Course and Contact Information

Instructor: Sabrina Pinnell
Office Location: Clark 404D
Telephone: (408) 924-5343
Email: SLPinnell@gmail.com (Preferred method of contact)

Office Hours: M W 2-3:30, and by appointment
Class Days/Time: M W 9:00-10:15
Classroom: DMH 161

Prerequisites: Pols 1 and Pols 4 strongly recommended

Course Format
This class is primarily lecture and in-class discussion. However, there is a Canvas page for the class that will be used for reserve materials, uploads of papers to check for course use and as an archive for course handouts. Students are expected to be able to access this page.

Course Description
This class examines the factors that shape American foreign policy decision-making: organization, administration, parties, groups and public opinion. We will consider conceptual elements of making policy, the various actors involved, and the methods used to carry out these policies. Relations among government branches and democratic responsibility in foreign policy making will be a consideration.

Department of Political Science Learning Outcomes
The Political Science Department has the following objectives for its students:

1) Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
2) Application: Students should be able to apply a variety of techniques to identify, understand, and analyze domestic and international political issues and organizations.
3) Disciplinary methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, have competence in systematic data gathering using library sources, government
documents, and data available through electronic sources, should be able to
evaluate research studies, and should be able to critically analyze and interpret
influential political texts.

4) Communication Skills: Students should master basic competencies in oral and
written communication skills and be able to apply these skills in the context of
political science. This means communicating effectively about politics and/or
public administration, public policy, and law.

5) Citizenship: Students should acquire an understanding of the role of the citizen in
local, state, national, and global contexts and appreciate the importance of lifelong
participation in political processes.

Course-Specific Learning Outcomes

At the end of this class, students should be able to:

1) Describe various concepts that are vital to considering foreign policy problems in
   the U.S., including paradigms of international relations, the national interest,
   doctrines of specific U.S. presidents, and the perceived role of the U.S. in global
   politics;

2) Know the various actors involved in the U.S. foreign policy process, including the
   branches of government, political parties and groups, and public opinion;

3) Describe various methods used to implement foreign policy, including diplomacy,
   economic measures, foreign aid, intelligence gathering and military force;

4) Describe examples of current foreign policy problems, how the U.S. has taken
   action to address them, and the effect on the U.S. both domestically and on the
   world stage.

These objectives will be fulfilled through a combination of in-class discussion, exams
and a research paper to be completed at the end of the class.

Required Texts/Readings

Textbook/Other Readings

The required text for the class is Steven W. Hook’s U.S. Foreign Policy: The Paradox of World
addition, readings may be assigned that are on the Canvas webpage for the class (look under
“Files”) or that have links embedded in this syllabus (see Schedule). All readings for class are
required readings.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will
spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per
week), including preparing for class, participating in course activities, completing assignments,
and so on. More details about student workload can be found in University Policy S12-3 at
Students will be evaluated in the following ways for this course:

- **Participation**: 40 points
- **Exams (3 x 60)**: 180 points
- **Research Paper**
  - **Outline**: 40 points
  - **Paper**: 100 points
  - **Final Evaluation**: 40 points

Total: 400 points

**Participation**: Students are expected to come to class with the readings done beforehand, in order to ask questions during lecture and participate in class discussions. Questions may be provided beforehand as well to help students prepare for discussion. While attendance is not the primary way that participation will be measured, students are reminded that if they are not in class, they are not participating and this will affect this portion of their grade.

**NOTE** that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**Exams**: There will be three short-answer tests with a choice of six out of seven short-answer questions worth 10 points each for a total of 60 possible. Each answer should be answerable in 4-5 sentences, no more than a paragraph each. These tests will measure the knowledge of students in the three major sections of the class (Foundations, Internal Actors, Policy Domains and External Actors). A study guide will go out a week ahead of the exam to help you prepare. All exams are closed-book, closed-note and will take up the class period they are scheduled. See the Schedule for dates.

Students must take exams on the day they are scheduled, barring a verifiable emergency. If you are unable to take a test as scheduled for this reason, it is your responsibility to contact the instructor as soon as possible to arrange a make-up. You will be expected to provide written verification of your emergency at that time. Exams must be made up within a week of the test date, or students will receive a zero for that part of the course grade. No exam will be given in advance for any reason.

**Research Paper**: The major concluding project for the class is a research paper of 6-7 pages (1500-1750 words, excluding bibliography) on a topic that concerns a current foreign policy problem for the U.S. This paper will be worth a total of 100 points. Please see the handout appended to this syllabus for more information. You will have to select one of the topics provided to do your paper, unless you can suggest one to the instructor and have it cleared by February 22nd. You will submit an outline with the topic you choose and some preliminary answers to the questions of the paper by March 16th. Finally, you are expected to use at least six sources to help you research the background of your topic.  

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1. Please see the handout at the end of the syllabus for more information.
the day of the final (May 18th) in the testing room during the test period. You must also upload your paper to Canvas as well to qualify for grading.

**Final Evaluation:** On the day of the final (May 18th, 8:00-9:45), students will fill out an end-of-course evaluation that will ask students to evaluate their performance in the class as well as the materials and subject matter of the course. Even if you elect to turn in the paper ahead of this date, you are expected to be in class on the scheduled date to complete this activity. If you cannot attend due to a verifiable emergency, you need to contact the instructor to makeup the evaluation after the scheduled time. Students must fill out the form completely to qualify for the final 40 points of the course.

**Policy on Submitting Written Work in this Course**

In order to make sure all students complete their work under equal and fair conditions and to facilitate turnaround on grading, the following policy applies to submitting written work (the research paper) for this course:

1) Students must submit their work by the day designated in the syllabus, barring an emergency that is verifiable in writing. Other situations where a student may not be able to turn in an assignment on time require contacting the instructor before or on the date of submission to get an extension. Extensions will be granted at the instructor's discretion.

2) All written assignments must be submitted as hard copies on the day they are due to qualify for full credit. No assignments may be submitted via e-mail for any reason. Late hard copies of papers will lose the equivalent of one letter grade per day (if 100 points, then 10 points a day) late, barring an excused emergency or an extension granted by the instructor.

3) The paper must also be uploaded via the Canvas page under “Assignments” in order to qualify for credit, as this will check the paper for source use. If the paper is not submitted to the Canvas page, it is not considered “turned in” and will not be graded for credit. Not uploading means the instructor will not grade it until the upload occurs.

4) If a student must turn in a hard copy late due to an emergency, the student should submit the work as soon as possible to the instructor’s mailbox in Clark Hall 471 and provide the written verification of the emergency with the hard copy, to restore any lost grade points as well as have the work graded.

5) The last day for late or extended submission of the research paper is **two days** after the official due date of May 18th; this means that no papers will be accepted after Friday, May 20th. This is also the last day you may upload a paper.

6) All grades on written work are final.

Students at the college level are expected to submit written work that fits the grammatical, stylistic and citation expectations for college-level work in English. All written assignments in this course are therefore graded in two ways: both in terms of content (information in terms of logic, quality of evidence, etc.) and in terms of writing. If you are at all uncomfortable with writing at the college level, you need to take steps to rectify this. The instructor is willing to preview rough drafts of work in office hours before assignments are due to provide feedback. You may also want to see the instructor

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2. Given the type of final exercise for the class, the time will be pushed back to 8 a.m.
after assignments are handed back if comments indicate that there are specific errors in argument or writing.

Due to the accelerated schedule of this course, there are no opportunities for re-writes in this course. At this level of academic work, you should be prepared to submit work that is ready for scrutiny in your first effort.

**Grading Policy**

This course is based upon a point system, with percentage of points earned on assignments and exams corresponding to the following grades: 97-100% is an A+, 93-96% is an A, 90-92% is an A-, 87-89% is a B+, 83-86% is a B, 80-82% is a B-, etc. Keep track of your points over the course of the semester as noted above, and you should have an idea how you stand in the class.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) for more details.

**Classroom Protocol**

Students are expected to come to class ready to participate. Asking questions regarding the reading material or class lecture is expected and encouraged. You are also expected to behave in a civil and respectful manner in discussion, particularly to your fellow students. There are many topics that we will discuss which may be considered controversial, and many students may have strong opinions about them from the outset. With that in mind, students should avoid any colloquial language, characterizations, remarks or outright slurs that pertain to groups in the abstract or to their fellow students in particular. Any remarks made in ways that attack a student's personality or physical characteristics that have nothing to do with his or her actual points in a discussion will not be tolerated. Students may be asked to leave if this occurs. If you want to challenge a particular point in the course of discussion, challenge the point – don’t challenge the student.

Laptops may be used during class for the purpose of taking notes, but students are expected to stop typing and participate in discussions when they occur. Cell phones and pagers must be turned off for the duration of class. No texting is permitted during class for any reason. If a cell phone rings during class, the instructor reserves the right to answer it; if you are texting, the instructor reserves the right to ask you to leave the classroom.

Recordings of lectures for personal use outside of class is permitted, provided the instructor is consulted and approves such recording. If you feel you may need to do this, please contact Dr. Pinnell and clear this with her at the start of the course.
University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Aside from in-class discussion and activities, you may not collaborate with other students on assignments. Any other assignments where this happens will be treated as instances of cheating. Resubmitting written work from other classes as work for this class or submitting
someone else’s work as your own are also considered cheating. Instances of cheating could result in penalties ranging from a failing grade on the assignment to a failing grade in the course. This is the least pleasurable task the instructor has to do in her profession, but given the number of other students willing to “play by the rules” and the requirements of the University, she will do it.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) to establish a record of their disability.

**Accommodation to Students’ Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf).

**Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU
Disclaimer

All information in this syllabus, including due dates for evaluation instruments such as exams or papers may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.
## Pols 154: Spring 2016

### Course Schedule

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<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | 2/1-2/8 | **Class Introduction: Images of the U.S. in Foreign Policy, Overview**  
Hook, Ch. 1  
| 2-3  | 2/8-2/15 | **Part I: Foundations and Goals of Foreign Policy**  
A) **Essential Concepts**  
Hook, Ch. 3  
Table of Paradigms (on Canvas under “Files”) |
| 3-5  | 2/17-3/2 | **B) Past Lessons and Continuing Problems**  
Hook, Chs. 2, 12  
Rumer, Eugene. “Russia -- A Different Kind of Threat,” *Carnegie Endowment for International Peace Website*, 20 July 2015 (http://carnegieendowment.org/2015/07/20/russia-different-kind-of-threat/idml?mkt_tok=3RkMMJWWf9wsRoguqnPZKXonjHpfsX56OopWa6g38431UFwdcjKPmjr1YYJT8t0aPyQAgobGp5I5FEIQ7XYTLB2t60MWA%3D%3D) (On-line) |
<p>| 6    | 3/7    | <strong>Exam 1 (in class)</strong> |</p>
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<td>6-7</td>
<td>3/9-3/14</td>
<td><strong>Part II: Internal Actors</strong></td>
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|       |            | A)  **The Presidency**  
|       |            | Hook, Ch. 4                                                                                             |
| 7-8   | 3/16-3/21  | B)  **Congress and Executive-Legislative Interaction**  
|       |            | Hook, Ch. 5                                                                                             |
| 7-10  | 3/23-4/11  | C)  **Bureaucracy: Diplomacy, Intelligence and Defense**  
<p>|       |            | Hook, Ch. 7                                                                                             |
|       |            | Barnett, Thomas P. M. “Think Again: The Pentagon,” Foreign Policy, March/April 2013, 77-81 (on Canvas) |
| 3/28-4/1 |           | <strong>Spring Break – NO CLASS</strong>                                                                                 |
| 10    | 4/13       | <strong>Exam 2 (in class)</strong>                                                                                     |
|       |            | Hook, Chs. 10-11                                                                                        |</p>
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<td>12-14</td>
<td>4/27-5/2</td>
<td>Part IV: External Actors</td>
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<td>A) Public Opinion and Media</td>
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<td>Hook, Chs. 7-8</td>
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<td>14-15</td>
<td>5/4-5/9</td>
<td>B) Social Movements and NGOs</td>
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<td>Hook, Ch. 9</td>
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<td>15</td>
<td>5/11</td>
<td>Exam 3 (in class)</td>
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<td>16</td>
<td>5/16</td>
<td>Concluding Remarks</td>
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<tr>
<td>Paper Due/ Final Eval</td>
<td>May 18, 2016, 8:00-9:45 a.m. (please note time!)</td>
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Research Paper

The major project for this class is a combination of a research paper of 6-7 pages, approximately 1500-1750 words double-spaced in 12 point font with 1" margins and page numbers, excluding the bibliography. Given the importance of this project for your grade, please see the topic choices below and start thinking ASAP about which one you would like to work on. If you wish to do a different topic than the ones listed below, you need to get this cleared with the instructor by February 22nd.

Topic Choices for the Paper

1) Should the U.S. continue to support the two-state solution in Israel and Palestine?

2) Given China’s positions on territorial control of Xinjiang and Tibet, should the U.S. consider a change in its foreign policy to encourage better treatment of these regions?

3) Should the U.S. consider committing its forces to a ground campaign against the Islamic State/ISIS/Daesh, or maintain its current combat policy?

4) Given the costs to the U.S. of the War in Afghanistan, are there justifications for maintaining a military presence in that country?

5) Should detention centers for possible national security threats (such as Guantanamo Bay) be closed down, given the possible consequences of not having these centers to detain and interrogate suspects?

6) What should the U.S. policy be on matters of humanitarian intervention?

7) Should the U.S. expand NATO to include Ukraine and Georgia as full-fledged members?

8) Should the U.S. require all members of NATO to increase their individual spending contributions for defense, in order to remain members of the organization?

9) Is the War Powers Act and current Congressional restrictions on executive use of military force sufficient to protect against possible executive overreach?

10) Should the U.S. continue to reduce its stockpile of nuclear weapons?

When selecting a topic, keep in mind that you must have at least six sources of research in your paper, ranging from texts and peer-reviewed articles to Congressional records and any recent media sources, to help you gain the information to write a well-informed opinion on the
A lack of the requisite six sources could mean a loss of up to 10 points from the paper grade.

You will be taking a position on this topic and have to write an argument that answers the question. You need to give a thesis at the start with your answer to the topic question. But you also need to answer the following questions during the course of your paper:

1) Give a brief description of the history and current events surrounding this topic;
2) Describe the current position of the U.S. government on this issue;
3) Describe what would be needed by actors in the U.S. (public opinion, Congress, the Presidency and the bureaucracy) to make your position a reality;
4) Describe what would be needed from other countries or international actors (intergovernmental or nongovernmental) to make your position work.

Please try to keep the material on point 1) to no more than two pages, in order to give you sufficient room to tackle the rest of the paper and make your argument. You must address all four questions in your paper in order to qualify for an A on this assignment.

Given the importance of this paper for the course grade and the need to be working on it over the course of the semester, you will be working on it in stages.

Outline (40 points, separate from the final paper grade)

You must submit an outline of 1-2 pages with your topic choice, thesis and preliminary answers to the questions of the paper by March 16th. You do not have to have a list of sources at that time, but it is strongly recommended that you begin researching the topic and verify it will work for you before you confirm your topic choice. You will not be able to change your topic after this point, but it is entirely feasible that your thesis and answers to the questions of the paper may change by the time you write the final draft.

You will receive your outlines back with comments to aid you in the next steps of researching and writing the paper, and a grade up to 40 points; deductions may occur for lack of addressing the topic or the questions of the paper.

You do not have to submit the outline on-line. A hard copy is sufficient.

Paper Requirements: Content and Writing

The final paper is due on May 18th as a hard copy in class, and uploaded to the Canvas page under “Assignments” by 11:59 p.m. to check your source use. If your hard copy is late, a deduction of 10 points a day applies, barring a verifiable emergency. Papers not uploaded will not be graded until the upload occurs. No paper may be submitted via e-mail, and uploading the paper to Canvas without the hard copy does not “stop the clock” on submission, or act as a substitute for the hard copy. The last day any papers will be accepted after the final time, excused or otherwise, is May 20th; these papers must be submitted to the instructor’s mailbox in Clark 471, as class will not meet.

The content portion of your paper grade is 80 points, and will depend on how well you make an argument that answers the topic, covers the four questions and uses your selected

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3. Wikipedia will not be considered a viable source for any part of this assignment, given that it can be edited by anyone. It will not be counted in your six sources, and any information linked to it will not be regarded as viable. Do not use it.

4. Students must request an extension on or before the day of submission. Extensions are granted at the instructor’s discretion. Viable emergencies that prevent submitting the paper must be verified in writing (such as a doctor’s note).
research materials. Lack of/misuse of sources may count as a deduction for content. Reliance on electronic “encyclopedias” such as Wikipedia may result in a deduction, as these are not reliable sources. A factor to keep in mind as you write this paper is that while you are making an argument, you are also speaking to readers who may never have heard of the topic before; you need to weigh the amount of basic information to include as well as your argument. Again, try to keep background to two pages and conserve the rest for your argument.

Essays that show a minimum of grammatical errors and good use of citations when class materials are used will receive twenty points. Common grammar errors that could receive deductions include:

- Spelling (do not just rely on spell check, as an incorrect word can still be correctly spelled);
- Verb tense and agreement;
- Word choice;
- Run-on or fragment sentences;
- Run-on paragraphs (multiple topics in a paragraph).

Citations must also be given for any ideas or information that is not your own. Citations can either be as footnotes or as endnotes, although you may prefer in-text. Either APA or Chicago/Turabian are established citation styles for political science, but MLA can also be used. Lecture must be cited along with any electronic or print sources.

There are writing manuals online that can help with citation formats; see the King Library website (http://www.sjlibrary.org/services/literacy/info_comp/citing.htm). Whatever form of citations you use, you are expected to append a bibliography with full citations of the sources used in your essay. A lack of proper citations means a deduction from the writing portion of your grade and possibly the content portion as well, as facts cannot be checked.

Direct quotes as well as paraphrased information must be cited in your work. Quotes that are more than two sentences should be indented as a block, single-spaced and cited. Failure to properly cite will result in a ten-point deduction. If you are confused over whether to cite or not, the safest course is to do so. If you are concerned about when and where to cite, I suggest either seeing me in office hours or taking the Plagiarism tutorial through the King Library site (http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm).

One last point on citations: a common error students make, which would be reflected in the content portion of an essay, is to fill an essay with quoted information. This is a problem for two reasons. First, it shows that a student is good at locating information, but that she may not understand it. Second, a good writer should be able to rephrase or paraphrase information and present it in an essay. Unless the exact language of the quote is important, you should not just quote. Essays that show this problem will receive a lower grade.

Turnitin on Canvas will be used in this course primarily to evaluate your ability to utilize sources well and cite properly. However, if there are clear similarities between your essay and that of other sources/students that indicates collaboration and/or lack of original writing, the instructor will grade accordingly and may consider possible academic penalties. There is a clear difference between blatant and inadvertent plagiarism, but ignorance of the rules of citation is ultimately no excuse. Please familiarize yourself with proper source use.

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5 Re-use of papers or writing from other papers that you wrote may also be considered a form of plagiarism or cheating. Your work for this class must be original.
Questions about the topic or final paper can be handled in office hours with the instructor; rough drafts of either the poster or the paper can be brought in at that time for comments. No drafts of the paper can be e-mailed for comment or grading.