

POL 271 (D): World Politics
Harrison 111

Mondays & Wednesdays, 11:40 AM – 1:00 PM
3 credit hours

Instructor:

Keith A. Preble, PhD

Phone:

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Office Hours:¹

M-Th (no Thursdays):
12pm-1pm

Email:

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or

by appointment via Calendly
(link on Canvas and TopHat)

Course Description:

World Politics introduces students to the study of international relations, one of the key subfields of political science. The course will acquaint students with international relations in three ways by exploring *theories of international relations*, *studying the actors involved in international relations*, and *the interactions between and among actors in the international system* that can potentially lead to war, peace, trade, conflict, and transnational issues and phenomenon. We will study how international politics through a myriad of theoretical lenses in international relations and study how these theories understand contemporary issues in world politics, such as climate change, foreign policy challenges, war and conflict, human security, disease, and terrorism. We will cover five main areas: theoretical approaches, foreign policy analysis, global security, international political economy, and global governance (including global policy, human security, and international organizations).

This is a TopHat Course. All assessments (with one exception) will be completed through TopHat – students are responsible for logging in regularly and keeping up to date with course assignments (exception: midterm project will be submitted for grading on Canvas).

This course satisfies perspective area student learning outcomes in **Social Science** and **Global Inquiry**.

Learning Outcomes:

1. Our students will be able to define and explain political science concepts, theories and approaches.
2. Our students will demonstrate skill in evidence-based reasoning from identifying the appropriate data or evidence necessary to construct a convincing argument to constructing and communicating that argument.

¹ Office Hours Schedule begins Monday, September 9. If you need to meet with me during the first two weeks of the course, please make an appointment via Calendly.

3. Our students will be able to identify the appropriate methodology, design and analysis for a given problem and understand the ethical components of research choices.
4. Our students will be able to apply political science knowledge to contemporary political issues and problems and be able to identify and evaluate alternative political science-based solutions.
5. Our students will be able to formulate, propose and advocate possibilities for positive change in democratic society as engaged and informed citizens.

Course Outcomes:

- Students should be able to understand and explain the different theoretical approaches to understanding international relations and state behavior.
- Students should be able to apply theoretical approaches to current international and global policy issues and demonstrate which framework helps us understand the dynamics better and why.
- Students will become fluent in key concepts of world politics from a wide array of theoretical traditions across the main subfields of world politics (theory, security, global governance, political economy, and foreign policy).
- Students will develop an understanding and appreciation of global variation in the international community's efforts to tackle shared policy concerns (like climate change, conflict, human trafficking, etc.).
- Students develop an appreciation for key scholars in IR that embraces diversity and inclusion through engagement with reading, videos, and other content.

Miami Plan

This course meets the requirements of the **four pillars** of the Miami Plan: *civic-mindedness and social engagement, critical and integrative thinking, communication and expression, and collaboration and innovation*. Assessments (essays) and in-class activities (discussions) will provide you with an opportunity to build and develop each of these four key pillars.

Social Science Student Learning Objectives:

1. Investigate human behavior, social relationships, and/or the interactions of people with their cultural, social and political environments.
2. Examine social phenomena including distinct human communities, political processes and structures, interpersonal and intercultural relationships, economic behaviors, psychological phenomena, and the relationships that discrete human populations have with other subnational, national, or international entities.
3. Explain the primary theoretical approaches used in the social science discipline.
4. Analyze the primary quantitative and/or qualitative research methods used in social science discipline.
5. Discuss the primary ethical issues raised by the practices and findings of the social science discipline.

Global Inquiry Student Learning Objectives:

1. Describe the origins and contexts of global forces and their impacts on individuals and collective groups
2. Determine and assess relationships among societies, institutions, and systems in terms of reciprocal – though not necessarily symmetrical – interactions, benefits, and costs.
3. Identify and analyze the consequences of global forces and their impacts on individuals and collective groups.

Course Assessments:

There is very little “homework” in the course except for assigned reading. Half of your grade comes from simply showing up and participating in class. There are **weekly reading checks** (very short take-home quizzes you do after class on your own) and **post-lecture reflections** (which you may do in the last 5-10 min. of class or do at home and submit within a week). The remaining 50% of your grade comes from your midterm and final exam grades.

- **Attendance** **10%**
 - This course operates under the principle of positive attendance (and positive participation), which means that students earn the attendance grade they want based on the frequency of their attendance. The more you show up, the higher your attendance (and participation) grade will be. Each student has **four unexcused absences, which they can use as they wish** (there may be some days where unexcused absences are not permitted; please monitor announcements on Canvas). See attendance policy for details.

- **TopHat Activities** **40%**
 - TopHat is an interactive online course management system that allows the instructor to design a multitude of activities to engage students. Your TopHat Activities grade will consist of **in-class** and **out-of-class activities**:
 - **In-class activities:** *In-class activities cannot generally be made up. If you miss class, you lose the ability to earn points. In-class activities are meant to incentivize attendance and participation in class. Students who have an excused absence or use one of their four unexcused absences will have in-class activities waived.*
 - **In-class reading checks and lecture checks given during lecture (5 points for each question):** Students receive points for completing the activities not on the correctness of their submission. These activities gauge your understanding of the lectures and readings. TopHat times these activities; questions presented in class may re-appear on the final exam.
 - **In-class discussions (10 points for each discussion):** TopHat has a discussion module. There will often be at least 1 (sometimes several) discussion each lecture.
 - **Group activities**
 - **Out-of-class activities (“Homework”):** *These activities must be completed by all students regardless of attendance in class; these are never excused. These will open and close as they are assigned; students are responsible for completing them as indicated.*
 - **Take-Reading Quizzes:** There will be one short take-home quiz each week on the assigned readings. When assigned, students will have 1 week to complete them. Points awarded are based on the

correctness of your responses; points awarded will vary. These questions will give you a chance to practice for the midterm & final exams.

- **Post-lecture reflection activities (10 points per reflection):** At the end of most if not each lecture/class, I will pose a post-lecture reflection. I will stop class 5-10 minutes early to give everyone a chance to complete the activity on TopHat. These reflections provide an opportunity to communicate, collaborate, and practice critical and integrative thinking.

Take-Home Midterm & Final Exam

25% + 25% = **50%**

- The midterm and final exams consist of two parts: a short response paper on a key course question and a “traditional” exam with multiple choice, true/false, and a few short answer questions. The purpose of having an essay is to meet the Miami Plan requirements but also not place a whole quarter of a grade in an exam that many students do not enjoy. This way, if you do poorly on the timed exam, the impact will be offset by a stronger essay (and vice versa).
- The midterm and final exam response essays should be submitted via Canvas.
- The midterm is **Monday, October 21** during class time, but you will do the exam at home or wherever you wish to do the exam to help you do well (do not come to class).
- The final exam is takes place during our scheduled final exam time during exam week (once I know this day, I’ll communicate it). The exam will be like the midterm and be done at home. *You do not need to come to class to do the final exam.*

Extra Credit

2%

- Students can earn up to a maximum of **200 extra credit points**. Throughout the semester, I’ll post extra credit activities: short responses to current events, webinars, on-campus activities, and so forth. The points you earn are divided by 100 and added directly to your final grade, for a maximum of 200 points. You could potentially receive a full 2 points toward your final grade meaning that if your final grade at the end of the semester is a 91.7 (A-), then you would receive a 93.7 (A) if you completed all the extra credit.
- Extra credit activities should be submitted via Canvas. Late extra credit is not accepted.

Textbooks and Course Materials:

Students should rent/purchase or utilize the following book in the library:

Joseph Grieco, G. John Ikenberry, and Michael Mastanduno (2023). *Introduction to International Relations*. 3rd Edition. Bloomsbury Academic.

There are **three copies of the textbook on reserve in the library** if you do not wish to purchase or rent the book. Please note that we will read the entire book over the course of the semester. *Please note that in such a large class, you may find getting access to the book difficult, especially at final exam time.* Questions on the final exam will come from both the readings and the lectures. Lack of access to the book will not be considered a valid excuse to complete assignments and participate.

Course Schedule:

Readings are assigned and should be completed on a weekly basis. *Ideally, you should complete the reading for the week prior to the start of that week.*

We will mainly focus on reading the assigned textbook. I will supplement some weeks with readings from *The Conversation*, a news web site that publishes “public-facing” academic research (so the articles are short and to the point). Additionally, in some weeks there will be excerpts from some academic books and journal articles, as well.

Course Reading and Assignment Schedule

- 0: Monday, August 26: **Introductions, Syllabus Review, and Activity**
 - Be sure you set up TopHat. We will start using it on August 28.
- 1: Wednesday, August 28: **What is ‘international relations’?**
 - Reading:
 - Chapter 1, pp. 2-30.

Monday, September 2: No Class – Labor Day

- 2: Wednesday – September 4: **Global System of States**

- **I will be away at the American Political Science Association (APSA) Annual Meeting in Philadelphia from 9/4-9/7.**
- **Class on this day will be “asynchronous” – watch the online lecture and complete and submit the required activity by Monday, April 9 by 11:40 AM.**

- Reading:
 - Chapter 2, pp. 34-81

- **Short Read:** Donald Houston (2017). “Five maps that will change how you see the world.” *The Conversation*. <https://theconversation.com/five-maps-that-will-change-how-you-see-the-world-74967>
- Video Clip: West Wing, Season 2, Episode 16: <https://youtu.be/vVX-PrBRtTY?si=u1AOwVRb1OdRlydT>

▪ **3: Monday & Wednesday – September 9 & 11: Theories of IR – Rational Theories**

- Key terms: neorealism, neoliberalism
- Reading:
 - Chapter 3, pp. 82-98

▪ **4: Monday & Wednesday – September 16 & 18: Theories of IR – Other Approaches**

- Key terms: constructivism, feminism
- Reading:
 - Chapter 3, pp. 99-120.

▪ **5: Monday & Wednesday – September 23 & 25: Foreign Policy Analysis**

- Reading:
 - Chapter 4, pp. 122-155
 - **Short read:** Erik C. Nisbet & Elizabeth Soycheff (2016). “Why Russians support Putin’s foreign policy?” *The Conversation*. <https://theconversation.com/why-russians-support-putins-foreign-policy-64353>
 - **Short read:** Sibel Oktay (2016). “Explaining the Istanbul bombing: Turkey’s six foreign policy sins.” *The Conversation*. <https://theconversation.com/explaining-the-istanbul-bombing-turkeys-six-foreign-policy-sins-61841>
 - **Short read:** Charmaine N. Willis and Keith A. Preble (2024). “3 years on from coup, economic sanctions look unlikely to push Myanmar back to democracy.” *The Conversation*. <https://theconversation.com/3-years-on-from-coup-economic-sanctions-look-unlikely-to-push-myanmar-back-to-democracy-221297>

▪ **6: Monday & Wednesday – September 30 & October 2: Laws and Organizations**

- Reading:
 - Chapter 5, pp. 156-198
 - Oona Hathaway and Scott J. Shapiro (2017). *The Internationalists: How a Radical Plan to Outlaw War Remade the World*. New York: Simon & Schuster, Read the introduction, pp. ix-xxii (9-22).
 - **Short read:** Thomas G. Weiss (2022). “UN Security Council is powerless to help Ukraine – but it’s working as designed to prevent World War III.” *The Conversation*. <https://theconversation.com/un-security-council-is->

[powerless-to-help-ukraine-but-its-working-as-designed-to-prevent-world-war-iii-180936](#)

7: Monday & Wednesday – October 7 & October 9: **Causes of War**

• Reading:

- Chapter 6, 202-243
- **Short read:** Valerie Morkevicius (2022). “How do Russia’s reasons for war stack up? An expert on ‘just war’ explains.” *The Conversation*. <https://theconversation.com/how-do-russias-reasons-for-war-stack-up-an-expert-on-just-war-explains-178135>
- Uppsala Conflict Data Program (2023). “UCDP: Record Number of Armed Conflicts in the World.” <https://www.uu.se/en/press/press-releases/2024/2024-06-03-ucdp-record-number-of-armed-conflicts-in-the-world>
- **Short read:** Keith A. Preble and Charmaine N. Willis (2024). “How Russia has managed to shake off the impact of sanctions – with a little help from its friends.” *The Conversation*. <https://theconversation.com/how-russia-has-managed-to-shake-off-the-impact-of-sanctions-with-a-little-help-from-its-friends-223632>
- **Short read:** Monica Duffy Toft (2023). “US military spending in Ukraine reached nearly \$50 billion in 2022 – but no amount of money alone is enough to end the war.” *The Conversation*. <https://theconversation.com/us-military-spending-in-ukraine-reached-nearly-50-billion-in-2022-but-no-amount-of-money-alone-is-enough-to-end-the-war-197492>
- **Short read:** Tatsiana Kulakevich (2024). “Senate approves nearly \$61B of Ukraine foreign aid – here’s why it helps the US to keep funding Ukraine.” *The Conversation*. <https://theconversation.com/senate-approves-nearly-61b-of-ukraine-foreign-aid-heres-why-it-helps-the-us-to-keep-funding-ukraine-228344>
- **Short read:** Maria Demertzis, Camille Grande, and Luca Léry Moffat (2023). “European public opinion remains supportive of Ukraine.” *Bruegel*. 5 June. <https://www.bruegel.org/analysis/european-public-opinion-remains-supportive-ukraine>
- **Short read:** Lowy Institute (2024). “Australia’s response to the war in Ukraine.” <https://poll.lowyinstitute.org/charts/australias-response-war-ukraine/>
- **Short read:** Michael A. Allen (2023). “Russia wants military aid from China – here’s why this deal could help China, too.” *The Conversation*. <https://theconversation.com/russia-wants-military-aid-from-china-heres-why-this-deal-could-help-china-too-201284>

FALL BREAK – OCTOBER 11-13

8: Monday -- October 14 & October 16: **Interstate Peace**

- Reading:
 - Chapter 7, pp. 244-274
 - **Short read:** Andrew Blum (2023). “All wars eventually end – here are 3 situations that will lead Russia and Ukraine to make peace.” *The Conversation*. <https://theconversation.com/all-wars-eventually-end-here-are-3-situations-that-will-lead-russia-and-ukraine-to-make-peace-197780>
 - Michael Doyle (2024). “Why They Don’t Fight: The Surprising Endurance of the Democratic Peace.” *Foreign Affairs* (download from Canvas) -- <https://www.foreignaffairs.com/world/why-they-dont-fight-doyle>

9a: Monday, October 21: **Midterm Exam**

- The midterm exam will be conducted via TopHat.
- *Do not come to class; you will complete the midterm at home, in the library, or wherever you feel like doing the exam during our normal class time.*

9b: Wednesday, October 23: **Technological Change**

- Reading:
 - Chapter 8, pp. 276-310
 - **Short read:** Nina Srinivasan Rathbun (2022). “Russia is sparking new nuclear threats – understanding nonproliferation history helps place this in context.” *The Conversation*. <https://theconversation.com/russia-is-sparking-new-nuclear-threats-understanding-nonproliferation-history-helps-place-this-in-context-180533>
 - **Short read:** Scott Shackelford (2017). “Should cybersecurity be a human right?” *The Conversation* <https://theconversation.com/should-cybersecurity-be-a-human-right-72342>
 - **Short read:** Chen Kane (2019). “Why proposals to sell nuclear reactors to Saudi Arabia raise red flags?” *The Conversation*. <https://theconversation.com/why-proposals-to-sell-nuclear-reactors-to-saudi-arabia-raise-red-flags-112276>

10: Monday & Wednesday, October 28 & October 30: **International Economics**

- Reading:
 - Chapter 9, pp. 314-356
 - **Short read:** Renaud Foucart (2024). “Russia has become so economically isolated that China could order the end of war in Ukraine.” *The*

Conversation. <https://theconversation.com/russia-has-become-so-economically-isolated-that-china-could-order-the-end-of-war-in-ukraine-232951>

- **Short read:** Rebecca Ray (2020). “Trump’s trade war – what was it good for? Not much.” *The Conversation*. <https://theconversation.com/trumps-trade-war-what-was-it-good-for-not-much-147247>

▪ **11: Monday & Wednesday, November 4 & November 6: States and Markets**

- Reading:
 - Chapter 10, 358-391
 - **Short read:** Patrick E. Shea (2024). “What happens next in Ukraine’s debt negotiations could change the course of the war.” *The Conversation*. <https://theconversation.com/what-happens-next-in-ukraines-debt-negotiations-could-change-the-course-of-the-war-233355>
 - **Short read:** Greg Wright and Emily J. Blanchard (2016). “Is Trump right that the TPP will destroy millions of jobs and cede US sovereignty?” *The Conversation* <https://theconversation.com/is-trump-right-that-the-tpp-will-destroy-millions-of-jobs-and-cede-us-sovereignty-62085>

▪ **12: Monday & Wednesday, November 11 & November 13: Dilemmas of Development**

- Reading:
 - Chapter 11, pp. 394-432
 - NRGi Reader (March 2015). “The resource curse: the political and economic challenges of natural resource wealth.” National Resource Governance Institute, pp. 1-6. https://resourcegovernance.org/sites/default/files/nrgi_Resource-Curse.pdf

▪ **13: Monday & Wednesday, November 18 & November 20: Sovereignty Challenges**

- Reading:
 - Chapter 12, pp. 436-467
 - **Short read:** Maggie Smith (2022). “Russia has been at war with Ukraine for years – in cyberspace.” *The Conversation* <https://theconversation.com/russia-has-been-at-war-with-ukraine-for-years-in-cyberspace-176221>
 - **Short read:** Henning Melber (2016). “Is the fragile state index ‘fatally flawed’?” *The Conversation*. <https://theconversation.com/is-the-fragile-states-index-fatally-flawed-62057>

▪ **14: Monday, November 25: Asynchronous Virtual Class**

- *Due to the Thanksgiving Holiday this week, we will have an asynchronous class. I understand that many students travel quite a distance and want to save money on airline tickets/travel by planning ahead.*

- Online Lecture:
 - Please watch the online lecture on **International Climate Politics** (see link on Canvas)
- Reading:
 - Chapter 13, pp. 470-502
 - **Short read:** Firmin DeBrabander (2017). “Why is climate change such a hard sell in the US?” *The Conversation*. <https://theconversation.com/why-is-climate-change-such-a-hard-sell-in-the-us-78794>
 - **Short read:** Michaela Papa (2022). “50 year of UN environmental diplomacy: what’s worked and the trends ahead.” *The Conversation* <https://theconversation.com/50-years-of-un-environmental-diplomacy-whats-worked-and-the-trends-ahead-182207>
 - **Short read:** Martina Grecequet, Ian Noble, and Jessica Hellmann (2017). “Many small island nations can adapt to climate change with global support.” *The Conversation*. <https://theconversation.com/many-small-island-nations-can-adapt-to-climate-change-with-global-support-86820>
 - **Short read:** David Titley (2016). “A military view on climate change: It’s eroding our national security, and we should prepare for it.” *The Conversation*. <https://theconversation.com/a-military-view-on-climate-change-its-eroding-our-national-security-and-we-should-prepare-for-it-65535>
 - **Short read:** Antaya March, Cressida Bowyer, and Steve Fletcher (2024). “A global plastics treaty is being negotiated in Ottawa this week – here’s the latest.” *The Conversation*. <https://theconversation.com/a-global-plastics-treaty-is-being-negotiated-in-ottawa-this-week-heres-the-latest-228432>

Wednesday, November 27: NO CLASS – THANKSGIVING HOLIDAY

▪ 15a: Monday, December 2: Environmental Politics

- *Continue any readings you didn’t complete on 11/25!*

▪ 15b: Wednesday, December 4: Review Session

- **IR Jeopardy**
 - *Will feature questions on the final exam – come learn and practice!*
- Teams can win extra!

COURSE POLICIES

Academic Accommodations

Students who work with Student Disability Services and have academic accommodations should communicate those to the instructor as soon as possible.

SDS web site: <https://miamioh.edu/student-life/sds/>

Academic Integrity

Students must do their own work; there should be **no collaboration** on any assignments unless indicated/permitted by the professor. The university policy on academic integrity can be found here, and students are expected to understand and comply with all of its provisions:

<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>

Please note that all violations of academic integrity will be reported to the Office of Academic Integrity. Academic integrity consists of cheating, plagiarizing, multiple submissions (submitting an assignment for this course that you also submitted in another), fabrication, misrepresentation, and unfair advantage.

All work you submit should be **in your own words**. In other words, you should *never ever copy from textbooks, lecture slides (these are my creations and words), or other materials (case documents, online searches, etc.)*. Parroting back and copying concepts word for word in a textbook, lecture slides, or other source not only does not demonstrate understanding, but you have now engaged in academic dishonesty by using someone else's academic contribution and creation as your own.

Students often assume that if they copy something from a source without using direct quotation marks and cite it that they have not violated academic integrity. **This is wrong**. Also, changing a handful of words is also not sufficient, either. Paraphrasing and summarizing are required in all assignments you submit to this course. *If you are unsure if you are following the rules of academic integrity in your written work, you should come talk to me or seek out writing help on campus:*

“Students are responsible for knowing and understanding these standards; misunderstanding of the appropriate academic conduct will not be accepted as an excuse for academic dishonesty. If a student is in doubt about appropriate academic conduct in a particular situation, he or she should consult with the instructor of the course, the department chair/program director, the academic dean in the appropriate division, or the Assistant Director for Academic Integrity in order to maintain the highest standards of academic integrity.”

- <https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>

Attendance Policy

I have been teaching since 2016, and, over that time, I have noticed that students who attend class regularly with the least number of absences do best in their courses.

First, please familiarize yourself with the University's general policy on attendance:

- [The only University-recognized absences are religious holidays and military service obligations](#). If you are impacted by religious holidays and such obligations, please email me and let me know in the first two weeks of the course. Documentation for military service obligations will be required.
- [According to the handbook](#), "it is the student's responsibility to negotiate specific arrangements with individual instructors about any absences. The Senate also recognizes the fundamental value of extra- and co-curricular activities and their significance in students' overall educational experience. Instructors should recognize that participation in such activities is an integral part of students' education and helps to fulfill the comprehensive mission of the University." As the handbook notes, "faculty, student groups and organizations, and the University athletic coaching staff be sensitive to the academic needs of students and the need for students to comply with the attendance policies in their respective courses."
- [According to the student handbook](#), "faculty are strongly encouraged to work with students who miss class due to a death in the family, serious illness or other critical circumstance. Students needing assistance regarding absences due to death, illness or other critical circumstance should contact the Office of the Dean of Students."

Attendance Policy:

- Each student has **four unexcused absences** over the semester. These are absences you can use at your discretion. I'll apply them automatically after each class in the TopHat gradebook. **Unexcused absence cannot be used on days we have exams (midterm, final).**
 - *Examples:* feeling under the weather or blah but not ill enough to go to student health; job interviews; vacations; taking an extra-long weekend; leaving early for fall/Thanksgiving break; oversleeping; not in the mood to attend; etc.
- After you exceed your four **unexcused absences**, additional absences that occur *without documentation* will *not* result in the excusal of in-class activities that day, and you will not receive credit for that day you missed.
- I will generally excuse absences for the following (although these will be evaluated on a case-by-case basis):
 - **Illness and hospitalization:** documentation is required
 - **Bereavement/deaths in the family:** no documentation is required; just email me to explain.
 - **University-sanctioned/sponsored events**, such as athletics, intramural and club activities. *Documentation is required.* You should receive a letter from the party

responsible for your activity, and this should be emailed to me as soon as you have it.

- **Childcare:** If you have children/child care responsibilities, discuss early in the semester.
- **Elder care:** If this applies to you, let me know early in the semester.
- **Other issues are they arise** on a case-by-case basis.

REMEMBER: All coursework must be completed even when you miss class. An excused absence does not absolve you of the responsibility of completing post-lecture reflections and take-home quizzes. Only in-class activities and attendance will be excused as necessary.

Canvas and TopHat

Canvas will contain the course's supplemental readings, syllabus, and administrative information on the course.

All assignments will be completed in TopHat unless indicated otherwise.

Classroom Conduct

Students should come to course highly engaged and active in our learning environment. While politics is at times a contentious and controversial subject, students should maintain the highest level of civility, professionalism, and respect for one another and the professor in the class regardless of differences of opinions. This class will require sophisticated arguments and critical thinking, I expect that students use these skills to develop their own opinions and express their own thinking.

COVID-19 Policies

COVID-19 has not disappeared and may come in waves and cycles throughout the year (along with the flu, RSV, and a host of other respiratory illnesses). Please adhere to any university regulations regarding masks and vaccines.

I have no objections or concerns with students wearing masks in class even when they are not required. I just ask that you please make an effort to speak up and speak clearly as I have some hearing loss in both ears and will be unable to compensate by reading your lips.

If you become infected with COVID-19, please follow established university guidelines. No student should come to class if they have COVID-19, flu, or other communicable illness. If you have a medical diagnosis, a make-up opportunity is almost guaranteed; please do not risk coming to class and infecting me or your classmates if you are ill. Please contact me as soon as you can if you miss an exam or other important activity.

If you anticipate missing more than 1 class session, please do your best to secure a doctor's note indicating how long you must remain quarantined or out of the classroom. I ask this not

because of a lack of trust but to ensure that I can help you get caught up and do not fall behind (as well as making sure that you are okay and not in any danger).

Grading

A+: 97-100	A: 93-96	A-: 90-92
B+: 87-89	B: 83-86	B-: 80-82
C+: 77-79	C: 73-76	C-: 70-72
D+: 67-69	D: 63-66	D-: 60-62
F: 59 and below		

Make-Up Policy

1. If you miss class and do not have an excused absence, you cannot make-up participation activities we do on TopHat. The only exception to this policy will be for religious holidays and military service. Students out of class for religious holidays should contact the instructor to discuss make-up opportunities.
2. If you have an unexcused absence available, you only need to complete post-lecture reflection activities. In class activities will be waived and will not count against you.

Late Penalties

All assignments must be completed by the due dates indicated. Items not submitted on time will be automatically marked as a zero. If you have a documented motive/reason for not submitting work, I may re-open assignments and/or accept late work with a penalty (5 points per day). Midterm and final exam essays *must be submitted prior to the traditional exam so I have time to grade your work in a timely manner; unsubmitted work will be marked a zero.*

Again, if you're sick or something keeps you out of class, please communicate to me and share documentation if/when you have it. The best way to avoid penalties is simply to keep in contact with me.

Title IX: Confidentiality and Responsible Employee Statement

Miami University faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. Miami University strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct. You may contact the Deputy Title IX Coordinator at titleix@miamoh.edu or learn more by visiting <https://www.miamioh.edu/student-life/office-of-dean/support-services/title-ix/index.html>.

Please be aware that under Title IX of the Education Amendments of 1972, **I am required to disclose information about such misconduct to the Deputy Title IX Coordinator** (for sexual misconduct involving students) **and to the Title IX Coordinator** (for sexual misconduct involving

faculty and staff). Title IX Coordinators will reach out to offer information on resources, rights, and procedural options after receiving a report.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Student Counseling Service at 513-529-4634 to schedule an appointment. For more information about reporting options and resources at Miami University and in the community, please visit <https://www.miamioh.edu/campus-safety/sexual-assault/resource-guide/index.html>.

Writing Center

If you need help with your writing, please reach out to the Howe Writing Center for assistance.

Generative AI Policy

Faculty are encouraged to outline the extent to which they permit AI use in their courses. My take is that students would be better served doing their own thinking and writing rather than relying on automation to do the work for them.

Therefore, AI use is not permitted in the course.

I will admit that it is nearly impossible for me *to prove* that you used an AI tool. Your use of it will likely result in a lower grade -- not because you used AI but because the quality of your submission is poor.

Will you be reported to the Office of Academic Integrity for using AI? *No.*

Will you be reported to the Office of Academic Integrity for violating the university's policies on academic integrity? *Yes.*

All of the students who have been reported have been the result **falsification** (inventing sources/citations) and **misspecification** (citing a source and indicating that it applies to some facts in the AI-generated content but then the source you use say nothing about the AI-generated content). It isn't really about AI but in the fact that you allowed AI to cause you to violate the university's policies on academic integrity.

Over the last few semesters, here is what I have observed:

- AI has particular linguistic patterns -- these have been identified by scholars. AI tends to focus more on the structure of the output rather than the quality/consistency of the output. What results is that you have generated some kind of output, that is something seemingly well-written structurally and stylistically but haven't said much of anything (or there are lots of contradictions) in your response. I've had students challenge their grade on submissions, assuming that AI is flawless and impeccable.

- AI responses tend to be superficial and fail to engage with a topic. In some cases, the response lacks temporal continuity. For example, in a course last semester, I asked students to talk about an election in Taiwan whose President was inaugurated in June 2024. A submission that used AI drew on sources written 20 years *prior to the election* before some individuals had even finished high school and/or entered politics, which made no sense.
- Most students who end up getting into trouble with the Office of Academic Integrity do so *not because they used generative AI tools* but because the generative AI tools have invented sources, often to the point of:
 - creating fake URLs to web pages that don't exist
 - creating fake authors that do not exist
 - creating fake article titles that sound good but can't be found in Google searches, academic databases, or the archives of the newspapers/magazines/journals that have been cited
 - creating fake newspapers and sources, often in other languages
 - If you submit a paper with falsified and/or misspecified sources, I will report your submission to the office of academic integrity. Fake sources will not be tolerated and will not help you in the 'real world' where the use of such false sources would like have severe professional repercussions.
- AI tools are terrible at citations, so you'll need to add them manually and properly anyway. What trips up students is that they find sources related to the topic and randomly throw them into the AI-generated text they've received. However, citing something from the output using a source that then doesn't address that output is not permissible. In other words, if your AI-generated content is about a particular Chinese leader but the source you cite never mentions this leader once or refers to a different leader, and now you've committed academic dishonesty.

At the end of the day, I can't sit there and monitor your work. If you *choose* to use AI (which I don't recommend), you will likely need to do significant editing that may likely mean more work than if you just did it on your own. Please be advised that if you use AI and you submit poor quality work, you are responsible for what you submit. Blaming the AI will not be grounds for a grade appeal, as it is not welcome nor permitted in this course.

AI is a tool like a screwdriver. The screwdriver doesn't tighten the screws or loosen them automatically; you must provide the kinetic energy/motive power to make the screw move using the tool.

Simply having access to/owning a screwdriver does nothing if you don't apply the necessary energy to make it work. AI operates under the same logic. Sure, it might spit out some content that looks and sounds good, but does it say what you need it to say, or will it get you into trouble with the university by committing violations of academic integrity? Be mindful of your choices and actions as you complete your work in this course and other courses.

