type: none"> <li>Compare democratic and authoritarian approaches to war decision-making.</li> <li>Evaluate the role of regime type in conflict onset.</li> <li>Apply IR theories to ongoing conflicts.</li> </ul>
July 22-7	<b>Civil War</b> <ul style="list-style-type: none"> <li>Cederman, Lars-Erik, Nils B. Weidmann, and Kristian Skrede Gleditsch. "Horizontal inequalities and ethnonationalist civil war: A global comparison." <i>American Political Science Review</i> 105.3 (2011): 478-495.</li> <li>Cunningham, Kathleen Gallagher. "Actor fragmentation and civil war bargaining: How internal divisions generate civil conflict." <i>American Journal of Political Science</i> 57.3 (2013): 659-672.</li> <li>Nils-Christian Bormann. 2021. Three Questions and Answers About the Civil War in Ethiopia <i>Political Violence at a Glance</i> <a href="#">Link</a></li> </ul>	<b>Revolution Simulation</b> <ul style="list-style-type: none"> <li>Explain the causes of civil wars, including ethnic and economic inequalities.</li> <li>Assess how fragmentation among rebel groups affects conflict dynamics.</li> <li>Assess the role of ethnicity, resources, and political grievances in civil war onset.</li> </ul>
July 23-8	<b>Conflict Termination</b> <ul style="list-style-type: none"> <li>Croco, Sarah E. 2011. "The Decider's Dilemma: Leader Culpability, War Outcomes, and Domestic Punishment." <i>American Political Science Review</i> 105 (3): 457–77.</li> <li>Sticher, Valerie. 2022. "Why a Settlement in Ukraine Remains Out of Reach." <i>Political Violence at a Glance</i> <a href="#">Link</a></li> </ul>	<b>Paper 1 Due - 11:59 pm</b> <ul style="list-style-type: none"> <li>Discuss factors that contribute to war resolution and peace settlements.</li> <li>Evaluate the challenges leaders face in ending wars.</li> <li>Compare successful and failed cases of conflict termination.</li> </ul>
July 24-9	<b>Durable Peace</b> <ul style="list-style-type: none"> <li>Fortna, Virginia Page. 2003. "Scraps of Paper? Agreements and the Durability of Peace." <i>International Organization</i> 57 (2): 337–72.</li> <li>Sabine Carey, Marcela Ibáñez, and Eline Drury Løvlien. 2023, Perceptions in Northern Ireland: 25 Years After the Good Friday Agreement. <i>Political Violence at a Glance</i> <a href="#">Link</a></li> </ul>	<b>Paper 2 Instructions given</b> <ul style="list-style-type: none"> <li>Identify factors that contribute to long-term peace and post-conflict stability.</li> <li>Examine the role of peace agreements in preventing future conflict.</li> <li>Assess the challenges of post-conflict reconstruction and reconciliation.</li> </ul>



July 25-10	<b>Human Rights</b> <ul style="list-style-type: none"> <li>Hafner-Burton, E. M. (2008). Sticks and stones: Naming and shaming the human rights enforcement problem. <i>International organization</i>, 62(4), 689-716.</li> <li>Hafner-Burton, E. M. (2005). Trading human rights: How preferential trade agreements influence government repression. <i>International Organization</i>, 59(3), 593-629.</li> <li>Menon, R. (2017). Why Humanitarian Intervention Still Isn't a Global Norm. <i>Current History</i>, 116(786), 35-37. <a href="https://doi.org/10.1525/curh.2017.116.786.35">https://doi.org/10.1525/curh.2017.116.786.35</a></li> </ul>	<ul style="list-style-type: none"> <li>Define human rights and the mechanisms used to enforce them.</li> <li>Analyze the effectiveness of different strategies to promote and protect human rights.</li> <li>Debate the role of humanitarian intervention in global politics.</li> </ul>
July 28-11	<b>Review &amp; Conflict Negotiation Simulation Pre-Work</b> <ul style="list-style-type: none"> <li>Conflict Negotiation Simulation Pre-Work Sheet</li> </ul>	<b>Quiz 2 Due</b> <ul style="list-style-type: none"> <li>Understand the principles of conflict resolution and diplomacy.</li> <li>Develop negotiation strategies based on theoretical frameworks.</li> <li>Apply concepts of international bargaining in preparation for a simulation.</li> </ul>
July 29-12	<b>Climate Change</b> <ul style="list-style-type: none"> <li>Aklin, M., &amp; Mildemberger, M. (2020). Prisoners of the wrong dilemma: why distributive conflict, not collective action, characterizes the politics of climate change. <i>Global Environmental Politics</i>, 20(4), 4-27.</li> <li>Patrick Stewart, "The International Order Isn't Ready for the Climate Crisis" <i>Foreign Affairs</i> 100,6 (2021):166-77</li> </ul>	<ul style="list-style-type: none"> <li>Explain the political and economic challenges of global climate governance.</li> <li>Analyze the role of states, institutions, and non-state actors in addressing climate change.</li> <li>Discuss the barriers to international cooperation on environmental issues.</li> </ul>
July 30-13	<b>Trade Wars</b> <ul style="list-style-type: none"> <li>Georg Sørensen, Jørgen Møller, Robert Jackson. (2022) Chapter 10 Section 2</li> <li>The Washington Post, "Was Trump's China trade war worth it?," January 15, 2020.</li> <li>Eswar Prasad. 2025. The Age of Tariffs. <i>Foreign Affairs</i></li> </ul>	<ul style="list-style-type: none"> <li>Define trade protectionism and its impact on international relations.</li> <li>Analyze the causes and consequences of trade disputes.</li> <li>Debate the effectiveness of trade policies in achieving national economic goals.</li> </ul>
July 31-14	<b>Conflict Negotiation Simulation</b>	<ul style="list-style-type: none"> <li>Apply conflict resolution strategies in a simulated negotiation setting.</li> <li>Assess the challenges of reaching diplomatic agreements.</li> <li>Reflect on the complexities of international negotiations.</li> </ul>
Aug. 1-15	<b>Changes to the International Order</b>	<b>Paper 2 Due - 5:00pm</b>

	<ul style="list-style-type: none"> <li>● Mearsheimer, J. J. (2021). The Inevitable Rivalry. <i>Foreign Affairs</i>, 100(6), 48–58.</li> <li>● Mitchell, A. W. (2025). The Return of Great-Power Diplomacy. <i>Foreign Affairs</i>, 104(3), 24–39.</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze how shifts in global power dynamics shape the international order.</li> <li>● Compare different perspectives on great-power rivalry and global governance.</li> <li>● Assess the impact of U.S. foreign policy on international stability and diplomacy.</li> <li>● Debate the role of emerging powers and institutions in shaping the future of global politics.</li> </ul>
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Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

## Resources & Accommodations

### Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at [adsfrontdesk@umd.edu](mailto:adsfrontdesk@umd.edu).

### Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [UMD's Student Academic Support Services website](#) to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting [UMD's Writing Center](#) and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need ([UMD's Student Resources and Services website](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

### Notice of Mandatory Reporting

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible University Employee," and I must report all disclosures of sexual

assault, sexual harassment, interpersonal violence, and stalking to UMD's Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as [CARE to Stop Violence](#) (located on the Ground Floor of the Health Center) at 301-741-3442 or the [Counseling Center](#) (located at the Shoemaker Building) at 301-314-7651.

You may also seek assistance or supportive measures from UMD's Title IX Coordinator, Angela Nastase, by calling 301-405-1142, or emailing [titleIXcoordinator@umd.edu](mailto:titleIXcoordinator@umd.edu).

To view further information on the above, please visit the [Office of Civil Rights and Sexual Misconduct's](#) website at [ocrsm.umd.edu](http://ocrsm.umd.edu).

### **Statement on Diversity and Inclusivity**

The Government and Politics department deeply values the voices and perspectives of all people. We are committed to having a diverse department that recognizes and appreciates the differences in race, ethnicity, culture, gender, sexual orientation, religion, age, abilities, class, nationality, and other factors. Our department prioritizes diversity and seeks to foster a diverse community reflected in its faculty, staff, and students. In this class, students are invited to share their thoughts and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statement with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.

#### **Reporting Racism and Other Forms of Hate and Bias**

If you experience racism or other forms of bias in this class or any GVPT course, we encourage you to do at least one of the following:

- Report the experience to Sloan Lansdale, the instructor at [slansdal@umd.edu](mailto:slansdal@umd.edu).
- Report the experience to Professor Patrick C. Wohlfarth, the GVPT Director of Undergraduate Studies at [patrickw@umd.edu](mailto:patrickw@umd.edu).
- Report the experience to the GVPT Diversity, Equity, and Inclusion committee, led by Professor Antoine Banks at [abanks12@umd.edu](mailto:abanks12@umd.edu).
- Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at

<https://diversity.umd.edu/bias/>.

### **Basic Needs Security**

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD's Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

### **Veteran Resources**

UMD provides some additional supports to our student veterans. You can access those resources at the office of [Veteran Student life](#) and the [Counseling Center](#). Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

## Netiquette Policy [Optional]

Netiquette is the social code of online classes. Students share a responsibility for the course's learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette.

## Participation

- Given the interactive style of this class, attendance will be crucial to note-taking and thus your performance in this class. Attendance is particularly important also because class discussion will be a critical component for your learning.
- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session.
- Students with a legitimate reason to miss a live session should communicate in advance with the instructor, except in the case of an emergency.
- Students who miss a live session are responsible for learning what they miss from that session.
- Additionally, students must complete all readings and assignments in a timely manner in order to fully participate in class.

## Course Evaluation

Please submit a course evaluation through Student Feedback on Course Experiences in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. Please go directly to the [Student Feedback on Course Experiences](#) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

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