POLS 2100: International Relations

Online, Section 1

CRN 42118

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Semester/Term: Summer 2021 (June 7- July 30)

Course Information

Course Communication Protocols
The preferred form of communication between students and the professor is email. I usually respond promptly to emails, but please allow up to 24 hours during the week and up to 48 hours on the weekend. If a student needs further assistance, then a skype call can be arranged.

All assignment grades and feedback are posted through Canvas. Grades are typically posted within a week from the due date.

Netiquette
As servants of Christ, we must know how to address each other via all methods of communication - whether online or on-ground. We realize that in an online classroom, students may be across the globe - all the more reason to state what to expect when communicating online. When it comes to our communication, let's remember the following: Harding University is a Christian University and expectations are that the relationship and communication style between one another should reflect Harding's Christian mission.

In this class, we may discuss topics where you have a differing opinion than that of your classmates. While I encourage class discussion, I require that all discussion be conducted civilly. While you may criticize an idea, you may not attack the person attached to it. Failure to behave in an appropriate manner consistent with the university setting may result in grade penalties.

University Mission Statement
Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:
1. **Generally, the integration of faith, learning and living** - developing the whole person through a commitment to Christ and to the Bible as the Word of God, an emphasis on lifelong intellectual growth, and the encouragement of Christian service and world missions through a servant-leadership lifestyle.
2. **Specifically, the development of Christian scholarship** - while acknowledging dependence on God, stressing Christian commitment to intellectual excellence through a strong liberal arts foundation and effective professional preparation.

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3. **The promotion of Christian ethics** - creating an atmosphere that emphasizes integrity and purity of thought and action.
4. **The development of lasting relationships** - fostering personal and social relationships through interaction among faculty, staff and students; and stressing a lifelong commitment to marriage and the Christian family.
5. **The promotion of wellness** - emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life.
6. **The promotion of citizenship within a global perspective** - developing a Christian understanding of and respect for other cultures through an emphasis on liberty and justice.

Department Mission Statement
The mission of the Department of History and Political Science is to provide a quality, Christ-honoring instruction in the study of the past, politics, and public life that enables students to perceive the meaning, and determine the context, of societal issues.

Catalog Description
The interaction of nation-states; international concepts, including culture, nationalism, conflict, organizations, law, nuclear arms, economics, and underdevelopment, with focus on why nation-states act as they do.

Integration of Faith and Learning Statement
This course seeks to incorporate faith into a traditionally secular topic through the presentation of material and completion of assignments through a Christian lens.

Prerequisites
None

Course Rationale
This course acts as an introduction to international relations. Students will be introduced to common theories of international relations, as well as interstate behaviors including but not limited to war, trade, and transnational politics. This class takes a theoretical approach and includes topics related to several subfields of international relations, including conflict studies and international political economy.

Required Course Materials
Readings should be completed prior to class on the day they are listed. All assigned readings are testable.

The following textbooks are required for this course:

Frieden, Jeffry A., David A. Lake, and Kenneth A. Schultz. 2013. *World Politics: Interests, Interactions, and Institutions* (4th Edition). New York: W. W. Norton & Company. ISBN-13: 978-0393675092

Note: This text is referred to as FLS in Course Schedule. Students must use the 4th edition.

Drezner, Daniel W. 2014. *Theories of International Politics and Zombies.* New Jersey:
    Princeton University Press.
    ISBN-13: 978-0691163703

    Note: This test is referred to as Drezner in Course Schedule.

Textbook Rationale
Textbooks for this course were chosen after significant consideration. These two texts
represent a quality examination of the relevant topics and are consistently used by scholars
across the discipline. They are also available through the bookstore and other textbook
vendors at a reasonable price.

    *The Harding Bookstore carries this textbook and the following links to Harding
    Bookstore are provided for your convenience:*
1. *Bookstore "[How to Order Textbooks](#)"*

Optional Materials
 All materials are required for this course.

<p align="center">Learning Objectives</p>

University Level Outcomes (ULOs)
- ULO 2: Students will demonstrate effective communication (e.g. written, non-
  written, spoken).
- ULO 3: Students will examine issues, ideas, artifacts, and/or events in order to
  formulate or assess an opinion or conclusion.
- ULO 4: Students will exhibit cultural knowledge, communicative and interpersonal
  skills, and other-centered dispositions necessary for responsible interaction with
  cultures different from their own.

- ULO 5: Students will demonstrate a broad perspective on the context of the past and
  the development of ideas that enables them to understand and evaluate current
  issues.

Department Learning Outcomes
- D1: Students will understand and produce work consistent with integrity standards.
  (aligns to ULO 2)
- D2: Students will locate, evaluate, incorporate, and properly cite multiple
  information sources. (aligns to ULO 2)

Program Learning Outcomes
- PS3: Students will demonstrate knowledge of the foundations, processes,
  institutions, and actors operating at the local, state, national, and international levels
  of the political system. (aligns to ULO 2)
- PS4: Students will develop an understanding of the core concepts and theories
  within each of the major subfields of political science and apply them to analysis of
  the political world. (aligns to ULO 5)

Course Learning Objectives (CLOs)
In its most broad sense, this course has two major objectives: To understand different actors and what explains or motivates their behaviors. All of the module objectives relate back to these two central themes. Both of these course objectives are assessed through exams, discussions, and article reviews.

- CO1: Students will identify and understand the different types of actors in international relations. (aligns to PLO 2 and 5)
- CO2: Students will recognize different explanations for various behaviors within international relations. (aligns to PLO 2 and 5)

Module 1- Foundations and Theories

- M1.1: Students will be able to recall central puzzles and theories in IR. (Aligns to CO2)
  - Assessment method: Examination
- M1.2: Students will identify and review relevant history that is necessary for understanding the current world. (Aligns to CO1 and CO2)
  - Assessment method: Examination
- M1.3: Students will examine who the relevant actors are in IR, including states and institutions. (Aligns to CO1)
  - Assessment method: Article commentary
- M1.4: Students will define and understand the term rational actor. (Aligns to CO1 and CO2)
  - Assessment method: Examination
- M1.5: Students will recall the main two types of interactions- cooperation and bargaining. (Aligns to CO2)
  - Assessment method: Examination
- M1.6: Students will discuss the three central IR theories- realism, liberalism, and constructivism. (Aligns to CO1 and CO2)
  - Assessment method: Discussion question
- M1.7: Students will solve three games based on Game Theory. (Aligns to CO1 and CO2)
  - Assessment method: Examination

Module 2- Conflict

- M2.1: Students will be able to identify and distinguish between interstate and intrastate conflict. (Aligns to CO1 and CO2)
  - Assessment method: Examination
- M2.2: Students will recall the number one cause of war/what states fight over. (Aligns to CO2)
  - Assessment method: Examination
- M2.3: Students will evaluate the main theories of war- failed bargaining, incomplete information, commitment problems, and issue indivisibilities. (Aligns to CO1 and CO2)
  - Assessment method: Discussion question

- M2.4: Students will identify relevant sub-state influences on war. (Aligns to CO1 and CO2)
  - Assessment method: Examination
- M2.5: Students will define the different types of alliances. (Aligns to CO2)
  - Assessment method: Examination
- M2.6: Students will identify the distinct attributes of a Collective Security Organizations. (Aligns to CO2)
  - Assessment method: Examination
- M2.7: Students will analyze Civil War explanations. (Aligns to CO1 and CO2)
  - Assessment method: Article commentary
- M2.8: Students will identify terrorist behavior and strategies. (Aligns to CO1 and CO2)
  - Assessment method: Examination

Module 3- Political Economy

- M3.1: Students will identify why states trade and what explains with whom they trade. (Aligns to CO2)
  - Assessment method: Examination
- M3.2: Students will compare and evaluate the major trade models. (Aligns to CO2)
  - Assessment method: Article commentary
- M3.3: Students will list the factors of production. (Aligns to CO1)
  - Assessment method: Examination
- M3.4: Students will define the major types of international investment- foreign direct investment and foreign aid. (Aligns to CO1 and CO2)
  - Assessment method: Examination
- M3.5: Students will identify different major international economic institutions. (Aligns to CO1)
  - Assessment method: Examination
- M3.6: Students will recall the functions and exchanges of currency. (Aligns to CO1 and CO2)
  - Assessment method: Examination
- M3.7: Students will recall exchange rate regimes. (Aligns to CO2)
  - Assessment method: Examination
- M3.8: Students will identify the components of international monetary regimes. (Aligns to CO2)
  - Assessment method: Examination
- M3.9: Students will identify factors contributing to development. (Aligns to CO1 and CO2)
  - Assessment method: Examination
- M3.10: Students will compare different development models. (Aligns to CO1 and CO2)
  - Assessment method: Discussion question

Module 4- International Issues

- M4.1: Students will define international law and recall how it works. (Aligns to CO1 and CO2)
  - Assessment method: Examination

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- M4.2: Students will identify norms and how they change. (Aligns to CO2)
  - Assessment method: Examination
- M4.3: Students will define transnational advocacy networks. (Aligns to CO1 and CO2)
  - Assessment method: Examination
- M4.4: Students will define human rights and discuss violations and prevention. (Aligns to CO1 and CO2)
  - Assessment method: Discussion question
- M4.5: Students will recall the events at Chernobyl. (Aligns to CO2)
  - Assessment method: Examination
- M4.6: Students will define genocide and famine. (Aligns to CO2)
  - Assessment method: Examination
- M4.7: Students will assess the relevance/importance of Weapons of Mass Destruction in IR. (Aligns to CO2)
  - Assessment method: Article commentary
- M4.8: Students will identify relevant current events. (ISIS, Hong Kong, Israel, etc.) (Aligns to CO1 and CO2)
  - Assessment method: Examination

Grading and Assignment Details

Grading Information

Grades for this course are evaluated through discussion, assignments, and examinations. You must complete all assignments to pass the course. Additionally, students should complete the integrity module in order to pass the class. This should be completed by the end of the first week.

Course grading:

Grade Distribution

Exam 1	20%
Exam 2	20%
Exam 3	20%
Final Exam	20%
Discussion Forums	10%
Article Commentaries	10%

Grading Scale

Grades will be posted on Canvas throughout the course.

A= 100-90

B= 89-80

C= 79-70

D= 69- 60

F= 59 or below

Because this is an online class, students do not necessarily need to be in Searcy, AR to complete this course. As a result, students could potentially be spread around the country or the world. Canvas is not equipped to handle different due dates for different students based on time zones. Additionally, tracking the time zones of each student on their summer vacations is complicated and invasive. To simplify matters, the central time zone will be used for all due dates. Make sure that if you are not in Searcy, AR you are careful to still use "Searcy time" for all of your assignments. Late submissions are unacceptable and will have very harsh grade penalties.

In college and in life it is important to learn to manage your time and meet your personal/professional/scholarly goals and deadlines in a responsible manner. I will accept late work, but with a steep grade penalty. For every *calendar day* that your work is late, I will take off 30 points. I will not accept the work after it is two days late (60 points off).

I provide **one** extra credit opportunity in this class. Due the final day of class, is a one-page paper that is worth five raw points on your lowest exam. No late work will be accepted. Prompt: Which of the three main –isms (realism, liberalism, and constructivism) do you find most convincing for understanding the world around you and why?

Course Assignment Details
This course utilizes discussion forums, article commentaries, and examination. Details for each assignment type can be found below.

Discussion Forums
You will complete several group discussions in this course. Each module will contain a different question or discussion topic. You must have one initial comment where you answer the question, with a response of at least 150 words. Make sure that your answer is thorough and complete, as this is a graded assignment. Once you make your original post, you will then be able to see the rest of your classmates' threads. You should read your classmate's posts and respond to at least 2 other student's posts. Each of these posts should be at least 50 words. To start each of these response posts please use the following format: "Dr. Gallagher's response to Bob" but with the appropriate names. All three posts should include a word count. Points will be deducted if the submission is missing the word count or the introductory phrase in the response posts.

With all three posts, but especially the response posts, make sure that your comments are substantive in nature to receive full credit. I'm not looking for superficial comments in these response posts like, "What a great point. I never thought of that before," or "Excellent point, great job. That is an interesting perspective". I want substance in these discussions, so make sure to include thoughtful comments.

Additionally, in this class we may discuss topics where you have a differing opinion than that of your classmates. While I encourage discussion, I require that all discussion be conducted civilly. While you may criticize an idea, you may not attack the person attached

to it. Failure to behave in an appropriate manner consistent with the university setting may result in a loss of points.

Article Commentaries
For these assignments, you will need to find an article that reflects the given question listed in each module. You will also be responsible for providing a commentary/argument that addresses why your article is pertinent to each question. On a word document, provide the name of the article, the author, URL, and your commentary. Make sure you also include your name on the document. Additionally, you should be sure to claim the article in the appropriate discussion forum, because only one student can use a given article.

In your commentary, you should provide a 200-word explanation for how the article you selected fits the given prompt or discussion and applies to the content we are learning in class. Make sure to provide a word count. This commentary should be in your own words, and then uploaded to Canvas. If you do reference another work make sure that it is properly cited using both in-text citations and a works cited.

Exams
This course consists of three regular exams and a final exam. Exam questions are based on both the readings and the lectures. The regular exams consist of multiple choice, true false, and short answer questions. For each test, only the most recent unit is testable, thus the midterms are **not cumulative**. There will be a review sheet provided for each exam.

The final exam for this course has a portion that is **cumulative**, but most of the exam is over the most recently covered unit. The format of the final is the same as the regular exams. Like with the other exams, I will provide a review sheet that outlines what will be on the final, including the cumulative portion.

It is your responsibility to make sure that you complete the exams prior to the due date. Remember to be cautious of your time zone, and do not save your assignments to the last minute. I do not give extensions because of technology issues or problems with internet connections.

Submitting Assignments
Students should submit all assignments through Canvas in their respective locations throughout the modules. If you have a question regarding an assignment please contact me through email using the communication protocols below.
- Use a subject line that describes the content. Last Name/Course Name/ Assignment
- Add URGENT to the subject line, only when necessary.
- Please provide enough detail so the response can be thorough.
- Remember while the writing in an email is not being graded, it should still be professional and courteous.

- As with all other communications, though my typical response time is usually prompt, please allow 24 hours for a response during the week and 48 hours during the weekend.

Filename Naming Conventions
For all assignments, all files should be uploaded with this naming convention:
LastName_AssignmentName (ex. Smith_DatabaseEvaluation).

Rubric (Evaluation Criteria)
Specific rubrics are not used throughout the assignments. For completion criteria please refer to the section on "Course Assignment Details." Please contact me with any questions.

Technology Details

Technology Requirements
In this course, students are required to have internet access in order to access Canvas.

For a list of Canvas supported browsers, visit the Canvas community website. This course requires that you have access to a computer that has internet capabilities. You are responsible for having a reliable computer and internet connection throughout the course. You will need to have access to, and be able to use, the following so:
1. Microsoft Office 365
2. Adobe Acrobat
3. Microphone and headset

Technical Support
For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at
Phone: 501-279-5201
Email: elearning@harding.edu
Web: E-Learning Web Address
For Canvas assistance, search Canvas Guides.

Technical Skills
The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical environment.
1. Access Harding's Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

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Learning Management System
Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using Harding's Canvas Login. For additional information relating to Canvas, including tutorials, and supported web browsers, please visit Harding's IST Canvas page or Instructure Canvas Help Center.

Click here for Canvas Accessibility and Privacy Policies.

Policies and Procedures

University Policies

Drop and Add Dates
Please make sure to familiarize yourself with Harding's add and drop date policies. For more information on specific drop dates, please visit the registrar's website at https://www.harding.edu/registrar.

University Assessment
Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

Students with Disabilities Accommodations
It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and Disability Services at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disability Office is located in Room 219 of the Student Center, telephone 501-279-4019.

Courses are taught online and students will not have direct access to the **Disability Services** located on the Harding University Searcy Campus. The student must self-identify to the instructor of the course and submit documentation by fax or mail to **Disability Services** on Harding University's main campus. The forms are available **online** at the Disability Services Webpage. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by

the instructor via a teleconference with the Disabilities Services and Educational Access department. If you have questions, please contact Bridget Smith, Disabilities Services and Educational Access Director, at 501-279-4019 or email disability services.

Since students on an international campus will not have access to the Disabilities Office located on Harding University's Searcy campus, the student must self---identify with the International Studies office prior to being accepted for a semester abroad. Reasonable academic accommodations (e.g. extended time on tests, a quiet room/no distractions for testing, etc.) may be made by the faculty on an international campus. However, a doctor's statement will be required for a physical or psychological disability stating that the student is capable of fully participating in the rigorous travel itinerary (group and independent travel), as well as, intense academics the semester he/she is abroad.

Code of Academic Conduct
Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment.

Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester. Please visit the Code of Conduct page in the Harding Academic Catalog for further details.

Academic Integrity Policy
The goal of academic integrity is to achieve the highest level of integrity without need to invoke procedures or sanctions. To approach that goal, faculty must communicate forthrightly and persuasively to students the importance of academic honesty. Please plan to spend at least a few minutes of your first class meeting next semester enunciating the basic principles you expect to see enacted, and please reinforce this message in your syllabus. A simple statement such as one of the following would suffice:

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the appropriate university official.

All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Referencing Information
All citation information should be consistent with the Turabian style guide.

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.
- APA Resources
- Purdue Online Writing Lab

Turnitin
During this course, the originality of various assignments submitted by students will be checked via Turnitin, an organization leading the way in both plagiarism detection and student learning. Turnitin provides institutions, faculty, and students with a variety of academic tools, including originality checks, online grading capabilities, and even peer reviewed feedback. Turnitin is integrated with the assignments settings used by the instructor when preparing assignments in Canvas.

Student Declaration
Submitting an electronic document at Harding University constitutes an agreement with the following declaration:
- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
- To uphold Harding University's Code of Academic Integrity

Academic Grievance Policy
If a student believes that he or she has reason to question, the decision of a faculty member with regard to the final grade received in a course or the unreasonable denial of academic progression, a procedure has been established to resolve the grievance. The student must

register his or her complaint in writing to the faculty member within seven business days following the alleged incident, except that if the grievance involves a final grade, it must be filed within ten business days after final grades are posted by the Registrar. Within the written complaint, the student must set forth reasons and grounds for the grievance. The policy set forth in the undergraduate catalog titled Academic Grievance Procedure establishes the procedures for such grievance resolution. All students should be familiar with this policy.

Time Management/ Credit Hour Expectations

All courses at Harding University meet federal and HLC regulations and meet or exceed university requirements regarding credit hours.

Time Management Expectations: Non-traditional term

For every course credit hour, the typical student should expect to spend at least forty-five clock hours of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least one hundred thirty-five hours dedicated to the course.

Dress Code: You must adhere to the dress code for all work done in a course, where either a static or video image of yourself is submitted.

Course Policies

Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information or study aids in any academic exercise.
2. *Plagiarism:* Representing the words, ideas or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience:* Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in the general Harding University catalog as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect:* Students are expected to respect other classmates' opinions and ideas at all times. Since online students cannot see body language and other nonverbal cues, it is essential that comments be worded carefully and refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to

re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:

> - Stereotypes of any nature, whether it be profession or class of people
> - Politics **–** whether republican, democrat or liberal etc., respect should be shown in differences of opinions and ideas.

7. *Lurking*: Lurking is when a student signs on and reads the messages and does not post to the classroom. There are many reasons why a student may do this. Some students may feel uncomfortable sharing views in an open forum, may be unsure of the materials being covered, and/or may not want to say the same or similar things that other students have already posted. Discuss these issues with your instructor. Posting [x] out of [x] days is essential to learning and to passing an online class. Lurking is not counted as participation and will only lower your grade. Your instructor may be able to assist you in overcoming or resolving any issue that may drive lurking behavior.

8. *Drifting*: Drifting occurs when the discussion goes in another direction than expected. Drifting is normal and encouraged in the online environment. However, the drifting must be related to academics and the materials discussed in the classroom. The instructor will encourage positive drifting, but will discourage inappropriate drifting and may ask students to take it to the CHAT room or to discuss it through personal email. Inappropriate drift will not be counted toward the participation grade.

Canvas or Internet Outage Policy
As a learner, you must be able to manage technical difficulties; such as power outages, connection problems, and other technical issues. Technology will sometimes fail, for this reason, it is advisable to complete your assigned work prior to the due date.

> **Instructor**
> If your instructor experiences power outage, Internet service outage, LMS (Canvas) or other technical issues that significantly affects the timing of distributing online assignments, grading assignments or significantly interferes with communicating with students, adjustments to due dates will be made.

> **Student**
> If you experience power outage, Internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. Internet outage or computer issues is not an excuse for late work. A backup plan for reliable Internet service and working computer is prudent.

> **Testing Issues**
> If you experience issues with Internet connection, power outage, computer, or Canvas and are unable to complete or submit the test, do not panic. Your first step is to contact your instructor, who will provide you instructions on how to proceed. You may also report a problem to the e-learning help desk (501-279-5201). Response time is dependent on the time of day. E-learning help desk is manned M-F: 8:00 am – 5:00 pm.

Academic Support Services
Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate students):
- Library
- Testing
- Tutoring
- Writing Lab

Student Support Services
Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate students):
- Advising
- Registration
- Financial Aid
- Student Life
- Counseling
- Career Services

Additional Information *(optional)*
List additional ways for your students to be successful in your class here. Some departments may have other supplemental requirements to include here, so please check with your department to clarify this.

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

References
American Psychological Association Website. (2014). Retrieved from https://www.apa.org/about/apa/archives/apa-history.aspx