POLI 145C: INTERNATIONAL RELATIONS AFTER THE COLD WAR: THEORY AND PROSPECT

Course Description: Many scholars and pundits argue that the nature of international politics changed dramatically after the Cold War. This course seeks to evaluate this contention by examining international politics in the post-Cold War era, paying particular attention to the extent to which states have altered their foreign policy in response to new challenges within the international environment. Although this course expects no prior knowledge in the fields of international relations or foreign policy, familiarity with concepts presented in POLI 12 (Introduction to International Relations) will be useful.

Course Objectives: This course will integrate theoretical material from the field of international relations and comparative foreign policy so that students will be able to:

1. Evaluate the extent to which conceptions of security and threat have changed in the aftermath of the Cold War.
2. Compare, contrast, and evaluate state responses to current international challenges.
3. Identify the extent to which non-state actors are relevant in the post-Cold War era.
4. Determine whether (or how) international relations has changed in the post-Cold War era.
5. Become more discerning consumers of media as it relates to international relations.
6. Improve their oral and written communication skills.
Teaching Philosophy: It is my belief that effective teaching within the field of political science should provide students with the tools necessary to apply the theoretical material discussed in class towards explaining current political phenomenon. Subsequently, this course will emphasize “how to think” about politics rather than solely focusing on “what to think” about politics. Towards this end, this course will use a variety of learning strategies to facilitate course discussions which will actively integrate current events with theoretical materials and the course grade will center on two examinations which will ask you to not only show an understanding of key theoretical concepts, but to also use this material to analyze and evaluate current political phenomenon.

Course Expectations: As stated in my teaching philosophy, this course will focus more on analysis and less on rote memorization. While courses focusing on analysis and evaluation are admittedly more difficult than courses testing memorization, the analytical approach adopted in this course will place you in good stead for future studies (e.g., graduate school, law school, etc.) and your future careers. This emphasis on analysis also requires more active participation than you might find in other lecture courses and subsequently, what is expected of students and the teaching staff may differ from what you will find in other lecture courses.

<table>
<thead>
<tr>
<th>What I expect of you…</th>
<th>What you can expect of me…</th>
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<tr>
<td><strong>Be informed.</strong> Read this syllabus carefully and completely so you understand the course structure and expectations.</td>
<td><strong>Enthusiasm.</strong> To be prepared for each class and to bring my enthusiasm for teaching to each lecture and office hour meeting.</td>
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<tr>
<td><strong>Be an active learner.</strong> Keep up with course readings, current events, and course announcements so that you can actively engage with course themes. If something is unclear, please ask either myself or the teaching assistants.</td>
<td><strong>Responsiveness.</strong> I try respond to emails within 24 hours. For those of you that know me, you know that I usually respond faster than this, but if you have not received a response back within 48 hours, please re-send. Please be advised that e-mails received over the weekend will not receive a response until Monday.</td>
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<tr>
<td><strong>Be ethical.</strong> A good attitude and maintenance of honest and ethical principles towards me, your classmates, and the execution of the course.</td>
<td><strong>Timely feedback.</strong> To make every effort to return graded assignments as soon as is reasonably possible after the submission date.</td>
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<tr>
<td><strong>Integrity.</strong> An honest, fair, responsible, respectful, trustworthy, and courageous effort on all academic work and collaboration.</td>
<td><strong>Integrity.</strong> To uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.</td>
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<tr>
<td><strong>Be flexible.</strong> Sometimes my schedule gets affected by unavoidable work travel, necessitating some rescheduling at the last minute.</td>
<td><strong>Reasonable</strong> accommodation and understanding for student situations that arise; however, I will not make exceptions for one person that are not available to every other person in the course.</td>
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Peer Instruction: The academic literature on teaching and learning has documented a strong causal relationship between active participation/course content discussion and
student learning but structuring active discussion can be difficult in large lecture courses. To facilitate active participation and discussion, I will use a relatively new pedagogy, Peer Instruction, which, together with clicker technology, can assist in the facilitation of both small and large group discussions which research suggests promotes student learning gains. For this reason, this course requires each of you to have a clicker and to bring it to every lecture. We will begin “practicing” with Peer Instruction and clickers during the first and second weeks of class, with clicker participation factoring into your participation grade from the third week to the end of the course. If you do not already have a clicker, this will allow you time to find, borrow, or purchase one (new or used) online or at the UCSD Bookstore. Please note that if you buy your clicker online, purchase the i-clicker brand, which is what UCSD’s infrastructure supports. Additionally, if you want to sell the clicker back to the UCSD bookstore, you should purchase the i-clicker 2, because although the I-clicker 1 works for the class, the UCSD Bookstore will not buy back i-clicker 1 remotes at the end of the quarter. Please be aware that it is your responsibility to ensure that you have a clicker remote for the entire duration of this course. If financial concerns are pressing, you may wish to connect with UCSD's Basic Needs Hub (more specifically their Financial Wellness page) and/or the Student Affairs Technology Lending Program (SATLP) to investigate possibilities for assistance for this quarter.

Clicker Question Expectations: Peer Instruction questions will be geared toward enhancing your understanding of course readings, current events, and lecture material and will help you prepare for course examinations. In general, I will ask two different types of clicker questions. One type of question (reading/application) will focus on a crucial point from your readings/lectures and may test your ability to apply theoretical concepts learned in the readings or lectures towards explaining current events. Pedagogically, these questions are used to strengthen critical reading and thinking skills and ensure that central concepts are understood. A second type of question (discussion) will be a “polling” question, asking you to take a stand on an issue related to course themes. Pedagogically, these questions are designed to hone critical thinking skills, and more specifically, the ability to articulate persuasive arguments to support particular positions, based on logic and compelling evidence.

Course Discussions: I will open each lecture with a discussion of relevant news topics, followed by a reading/application question which will ask you to identify key concepts in the reading and/or how current events reflect theoretical discussions reflected in the reading or from lecture. For reading/application questions, you will receive full credit (1 pt.) for getting the question correct and half credit (.5 pt.) simply for participating. To ensure that you can build connections between theoretical material and current events, keeping up with course readings (and current events) will be useful. Students should become familiar with various news resources providing extensive coverage of politics in advanced industrial democracies. The following is a list of websites which may be of interest:

- Economist Online (http://www.economist.com)
- Financial Times (http://www.ft.com)
In addition to current events discussions, I may also ask clicker questions throughout lecture which tie into course themes as well as tie into the course simulation. Both types of Clicker questions (i.e., reading/application and discussion) are “fair game” for these discussions, so you should plan to attend the entire lecture to ensure that you are able to participate.

Course Assignments/Grading: The grade for this course will be determined as follows:

- Participation/Clicker: 20%
- Midterm Examination: 40%
- Final Examination: 40%

Grading Participation: In assessing your grade for the participation component of the course, 20% of the total clicker points during the official counting period can be missed without penalty. You can expect to be asked three to six clicker questions each week, so if you miss a single session (or forget your clicker once), that should not negatively impact your participation grade.

- For reading/application questions, you will receive full credit (1 pt.) for getting the question correct and half credit (.5 pt.) simply for participating.
- For discussion questions, you will get full credit (1 pt.) for participating.
- As there is no extra credit available in this course, please note that you cannot earn more than 100% for your participation grade.

Please note, **Clicker points are fully automated, so barring evidence of a systemic malfunction by EdTech and/or Clicker, Clicker scores cannot be changed.** Please be aware that it is your responsibility to make sure that your clicker is registered and that you are clicking in “correctly” so that you will receive credit for your participation in this course. Subsequently, please be advised that if you do not follow all clicker protocol (e.g., do not click in on all questions, do not respond EVERY time a poll is opened, do not use the right frequency when clicking in, are not in the classroom at the time of the poll, do not see a checkmark once you have selected your answer, etc.), you will not receive clicker credit. **Additionally, as you are expected to be in class, and given that there is a 20% “cushion” for Clicker participation, there are NO circumstances under which lost participation credit can be “made up” or granted in your absence, so you should plan on regularly attending class if you decide to remain in this course. Additionally, we WILL NOT entertain any questions regarding absences and clicker scores via email, so please plan to attend office hours with any questions regarding clicker scoring. Please plan on regularly attending class AND obtaining an iClicker remote if you decide to remain in this course.**

Midterm and Final Examinations: Both course examinations will be 6-8 (double spaced) pages in length and the topic and due dates will be discussed in lecture. Please be advised that course examinations build on both lecture information and course readings,
subsequently, papers which do not show familiarity with both will be penalized. Additionally, the examination must be submitted to Turnitin.com in either .doc or .docx form via the course Canvas website and any submission which cannot be read by Turnitin.com will not be accepted. Further information regarding structure and acceptable submission format will be discussed in lecture.

**Grading Scale:** Grades in this course will be based on the following scale: A: 93-100; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D: 60-69; F: 59 and below. Please be advised that there is no curve in this course and there is no extra credit available. Given issues with Canvas (particularly as it relates to calculating iClicker scores), please be aware that Canvas may not calculate your grade accurately. Subsequently, while you can expect scores on course examinations listed within Canvas to be accurate, any information relating to your “total grade” or the use of other grade calculators within the application SHOULD NOT be viewed as an official reflection of your grade in the course and cannot be used as the basis for any grade appeal.

**Incomplete:** University policy only allows the granting of an incomplete under extremely specific circumstances (e.g., illness, family emergency, etc.). University policy only allows for an incomplete to be filled when: it is requested before the first day of finals week, is accompanied by documentation of a university approved situation warranting an incomplete, and can only be granted when a student’s work is of “non-failing quality” (this includes course projects and examinations) at the time of the request, and I am unable to offer an incomplete outside of these parameters. Additionally, this also means that if you have not taken (and passed) the midterm examination, I cannot offer an incomplete.

**Regrade Policy:** We want to make sure that all examinations are graded fairly and accurately, and we strive to ensure that students understand why they receive the grade that they receive. While we work hard to ensure that grades are accurate, if an issue arises regarding an examination grade, students can request a regrade subject to the following parameters: 1) any request MUST be submitted directly to the teaching assistant within 72 hours of the grade being available and 2) this request MUST include a one page, typed, double-spaced, statement which outlines the nature of the grade appeal using evidence from your exam, course readings, current events and lecture materials to make your case. The teaching assistant will examine the request and will decide on the appeal. If there is still an issue, the appeal can be forwarded to me for a final determination. Please be advised that I WILL NOT entertain any grade appeal that does not follow these guidelines. Additionally, if you choose to appeal your grade, we reserve the right to increase OR decrease the existing grade.

**Late Assignments:** For both examinations, we require an electronic copy submitted to Canvas prior to the due date and barring emergencies accompanied by valid documentation, no late assignments will be accepted. Students should notify us prior to an assignment’s deadline of any emergency which may preclude them from submitting an assignment on time (i.e., we will NOT typically entertain any emergency requests received after the paper is due). Please be advised that unless Canvas and/or Academic
Computing Services officially indicates that Turnitin.com is out of service, an inability to upload to Turnitin.com prior to the deadline (e.g., slow connection, forgetting to click submit, etc.) does not constitute a valid emergency. Additionally, please be aware that if you upload the wrong paper to Turnitin.com, due to issues of fairness, we cannot “clear the submission” and allow you to re-submit once the due date has passed.

Intellectual Property: All lectures and course materials (including PowerPoint presentations, tests, outlines, and similar materials) are protected by U.S. copyright law and by university policy. We are the exclusive owners of the copyrights of those materials we create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course. You may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way — whether a fee is charged — without my express prior written consent. You also may not allow others to do so. If you do so, you may be subject to student conduct proceedings under the UC San Diego Student Code of Conduct.

Academic Integrity: Academic integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all your actions. Lying, cheating, or any other forms of dishonesty will not be tolerated because they undermine learning and the University’s ability to certify students’ knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an “F” in the class and suspension or dismissal from the University. So, think carefully before you act. Before you act, ask yourself the following questions: a) is my action honest, fair, respectful, responsible, and trustworthy, and b) is my action authorized by the instructor? If you are unsure, do not ask a friend, ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu.

Procedures Regarding Violations of Academic Integrity Policies: While violations of UCSD’s policies on academic integrity are not expected, course assignments are to be completed on an individual basis. Violations will be dealt with according to department and university procedures and please be advised that under no circumstances will credit be given for any assignment which is deemed to violate UCSD’s policies on academic integrity, subsequently, if either examination is found to violate UCSD’s policies on academic integrity, no credit will be given for the assignment and a grade of “F” will be posted for the course. Additionally, “clicking in” on behalf of another student is a violation of Academic Integrity and will be dealt with according to university procedures regarding academic integrity, subsequently, any student found responsible for violating UCSD policies on academic integrity related to clicker participation will receive a grade of “0” for the course participation component of the course.

Course Behavior: Given the nature of the themes addressed in this course, while there may be days where discussion becomes heated, students are expected to be respectful to
other students and the teaching staff. Please be advised that inappropriate, insensitive, and/or threatening behavior directed towards other students, or the teaching staff, will not be tolerated. Any violation of UCSD’s student conduct code will be referred to the appropriate administrative office for review.

**Student Resources:** UCSD provides a variety of technical and support resources to assist students during their academic careers. Should you have questions regarding how to use library resources (e.g., accessing course reserves, research assistance, etc.), difficulties accessing course resources (e.g., Canvas, podcasting, etc.) and/or other academic support resources (e.g., tutoring, assistance with writing, etc.) you can access these resources via the links below:

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<tr>
<th><strong>Geisel Library</strong></th>
<th>Research tools and eReserves</th>
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<tr>
<td><strong>Content Tutoring with the Teaching + Learning Commons</strong></td>
<td>Drop-in and online tutoring through the Academic Achievement Hub</td>
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<tr>
<td><strong>Supplemental Instruction with the Teaching + Learning Commons</strong></td>
<td>Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses</td>
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<tr>
<td><strong>Writing Hub Services in the Teaching + Learning Commons</strong></td>
<td>Improve writing skills and connect with a peer writing mentor</td>
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<tr>
<td><strong>Learning Strategies Tutoring</strong></td>
<td>Address learning challenges with a metacognitive approach</td>
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<tr>
<td><strong>OASIS</strong></td>
<td>Intellectual and personal development support</td>
</tr>
<tr>
<td><strong>Student Success Coaching Program</strong></td>
<td>Peer mentor program that provides students with information, resources, and support in meeting their goals</td>
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<tr>
<td><strong>Academic Integrity</strong></td>
<td>Policy on Academic Integrity of Scholarship and strategies to excel with integrity.</td>
</tr>
<tr>
<td><strong>Technical Support</strong></td>
<td>Assistance with accounts, network, and technical issues (e.g., issues with Canvas, podcasting, etc.)</td>
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**Reading Schedule:** Although the syllabus for this course has been adjusted given the transition to remote learning, please be aware that your decision to enroll in this course indicates your willingness to actively engage in classroom activities, activities which include completing assigned course readings. Subsequently, the reading load (i.e., 50-100
pages a week) is in line with what you should expect in a typical upper division course in political science. For those of you planning to complete post graduate studies please be advised that the reading list for this course is quite modest compared to what you will face in your future studies. While I recognize that each of you has a variety of commitments and responsibilities, I expect students to be prepared to actively discuss the course readings and concepts. Additionally, course assignments build on both lecture information and course readings, subsequently, assignments which do not show familiarity with both will be penalized.

Textbooks/Course Materials (required):
Beasley et al. *Foreign Policy in Comparative Perspective* 2nd edition
Gelb. *Power Rules*
Nye. *The Future of Power*
Reveron and Mahoney Norris. *Human and National Security…2nd Edition*
iClicker remote

It is my understanding that most of the course textbooks are available via course reserves and electronic reserves at the Geisel Library, although copyright agreements (and library resources) may limit the number of students who can access the material at the same time. While the decision to purchase the textbooks is entirely yours, the decision not to purchase the textbooks is not a viable excuse for not completing the assigned readings. If you elect not to purchase the books, it is your responsibility to ensure that you have access to the material. Given the rising costs of textbooks, you may wish to shop around online. Amazon.com, Barnes and Noble.com, Textbooks.com and the UCSD Bookstore all have used and new textbooks at competitive prices.

Reading Schedule: Course readings factor heavily into both participation grades (through discussion) as well as course examinations, subsequently, you cannot succeed in this course without actively participating in course discussions and completing the readings. As this is an upper division course being taught during the summer session, the reading load is extensive. While I recognize that students have a variety of responsibilities, students deciding to take this course are expected to commit themselves to the class, a responsibility which includes completing the assigned readings and participating in course activities. For assistance in creating strategies for tackling academic readings, please see the handout on the course website.

COURSE SCHEDULE:
Unit One: Defining Security
Week 1: Human vs. National Security
Reveron and Mahoney Norris: CH 1
Fukuyama (End of History) *
Paris (Human Security: Paradigm Shift or Hot Air?) *

OPTIONAL:
Reveron and Mahoney-Norris: CH 2
Military Power and State Security
Nye: CH 1 and 2
Gelb: CH 1 and 8

Unit Two: States, Power Diffusion, and Security
Week 2: Identity and Civic Security
Nye: CH 5
Gelb: CH 4
Reveron and Mahoney-Norris: CH 3 and 4

OPTIONAL:
Zakaria (Why Do They Hate Us?) *
Huntington (Foreign Affairs-Summer 1993)
Keck and Sikkink (Transnational Advocacy Networks) *

Week 3: Evaluating Foreign Policy
NOTE: CHOOSE ONE CASE TO READ CAREFULLY; SKIM OTHER

Evaluating Foreign Policy: Terrorism and the United States
Biden (Interim National Security Strategy) *
Lake (Rational Extremism) *
Pape (Logic of Suicide Terrorism) *
Pape (It's the Occupation Stupid) *

OPTIONAL:
Bush (National Security Strategy) *
Obama (National Security Strategy) *
Trump (National Security Strategy) *

Evaluating Foreign Policy: Iran and Nuclear Non-Proliferation
Beasley: CH 10
BBC News (Iran Nuclear Deal) *
Edelman and Takeyh (Foreign Affairs-May/June 2020)
Tabaar (Foreign Affairs-September/October 2021)

OPTIONAL:
Cohen, Edelman, and Takeyh (Foreign Affairs-January/February 2016)
Ganji (Foreign Affairs-September/October 2013)

Unit Three: Economic Power, Soft Power, and Security
Week 4: Re-Examining Economic and Soft Power?
Nye: CH 3-4
Gelb: CH 9-10

OPTIONAL:
Keukeleire and Delreux (The Nature of EU Foreign Policy) *
MIDTERM DISTRIBUTED
Week 5: Evaluating Foreign Policy: European Union and Integration
Beasley: CH 2, 3, OR 4
Bradford (The Brussels Effect) *
Kagan (Power and Weakness) *
Leonard (Ascent of Europe)

OPTIONAL:
EEAS (EU Strategic Compass)

Unit Four: Environmental Security
Week 6: Climate Change and Ozone Depletion as Security Issues
Reveron and Mahoney Norris: CH 6
Sandler*
Sims Gallagher (Foreign Affairs January/February 2022)
Bordoff and O’Sullivan (Foreign Affairs January/February 2022)

OPTIONAL:
Reveron and Mahoney Norris: CH 5

Evaluating Foreign Policy: Brazil and Climate Change
Beasley: CH 13
Tollefson (Foreign Affairs March/April 2013)
Winter (Foreign Affairs July/August 2022)
Spektor (Foreign Affairs May/June 2023)

OPTIONAL:
Castañeda (Foreign Affairs January/February 2016)

Unit Five: Return to History?
Week 7: Smart Power, Security, and the Return of History?
Nye: CH 7
Gelb: CH 3
Kagan (End of Dreams) *
Gat (Foreign Affairs-July/August 2007)
Reveron and Mahoney Norris: CH 9

OPTIONAL:
Arquilla (Cyberwarfare is Already Upon Us) *
Rid (Think Again: Cyberwar) *

Week 8: Evaluating Foreign Policy-Entering a New Cold War I?
Beasley: CH 5
Simes (Perils of a New Cold War) *
Trenin (Despite Helsinki…) *
Kofman and Kendell-Taylor (Foreign Affairs-November/December 2021)
Freedman (Foreign Affairs-July/August 2022)
Week 9: Evaluating Foreign Policy-Entering a New Cold War II?
Beasley: CH 6
Economy (Foreign Affairs- January/February 2022)
Ikenberry (Foreign Affairs-November/December 2022)
Brands and Gaddis (Foreign Affairs-November/December 2021)
Beckley (Foreign Affairs-September/October 2023)

OPTIONAL:
Pei (Think Again) *
Huang (Tipped Power Balance) *
FINAL DISTRIBUTED

Unit Six: Prospects
Week 10: Re-Evaluating US Hegemony
Nye: CH 6
Gelb: CH 13

FINAL EXAMINATION DUE BEFORE 5:59pm 11 JUNE 2024

Disclaimer: This syllabus is intended to provide an overview of the course. You cannot claim any rights from it. While the information included within the syllabus should be a reliable guide for the course, scheduling and dates may change. Official announcements are always those made in lecture.

Campus Policies:

Principles of Community: UCSD is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UC San Diego community. UC San Diego faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements. To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well-being of its constituents. UC San Diego faculty,
staff, and students are expected to practice these basic principles as individuals and in groups. Please [Click here for the complete UC San Diego Principles of Community in English and Spanish.](#)

**Discrimination and Harassment:** The University of California, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender identity, gender expression, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (including membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services). The university also prohibits harassment based on these protected categories, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking. The nondiscrimination policy covers admission, access, and treatment in university programs and activities. If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact the Office for the Prevention of Harassment & Discrimination (OPHD) at (858) 534-8298, ophd@ucsd.edu, or reportbias.ucsd.edu. Campus policies provide for a prompt and effective response to student complaints. This response may include alternative resolution procedures or formal investigation. Students will be informed about complaint resolution options. A student who chooses not to report may still contact CARE at the Sexual Assault Resource Center (858.534.5793 | sarc@ucsd.edu | [https://care.ucsd.edu](https://care.ucsd.edu)) or Counseling and Psychological Services (858.534.3755 | [https://wellness.ucsd.edu](https://wellness.ucsd.edu)) for more information, emotional support, individual and group counseling, and/or assistance with obtaining a medical exam. For off campus support services, a student may contact the Center for Community Solutions. Other confidential resources on campus include Counseling and Psychological Services, Office of the Ombuds, and Student Health Services.

**Name & Gender Pronouns:** Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me early in the semester so that I may make appropriate changes to my records.

**Students with Disabilities:** Students seeking accommodations must visit and register quarterly with the Office for Students with Disabilities on campus. Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), which is in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. The OSD Liaison for the Department of Political Science is Joanna Peralta, who can be contacted during drop-in advising hours and via the Virtual Advising Center. Her office is located within Social Sciences Building, Room 301. Students seeking exam
accommodations must bring their signed AFA letter and the course syllabus to Joanna well in advance of scheduled course exams, as department space and resources are limited. Please be advised that given the structure of examinations in this course, time and half is not considered a reasonable accommodation and issues of fairness preclude us from offering any accommodation that is not approved by OSD. For further information, please review the Department's page on OSD Accommodations for Students.

**Religious Accommodations:** It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict. For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter. For all other examinations, the statement must be submitted to the instructor as soon as possible after an examination date is scheduled. If a conflict with the student’s religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.

**Student Resources:** Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students with health or other personal concerns, and to students with other kinds of support needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

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<tr>
<th>Basic Needs</th>
<th>Provides access to food, housing, and financial resources</th>
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<tr>
<td>Counseling and Psychological Services (CAPS)</td>
<td>Provides services like confidential counseling and consultations for psychiatric services and mental health programming</td>
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<tr>
<td>Community Centers</td>
<td>As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus</td>
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<tr>
<td>Counseling and Psychological Services</td>
<td>Individual, group, couples, and family psychotherapy services for registered undergraduate and graduate students</td>
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<tr>
<td>Office for Students with Disabilities</td>
<td>Documents student disabilities, provides accessibility resources, and reasonable accommodations</td>
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<tr>
<td>Triton Concern Line</td>
<td>Report students of concern at (858) 246-1111</td>
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<tr>
<td><strong>Undocumented Student Services</strong></td>
<td>Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence</td>
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