

San José State University
Department of Political Science
Pols 4: Introduction to International Relations, Spring 2017

Course and Contact Information

Instructor:	Sabrina L. Pinnell
Office Location:	Clark 404D
Telephone:	(408) 924-5343
Email:	SLPinnell@gmail.com (Preferred form of contact)
Office Hours:	M W 9-10, 4:30-5, and by appointment
Class Days/Time:	M W 10:30-11:45
Classroom:	DMH 149A
GE/SJSU Studies Category:	D3

Course Format

This class is primarily lecture, but will incorporate in-class discussion and other activities during class hours. There is a Canvas page for the class, accessible by students registered for this class at <http://sjsu.instructure.com>. Please use your SJSUOne ID for login. The page will be used for reserve readings, checking your essays for source use, and as an archive for materials given in class.

Course Description

This class is an introductory survey of major topics in international relations, including global, national and individual causes of war and peace, international cooperation, north-south relations and political economy. Theory of international relations will encompass the first part of the class, with concentration on specific issues in the second half. Students are presumed not to have any experience in international relations when taking this course, so we will begin with the basics and then apply them to real-world issues.

Course Goals

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.

GE Learning Outcomes (GELO)

This is a D3 (Social Issues) course. Upon successful completion of this course, students will be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation. Specifically, students will be able to:

1. place contemporary developments in cultural, historical, environmental, and spatial contexts;
2. identify the dynamics of ethnic, cultural, gender/sexual, age--based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them;
3. evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues;
4. apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

There is also a writing requirement of at least 1500 words over the course of the semester in terms of exams and papers.

We will be working with the first two requirements by considering historical and contemporary issues in international politics, studying first the theories of explanation of politics and actors in politics, then testing for student knowledge in these areas over two exams. The third and fourth requirements will be covered by specific issues that we will consider the causes of war and terrorism, the nature of human rights and its effects on politics, the international political economic system and transnational issues such as pandemics and environmental harms. Readings for this section will include articles from political science but also other research disciplines. To assess the writing requirement, students will be writing essays on these issues and must complete two out of three offered essay topics to fulfill this outcome. The writing over the course of this semester (essays and the final exam) will result in writing that totals at least 1500 words.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Explain and use the paradigms/theories of realism, liberalism, constructivism and Marxism/radicalism to explain historical and contemporary international political behavior.
2. Name and describe the behavior of actors in international politics, including individuals, states and international organizations.

3. Provide information about major international political issues such as international political economy, the historical and contemporary nature of war, the rise of the issue of human rights and how it has affected international politics, and global issues such as immigration, transnational environmental problems and pandemics.

Required Texts/Readings

Textbook

There is one required textbook for the course, currently available in Spartan Bookstore: Karen A. Mingst and Ivan M. Arreguin-Toft's Essentials of International Relations, 7th edition (NY: W. W. Norton, 2016; ISBN: 9780393283402). This is a revised edition, so students should purchase this one ASAP and begin reading.

Other Readings

Other readings for this class are electronic. See the Schedule for the various readings and how to access them. They will be accessible either as electronic books on the King Library webpage, via the Canvas page under "Files," or as links in the syllabus. For the Canvas files, click on "Files," look for the "Reserves" tab and click on this, and you should see a list of files with individual excerpts/articles for you to access. You may read these sources online, or print for your individual use. If there are any accessibility issues with regards to these readings, please contact the instructor about the problem ASAP so the issue can be resolved.

All readings (text and additional) are required unless indicated in the Schedule. Please complete the reading per the dates in the schedule to make sure you are prepared for participation in lectures and for good performance on exams and papers.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Assessment for this course will consist of class discussion, two in-class short-answer exams, two out of three essays and an in-class final examination, valued as follows:

Discussion/Participation	60 points
Exams 1 and 2	2 x 60 points
Essays	2 x 60 points
<u>Final Exam</u>	<u>100 points</u>
Total	400 points

Participation: Students will be participating via discussion and other in-class activities over the course of the semester. While attendance is not the primary method of measuring participation, if students are not attending class, they will not be participating. Activities may be verified through writing at the start or end of the class session, or through spontaneous quizzes. Group activities, if they occur, may include some form of verification for student participation.

Exams 1 and 2: There will be two short-answer tests of 6 out of 7 questions each, totaling 60 points, offered at the end of the first and second sections of the course (see Schedule for dates of sections and the exams). A

study guide will be given out before each exam to help you prepare, and there will be some time to review before each test. You only need bring writing instruments to the exam; all other materials will be provided, and the exams are closed-book, closed-note. You will have the entire class to answer the questions on the test.

Students must plan on taking the tests as scheduled in the syllabus. No tests will be given before the scheduled date for any reason. Make-ups will only be given for verifiable emergencies, and the time for the makeup will be set by the instructor within a week of the scheduled date.¹ If you miss an exam, you have one week to make it up; otherwise, it will be counted as a zero in the final grade calculation.

Essays: There are three essay topics listed in the Schedule, one listed in Section I, and two at the end of two of the first three sub-sections under Section III. All students will write on the first topic during Section I, and then must select one of the later topics in Section III. To complete each essay, students will write 750-1000 words (approximately 3-4 pages double-spaced and with 1" margins in 12 point font) for each topic. Please note that each essay must be completed by the deadline set for each in the Schedule. All students will complete the first essay together to allow time for grading, turnaround and improvement on the second essay. Students must complete two out of three essays, but it is their choice which of the second set of topics to complete. My suggestion for Essay 2 is to choose the topic and time that works best for you, but keep in mind that the end of the semester tends to be hectic, so you may want to do the earlier topic.

Important: You may not do a third essay for extra credit or to replace another essay grade. The two essays you write will be the ones you are graded upon.

See the Policy on Written Work and the Policy for Source Use and Collaboration below for more details on turning in and completing essays in the class. There is also a longer explanation of the essay assignment, with expectations for content and writing, appended to this syllabus.

Final Exam: Per SJSU policy, there shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional. The final exam for this course is scheduled for May 19th. No final will be given out ahead of this date or time; please schedule your plans accordingly. Students for this section are expected to take the final exam with their class section. Makeups will occur on the official makeup day (May 25th) for students with a verifiable emergency; students should notify the instructor after the emergency occurs to set a time for that day.

This test will be a combination of four short-answer questions and an in-class essay of 2-3 pages. The short answer and essay possibilities will be from a list given in class before the exam. This exam is comprehensive for the class, although topics may definitely include international political economy and transnational issues we discuss in class. While you will receive the questions ahead of time, this exam is still closed-book and closed-note. Please bring a large blank greenbook with you to the exam.

Grading Information

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) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. That said, please note

¹ . Travel plans, unless emergency travel, are not reasons for makeup exams. Athletic competitions may qualify for a makeup if the instructor is notified well before the exam date and makeups are scheduled; the one-week makeup time still applies in this case.

that grades will not be posted on Canvas in this course; if you need information on class standing, please see me in office hours so we can access your scores and I can give you an accurate assessment of your progress.

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 (essays written outside of class) for this course:

- 1) For full credit, students must submit each essay 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 60 points, then 6 points a day) late, barring an excused emergency or an extension granted by the instructor.
- 3) All essays 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 via Turnitin. If the paper is not submitted to the Canvas page, it is not considered "turned in." Uploads are due by 11:59 p.m. on the due date for the paper. Late uploads are possible, but papers will not be graded until the upload occurs.²
- 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 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 submission of any late work due to an emergency or extension is the last actual lecture day of the session (May 15th). It is also the last day that points can be corrected on late work if an emergency is verified. After this point, the only work that will be accepted for grading from students is the final exam.
- 6) Barring adjustments to grade points on late work because of an emergency, all grades on written work are final.
- 7) While students may discuss paper topics and how to approach questions with each other, each student's paper must be their own work – collaboration is not permitted in this course. Students are expected to use sources appropriately as well in writing, giving proper attribution where necessary. Failure to comply with either of these rules risks committing plagiarism.

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 after assignments are handed back if comments indicate that there are specific errors in argument or writing.

You may not rewrite assignments for additional credit or regrades 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.

² . I strongly suggest that you verify your uploads to Canvas when you do them, as Turnitin on Canvas does not always accept files, or evaluate them after accepting them. .docx files appear to be a major issue for Canvas.

Collaboration and Source Use Policy

The University has a clear policy on Academic Integrity, but I feel that some issues need to be made more explicit within the body of this syllabus.

The following actions on papers could be considered plagiarism:

- 1) Copying words or passages of text from an in-class (lecture, discussion, slides, text or assigned reading) source without proper quotation and citation;
- 2) Using ideas, definitions or arguments from in-class sources, even if paraphrased or summarized, without proper citation;
- 3) Copying words or passages of text from sources outside of class (including electronic sources) without proper quotation and citation;
- 4) Using ideas, definitions or arguments from in-class sources, even if paraphrased or summarized, without proper citation.

Per the SJSU Academic Integrity Policy, you may not submit work done in another course, in whole or in part, for evaluation in this course without prior instructor approval. This includes your own writing for another course – that is actually a form of plagiarism as well as cheating.

You are not permitted to collaborate with other students on written work in this class unless expressly permitted by the instructor. If collaboration is permitted, it will be made clear in the requirements for the assignment; you should not assume you can do this.

Collaboration in preparing for exams such as sharing notes before exams and group study is encouraged, but keep in mind that there may be more than one answer to an exam question.

If there are issues with source use or possible cheating, it is the policy of SJSU for the instructor to have a face-to-face meeting with a student to clarify the issue and particulars before any decisions are made about possible sanctions. Serious infractions must be reported to the University per the Academic Integrity Policy for recording purposes, and possible administrative action.

To sum up – the University is serious about cheating and plagiarism, and so is your instructor. If you are concerned about how to cite and use sources, come to office hours, consult the Library sources on how to deal with these issues (<http://library.sjsu.edu/research-support/research>), or one of the writing centers for assistance.

Classroom Protocol

Student participation in this class is aided by regular and punctual attendance, with students prepared to talk and having read the material beforehand. While many of the sections in the Schedule cover multiple days, please keep in mind that putting off preparation for class may hurt your understanding and/or performance.

Minimizing disruption during class, to help your fellow students learn, is a concern in this class. If you are late, please enter quietly and find a seat. Leaving early is also fine if you clear it with the instructor first. Please turn phones and any electronic features on devices not needed for taking notes off for the duration of class. Texting is strongly discouraged, both as a disruption and because it affects students' ability to absorb material.

While this is essentially an introductory theory and issues course in International Politics, we may be touching on some sensitive issues over the course of the semester – and it is not always clear what could be sensitive to

other people, given our diverse backgrounds. For that reason, students should refrain from language, particularly generalizations or characterizations of individuals or groups based on race, religion, socioeconomic background, etc. This also applies to discussions in class: if you have problems with a student's points, challenge the points, not the student. If you are uncomfortable with a topic or how discussion has gone in class, you may want to contact me outside of class or in office hours.

Notes in class may be taken by hand or on electronic devices such as laptops. You should plan attending class and on taking notes when you are there. I do plan on uploading Powerpoint slides to Canvas at the close of each section, but you should only use this as a backup for information you may have missed in your notes, and keep in mind that sections make take several days to complete – slides will not go up after each lecture, and depending on uploads could mean that you have less time to study before an exam. It is the responsibility of students to take notes for their own use.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. Please peruse these policies at the link, which cover academic integrity, religious holidays and recording information in class.

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 4: Spring 2017 Course Schedule

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1-3	1/30-2/15	<u>Course Introduction, Part I: Background and Theory</u> <u>Essentials</u> , Chs. 2-3 (Ch. 1 is optional but recommended)
4	2/20	Exam 1 (Background and Theory) – In Class
4-6	2/22-3/8	<u>Part II: Actors and Their Effects on Politics</u> <u>Essentials</u> , Chs, 4-7
5	2/27	Essay 1 due in class as a hard copy and uploaded to Canvas under “Assignments” – all students must complete this first topic <u>Paper Topic: To test your ability to apply the four perspectives we’ve studied in class (realism, liberalism, constructivism and Marxism), choose two of the perspectives and apply them to explaining how either WWI, WWII or the Cold</u>

Week	Date	Topics, Readings, Assignments, Deadlines
		<u>War originated, introducing each of your two chosen perspectives and then give an example of how each of them would explain the event.</u>
7	3/15	Exam 2 (Actors) – In Class
8-10	3/13-4/5	<p><u>Part III: Major Issues</u> <u>A: War and Terrorism</u> <u>Essentials, Ch. 8</u></p> <p>Cook, Martin. “Ethical Issues in Targeting,” in <u>Targeting: The Challenges in Modern Warfare</u>, Ducheine, Paul L., Frans P.B. Osinga and Michael N. Schnitt, eds. Netherlands: T.M.C. Asser Press, 2016, 147-158 (electronic book: use King Library site to access).</p> <p>Mehdi, Hasan. “How Islamic is Islamic State?” <u>New Statesman</u>, 6-12 March 2015, 26-33 (on Canvas under “Files,” then “Reserves”).</p> <p>Norman, Richard. “War, Humanitarian Intervention and Human Rights,” in <u>The Ethics of War: Shared Problems in Different Traditions</u>, Richard Sorabji and David Rodin, eds. Burlington, VT: Ashgate, 2006, 191-207 (on Canvas under “Files,” then “Reserves”).</p> <p><u>Paper Topic: How has humanitarian intervention affected the reasons countries may be willing to go to war? Given the possible cost to both intervening countries and targets of intervention, is humanitarian intervention a good idea? Use Norman and the text to inform your answer.</u></p> <p>Paper for this topic due April 10th in class as a hard copy and uploaded to Canvas under “Assignments,” if students choose to complete this topic for Essay 2</p>
10-12	4/5-4/17	<p><u>B: Human Rights</u> <u>Essentials, Ch. 10</u></p> <p>Cohen, Roger. “Broken Men in Paradise,” <u>New York Times</u>, 9 December 2016 (https://www.nytimes.com/2016/12/09/opinion/sunday/australia-refugee-prisons-manus-island.html?emc=eta1) (on-line: click or paste to access).</p> <p>Worster, William Thomas. “The Evolving Definition of the Refugee in Contemporary International Law,” <u>Berkeley Journal of International Law</u> 30, No. 1 (2012): 94-160 (on Canvas under “Files,” then “Reserves”).</p> <p>Qureshi, Shazia. “The Recognition of Violence Against Women as a Violation of the Human Rights in the United Nations System,” <u>South Asian Studies</u> 28, No. 1 (January-June 2013): 187-198 (on Canvas under “Files,” then “Reserves.”)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>Paper Topic: How can Australia hold refugees indefinitely in remote locations and not permit immigration, as noted in Cohen’s article? Does this show a clash between the rights of individual countries and human rights with regards to refugees? Use both the Cohen and Worster articles to inform your answer.</u></p> <p>Paper for this topic due April 24th in class as a hard copy and uploaded to Canvas under “Assignments,” if students choose to complete this topic for Essay 2</p>
12-14	4/17-5/1	<p><u>C: International Political Economy and Globalization</u></p> <p><u>Essentials</u>, Ch. 9</p> <p>Kahler, Miles. “The Global Economic Multilaterals: Will 80 Years Be Enough?” <u>Global Governance</u> 22 (2016): 1-9 (on Canvas under “Files,” then “Reserves.”)</p> <p>Paul, Joel Richard. “The Cost of Free Trade,” <u>Brown Journal of World Affairs</u> Vol. 22 (Fall/Winter 2015): 191-209 (on Canvas under “Files,” then “Reserves”).</p> <p>“Why Trade is Good For You,” <u>The Economist</u> 1 October 1998 (http://www.economist.com/node/605144) (on-line: use link to access).</p>
15-16	5/3-5/15	<p><u>D: Transnational Issues</u></p> <p><u>Essentials</u>, Ch. 11</p> <p>Thielbörger, Pierre. “Climate Change and International Peace and Security: Time for a ‘Green’ Security Council?” in <u>From Cold War to Cyber War: The Evolution of the International Law of Peace and War Over the Last 25 Years</u>. Heintze, Hans-Joachim and Pierre Thielbörger, eds. New York: Springer International Printing, 2016, 67-85 (electronic book: use King Library webpage to access).</p> <p>Final Exam Questions go out on May 10th</p>
17	5/15	<p>Wrap-Up and Review</p> <p>Final day to submit any work apart from the Final Exam</p>
Final Exam	5/19	9:45-12:00

Essays – Format and Details

As part of the writing requirement for the class, all students must complete an essay during the first section of the course (Theory) and then write a second essay on one of the two topics in the third section of the course (Issues). Each of these essays is worth 60 points, and requires students to write 3-4 pages, approximately 750-1000 words in 12 point font with 1” margins and page numbers, excluding bibliography, to answer each of the topics. Please see the Schedule for the dates to complete these assignments and for the topic questions.

All essays must be submitted in hard copy form at the start of class and to the Canvas page online by 11:59 p.m. on the due date.³ No essays may be e-mailed to the instructor for credit. Please note that you must complete the essays as scheduled in the syllabus; late essays will lose the equivalent of a letter grade (6 points a day) for each day they are late. All students must complete the first essay, to familiarize themselves with the writing requirements as well as to receive feedback for their later issues essay. For the second essay, if you decide not to write on the War topic as it is scheduled, you will need to make sure you complete the Human Rights topic for your second essay.

Format and Content for Essays

The topic question for each essay requires both a show of knowledge on the part of the student as well as taking a particular position on an issue. You should plan to make an argument that answers the question, using what you have learned in the class via lecture and the readings. Part of the essay grade depends upon use of class materials in your answers; you are not required to do outside research for these essays, although you may do so for additional information. An essay that does not use class materials (lecture, text or articles/excerpts) at all may face a grade deduction. However, mere “information dumping,” where you give information from a source but do not use it in a way that shows understanding, will receive a lower grade than an essay that has less information but clearly shows that the writer can understand and apply knowledge.

All materials used in your essay, including lecture or discussion notes, are considered sources of material, and must be cited when used as quotes or sources of information. Citation of lecture or discussion depends upon the writing style: APA uses cites in the text of the essay but does not mention it in the bibliography; both MLA and Chicago/Turabian require citations in the bibliography as well as in the body of the paper. This course does not require a specific writing style to complete the essays, but you should choose one to use consistently for purposes of citation. For more information on writing styles, see the King Library webpage at <http://library.sjsu.edu/research-support/research>.

All essays will receive grades based upon a point system, with 60 points total possible. 40 of these points will be for content:

- Answering all parts of a question;
- Making an argument when your opinion is required;
- Showing an understanding of the concepts needed to answer the question;
- Use of class materials to inform your answers.

Twenty points of the essay will be for grammar and citations, as outlined below.

Grammar and Citations in Essays

To fulfill the writing requirements of this course, students are expected to perform written work and be evaluated on their ability to write. This means that part of your essay grade will depend upon grammar and

³ . Uploads are for source checking purposes only. They are not substitutes for hard copies of the paper, nor do they “stop the clock” on paper deadlines. Please turn in the paper in class.

citations as well as content. You will have two essays this semester, which gives you a chance to improve your writing over time and become comfortable with habits such as citation that will help you in later courses. The first essay is also scheduled for all students and well ahead of the issues essay to give you a chance to get feedback on your writing to improve the second effort.

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. As noted above, how you cite will depend upon writing style. Citations can either be as footnotes, endnotes, or in-text. Examples:

- For information from lecture: In-text would be (Pinnell, Lecture, Date).
- For the textbook: In-text would be (Mingst and Arreguin-Toft 2016, Page #).
- For other class sources: In-text would be (Author(s), Date, Page #).

Direct quotes as well as paraphrased information must be cited in your work. Quotations of two sentences or less should have quotation marks that indicate that they are quotes, as well as a citation. Quotes that are more than two sentences do not require quotation marks, but should be indented as a block, single-spaced and cited. Ideas or arguments not your own must be cited, even if paraphrased or summarized. Failure to represent quotes as quotes or to cite words or ideas not your own will result in a grade 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://libguides.sjsu.edu/plagiarism>).

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 may receive a lower grade.

Turnitin (via 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 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.