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Spring 2020

## DIPL 2120 International Conflict and Security

R. Joseph Huddleston PhD  
*Seton Hall University*

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**DIPL 2120: International Conflict and Security**  
**School of Diplomacy & International Relations, Seton Hall University**  
**Tuesdays 11:00 – 1:30, Stafford Hall 206**

**Professor:** R. Joseph Huddleston

**Student Hours:** Tues. 2p – 4:45p via Teams. [Here is the link.](#)

**Email:** [joseph.huddleston@shu.edu](mailto:joseph.huddleston@shu.edu)

This syllabus is current as of January 26, 2020. It is still subject to change. You will be notified in class and/or by e-mail if/when the syllabus is updated.

**Required Materials**

- Richard Betts. 2017. *Conflict after the Cold War*, 5<sup>th</sup> edition (abbreviated as “Betts”)
- T. David Mason, Sara McLaughlin. 2016. *What Do We Know about Civil Wars?* (“MM”)
- Dan Reiter. 2018. *Understanding War and Peace*. [www.understandingwarandpeace.com](http://www.understandingwarandpeace.com)
  - Chapters are \$3/each and can be purchased one by one, electronically
- [Political Violence at a Glance](#). A free online magazine directed by Erica Chenoweth, Christian Davenport, Barbara F. Walter, and Joe Young

You will also be assigned academic readings accessible through Seton Hall’s library. And you will watch one film before class Week 4. Come prepared to discuss the film alongside the readings for that day. It can be accessed through the SHU Library (Under Reserves for DIPL 2120).

**Course Description and Primary Student Learning Outcomes**

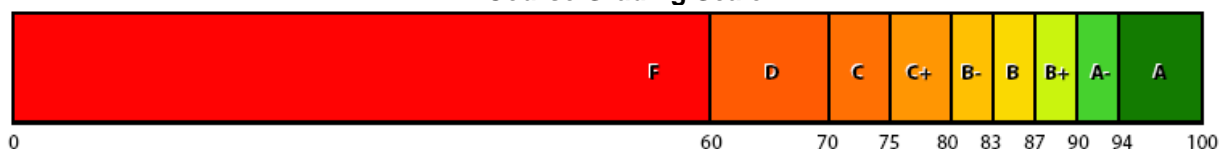
This course serves as a general introduction to the study of international security, a field primarily concerned with the threat and uses of force by state and non-state actors for political ends. Topics examined include the origins of major power wars, regional conflicts, civil wars, and international intervention, as well as terrorism, cyber, and information warfare.

By the end of the semester, students should have acquired knowledge and understanding of key concepts, theories, and debates involved in the study of contemporary international security. Students should also have developed the skills to: analyze complex international systems; find and synthesize empirical information; and develop, articulate, and defend policy positions.

**Grading**

Participation .....	20%
Reading Quizzes .....	20%
Policy Memo .....	25%
Final Exam .....	35%

**Course Grading Scale**



**Participation (20%)**

Participation includes thoughtful engagement with all parts of the class. This course is taught around class discussion, debate, and activities. This means we will all be dependent on each other's efforts to prepare for and engage in class activities and have a worthwhile learning experience. Each class session's participation will be graded as following:

- 2 points: Active, thoughtful participation demonstrating understanding of the assigned material and current events. Full participation in classroom activities, discussion of readings.
- 1 point: Attendance with little or no participation in class.
- 0 points: Unexcused absence (beyond 1 allowable unexcused absence)

You are expected to **complete all assigned readings before the class** for which they are assigned, and to arrive in class prepared to discuss that material. You may also find it helpful to prepare notes and talking points before each session, including your thoughts, opinions, analysis, and questions about the week's materials.

**Reading Quizzes (20%)**

This course requires a lot of reading. You should expect to read 50-75 pages per week. You should not expect to need to memorize anything from our readings, just think about them. I will let you know in a study guide if I am testing you on something from the reading.

We will use Teams' quiz system to do in-class reading quizzes at the beginning of each class. Reading quizzes are not hard. They are designed to test whether you did the reading, not whether you grasped every nuance. Do the reading and you should get the questions right. I will drop your lowest quiz score.

If you want to be sure you get full credit for a quiz, all you have to do is write your own quiz question (5 part multiple-choice) on that session's reading. **If I select your question for that session, you will receive full credit for the quiz.** Questions must be received by 7pm the night before the course meeting in which the quiz will be given. Readings showing a **Q** can be expected to have at least one quiz question. Other readings may or may not have a quiz question.

**Policy Memo (25%)**

700-1200 words, excluding references

Students will write one policy memo during the course of the semester. Students can choose between one of two topics (and corresponding due dates). If you choose the first topic (US China), your memo is due Week 6. If you choose the second topic (US Syria/Yemen), your memo is due Week 14. If you turn in a memo for both prompts, I will drop your lower memo grade. Policy memos are **due electronically by the beginning of class**. Late assignments are docked 10% for each 24 hours following their respective deadlines. Assignments more than one week late will be given a 0.

Your assignments should be turned in as Word .docx documents. You will turn all assignments in through Teams. Note that this means I will grade your work, give you feedback, and assign your grades digitally.

**Instructions:** Using the arguments from the relevant course readings, **choose one of the following** as a topic for a 700-1200 word policy memo:

**Policy Prompt 1:** You are a member of the National Security Council Staff. Write a memo to your boss (Jake Sullivan) in which you make a case for why the US should/should not mobilize and increase its military presence in the South China Sea to deter further Chinese expansion.

DUE: Week 6 (Start of Class) **Upload Word .docx file to Teams.**

**Policy Prompt 2:** You are a member of the National Security Council Staff. Write a memo to your boss (Jake Sullivan) in which you make a case for why the US should/should not intervene militarily in either A.) Syria or B.) Yemen.

DUE: Week 14 (Start of Class) **Upload Word .docx file to Teams.**

**NOTE:** Policy memos are not like other papers. For guidance, please consult the folder titled “How to Write a Policy Memo” on Teams.

### **Final Exam (35%)**

The final is open book. It will cover material from lecture, section, and the required readings, viewings, listenings, and exercises. I will provide a study guide prior to finals week.

### **Additional Notes**

This course is about war and violence. We will be examining content that is that emotional, controversial, and graphically violent in nature, including discussions of genocide, mass starvation, sexual victimization, and all manner of the grotesque realities of war. Still, we will maintain the goal to foster a safe learning environment for everyone here. We are in this course because we want to understand the causes and courses of conflict, ultimately because we want less of it in the world. **Note that understanding the causes of violence should not be construed as condoning or legitimizing violence.** Along these lines, assigned readings and position prompts may not represent the views of the instructor. Instead, they serve as a framework for discussion, different lenses to ensure we understand multiple perspectives.

Healthy disagreement and discussion are a central component of this class. Constructive disagreement sharpens thinking, deepens understanding, and reveals novel insights. It is not just encouraged, it is expected. All viewpoints are welcome, but no ideas are immune from scrutiny and debate. There may be times when you disagree with someone else’s opinion. It is important that you respond in an appropriate, respectful, professional, and constructive manner.

**Meetings and Materials****Week 1 (2/2) Introduction: Is War Inevitable?**

Required:

- Goldstein and Pinker, "[War Really Is Going Out of Style](#)," *New York Times*, December 17, 2011.
- Gray, 2015, "[Steven Pinker is wrong about violence and war](#)," *The Guardian*
- Koehrsen, 2019, "[Has Global Violence Declined? A look at the data](#)," *Towards Data Science*
- Luttwak, "[Give War a Chance](#)," *Foreign Affairs* (1999) 78(4), pp. 36-44
- **In Class Reading:**
  - Dyrstad and Hillesund, 2020 "[Contentious Politics in the US](#)," PVAG

**Discussion Questions:**

- What is International Security (IS) and how should we study it?
- Why study war?
- Is "war" going out of fashion?

**Week 2 (2/9) The International System**

- Reiter, Ch. 2 in *Understanding* **Q**
- Waltz, "Origins of War in Neorealist Theory" Betts 101-108. **Q**
- Gilpin, "Hegemonic War and International Change" Betts 108-121.
- Jervis, "Cooperation Under the Security Dilemma," Betts 389-405.
- Wertheim, 2021, "[Delusions of Dominance](#)," *Foreign Affairs*

**Discussion Questions**

- If alliances help states fight more effectively, why does this reduce the compliance problem?
- Is major war more likely when great powers are equal or unequal?
- Does the sweeping historical pattern that Gilpin discerns provide lessons for the 21st century?
- Should the United States pursue a new security paradigm and eschew primacy?
- Does the security dilemma always operate?
- What factors mitigate its severity?
- Is the US a regional or global hegemon? Does it matter?

**Week 3 (2/16) The State: Politics and Economics (81)**

- Poast, Ch. 6 in *Understanding* **Q**
- Owen, "[How Liberalism Produces Democratic Peace](#)," *International Security* 19(2)
- Gartzke, "[The Capitalist Peace](#)," *American Journal of Political Science* (Jan. 2007) 51(1)
- Mansfield and Snyder, "Democratization and War," Betts 331-344. (14) **Q**

**Discussion Questions:**

- Do countries' participation in the international economy push them toward competition and conflict or does trade foster peace?
- Does conquest still pay?

- Is there such a thing as democratic (or capitalist) peace?
- Which of the explanations for the democratic peace do you find more convincing and why?
- Do Mansfield and Snyder discredit democratic peace theory?

**Week 4 (2/23) The Human Element: Nature, Psychology, Culture, and Norms (70)**

- Horowitz, Ch.4 in *Understanding* **Q**
- Arendt, “[Thinking and Moral Considerations: A Lecture](#),” *Social Research* (Fall 1971) vol. 38, no. 3, pp. 417-446. (29)
- Jervis, “War and Misperception,” Betts 207-223. (17)
- Case: Mandatory Film: The Judgment at Nuremberg (1961) **Q**
  - [Available to watch online through SHU here](#)

Discussion Questions

- What is the ‘banality of evil’?
- When should obedience to authority be praised and when should it be feared?
- How has the division of labor in violence transformed the problem of obedience?
- What role does misperception play in the onset of war?
- Is warfare merely an invention?

Film Questions<sup>1</sup>

- Why did Ernst Janning challenge the authority of the tribunal to try him and the other judges? Where did the Tribunal’s authority—and its legitimacy—come from?
- What kind of responsibility does each of us have for our own actions? Is ‘following orders’ a legitimate excuse to do wrong? How do we decide what is right and wrong?
- Were the Nuremberg Trials just ‘victor’s justice?’
- Herr Rolf says that if the defendant judges are to be found guilty then others are guilty too: the Pope, the Soviet Union, American industrialists who profited by re-arming Hitler. Do you agree?
- Did the German people have an obligation to know what was happening to the Jews and other minorities during the war and to stop it? Or is it part of the tragedy of war that atrocities may be committed in the name of the people or national security, while the people have no ability to prevent these atrocities? What are Americans’ responsibilities for acts of war committed in our name?
- Judge Haywood said, “If these murderers were monsters, this event would have no more moral significance than an earthquake.” What did he mean? Do you agree?

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<sup>1</sup> <http://www.umass.edu/legal/Arons/Fall2007/250/250nurembergpoints07.pdf> and <http://www.sanantoniopeace.center/film-discussion-guide-judgment-at-nuremberg/>

**Week 5 (3/2) Logic of Conflict: Coercion, Force, Deterrence, Escalation, Bargaining**

- Reiter, Ch. 1 in *Understanding* Q
- Horowitz, Ch. 3 in *Understanding* Q
- Schelling, *Arms and Influence* (1966) on Teams, pp. 1-11, 18-26, 35-60, 66-78
- Ashford and Kroenig, 2020, "[How Far Should the US go to Counter China?](#)" *Foreign Policy*
- Case Reading: Ukraine and Crimea
  - Putin, "The Threat to Ukraine From the West," Betts 568-575
  - Cohen, "The Threat from Russia," Betts 575-581

Discussion Questions

- How do states practice coercive behavior?
- What are the four functions of force?
- What are the basic concepts of deterrence theory?
- Which is easier: compellence or deterrence?
- What is the California Principle?
- What are Salami Tactics and how do they work?

**Week 6 (3/9) War from Within**

\*\*\*\*\*Policy Memo on Topic 1 Due\*\*\*\*\*

- Cunningham, Ch. 8 in *Understanding* Q
- Mason, Mitchell, and Prorok, "Overview", MM 1-14 Q
- Gleditsch, Melander, and Urgal, "Introduction," MM 15-32
- Ritter and Davenport, 2020, "[An Illustrated Glossary of Political Violence](#)" in PVAG

Case Reading: Algeria

- Ciment: War of national liberation (Teams)
- Ciment: The fundamentalist struggle (Teams)

Discussion Questions

- What is the "commitment problem" for rebels and governments? What strategies are used to address this problem in civil war settlements?
- What is a multi-party civil war? How does this differ from a conflict with a "fragmented actor"?
- What is a "predatory" rebel group?
- Sometimes, the principle of justice and equality conflicts with the that of stability and public safety. How do we decide how to balance those two legitimate expectations of the citizens from the state?

**Week 7 (3/16) Nationalism, Separatism, Revolution, Coups**

Required:

- Gellner, "Nations and Nationalism," Betts 344-356 Q
- Tilly, Charles. *From Mobilization to Revolution*. Addison Westley, 1978. Chapter 7. (On Teams) Q

- Harmonie Toro. 2012, “From Dissent to Revolution” in *Ashgate Research Companion to Political Violence* (Teams)
- Frantz Fanon. 1963. Selection from *The Wretched of the Earth* (Teams)
- Case Reading: The Kurds
  - Ciment readings, Kurdish wars, on Teams
  - Biasi and Krause, 2020, “[The Two Faces of Kurdistan](#)”, PVAG

Discussion Questions

- Where does the demand for statehood come from?
- Why are self-determination and territorial integrity such hard concepts to implement internationally?
- What does the legacy of colonialism have to do with civil war?
- How do we decide whether and when violence is justifiable?

**Week 8 (3/23) The Slide into War: Division and Repression**

Required:

- Galula, “Insurgency and Counterinsurgency,” Betts 510-526 **Q**
- Young, “Antecedents of Civil War Onset,” MM 33-42 **Q**
- Seymour and Cunningham, “Identity Issues and Civil War”, MM 43-59
- Weintraub, Stewart, and Nedal, “[Scattered Cities](#)” in PVAG 2020
- Case Reading: Bosnia
  - Ciment

Discussion Questions

- How does the government’s response affect the trajectory of conflict? What options does it have?
- Where does a government’s legitimacy come from? How can we recognize when it’s increasing or decreasing?
- What are ‘greed’ and ‘grievance,’ and what do they have to do with the onset of civil wars?
- What does identity have to do with civil war?

**Week 9 (3/30) War’s Perpetuation or Termination: Intervention and Proxy Warfare**

Required:

- Linebarger and Enterline, “Third Party Intervention and the Duration and Outcomes of Civil Wars,” MM 93-108 **Q**
- San Akca, Belgin, 2009, “[Supporting Non-State Armed Groups: A Resort to Illegality?](#)”, *Journal of Strategic Studies* 32:4 **Q**
- Shelton, Allison, Szymon Stojek, Patricia Sullivan, 2013, “[What do we Know about Civil War Outcomes?](#)”, *International Studies Review* 15(4)
- Case Reading: Syria
  - Case reading in Cunningham Ch. 8 in *Understanding*
  - Robert Ford, 2021, “[US Strategy in Syria Has Failed](#),” *Foreign Affairs*
  - Other readings on Teams

Discussion Questions

- How do intrastate conflicts differ from the concepts of war we have discussed so far in this course?
- Why are conflicts within states still international security concerns?



- Does intervention work? How do we know?
- What obligation does the international community have to protect people from their governments? What gets in the way?

### Week 10 (4/6) **War Makes the State**

- Arjona et al., 2015, *Rebel Governance in Civil War*, pp. 1-4, on Teams **Q**
- Loyle et al., 2021, “Revolt and Rule: A Forum on Governance by Rebel Groups,” *International Studies Review* (on Teams) **Q**
- Case Readings: Western Sahara
  - Ciment
  - Lippert, 1992, “[Sahrawi Women in the Liberation Struggle of the Sahrawi People](#),” *Journal of Women in Culture and Society*, 17(31)
  - Huddleston, 2019, “[Can John Bolton Thaw Western Sahara’s Long-Frozen Conflict?](#),” *Foreign Policy*
  - Huddleston, Ghoorhoo, and Maquera Sardon, 2021, “[Biden Can Backtrack on Trump’s Move in Western Sahara](#),” *Foreign Policy*

#### Discussion Questions

- Why do rebel groups build institutions of the state?
- Does the development of statelike functions of a nonstate group perpetuate conflict? Does it make prospects for peace better or worse?
- Why would civilians accept the leadership of a rebel group instead of the central government? When would they resist their rule?
- What is legitimacy? How does it work in these conflicts between state and rebel?

### Week 11 (4/13) **Terrorism, International and Domestic**

#### Required:

- “Terrorism: Global History Since the 1940s,” in Ciment, on Teams
- Crenshaw, “The Strategic Logic of Terrorism,” Betts 481-495. **Q**
- Stern, Chapter from *Terror in the Name of God*, on Teams **Q**
- Travers, 2020, “[The Terrorist Threat is Not Finished](#),” *Foreign Affairs*
- Case Reading: Spain, Sri Lanka
  - Ciment

#### Discussion Questions

- Is terrorism a just ‘weapon of the weak?’ Does it make sense to think of terrorism as just another kind of deterrence that state and nonstate actors have in their repertoire?
- What does identity have to do with an individual’s decision to get involved in terrorism activities?
- How do we distinguish ‘terrorism’ from other kinds of political violence?
- Does terrorism look the same now as it did 20 years ago? 50 years ago?

### Week 12 (4/20) **Gender in Conflict (Guest lecture from Dr. Robert Nagel)**

- Tickner, “Men, Women, and War” Betts 235-248 **Q**
- Melander, “Gender and Civil Wars” MM 197-214

- Wood and Thomas, 2017, "[Women on the frontline](#)," *Journal of Peace Research*, Vol. 54 Issue 1 Q
- Case Reading: Islamic State (Daesh)
  - Readings on Teams

Discussion Questions

- How and why are women particularly vulnerable in conflict settings? How are they empowered?
- Why do men and women assume different roles in conflict?
- Are women more peaceful than men? How would we know? What is the 'evolutionary' logic for their preferences in conflict? How are they a force for peace?

**Week 13 (4/27) War Economies and the Role of Resources**

Required:

- Kaldor, "The Globalized War Economy," Ch. 5 in *New and Old Wars* pp. 95-118, on Teams Q
- Smith, "Exploring the Resource-Civil War Nexus", MM 215-230 Q
- Ross, 2004, "[How Do Natural Resources Influence Civil War?](#)" *International Organization* 54
- Case Reading: Yemen
  - Bogumila Hall, 2017, "Yemen's Failed Transition," on Teams
  - Huddleston, R Joseph and David Wood, 2021, "[Functional Markets in Yemen's War Economy](#)," *Journal of Illicit Economies and Development* 3(1)

Discussion Questions

- How do natural resources affect conflict? Do they make it more likely or more violent?
- How do natural resources affect the role of civilians in conflict? Do they become more or less important for nonstate actions?
- What is the 'war economy?' How do economic situations change with conflict?
- What kind of economic opportunities rise out of active conflict? Is that good or bad for the prospects of peace?

**Week 14 (5/4) New Technologies, New Challenges**

\*\*\*\*\*Policy Memo on Topic 2 Due\*\*\*\*\*

Required:

- Kreps, Ch. 10 in *Understanding* Q
- Byman, "Drones: Technology Serves Strategy," Betts 431-436
- Kurth Cronin, "Drones: Tactics Undermine Strategy," Betts 436-443
- Horowitz, Schwartz, and Fuhrmann, 2020, "[China Has Made Drone Warfare Global](#)," *Foreign Affairs*
- Hendrix, Ch. 9 in *Understanding* Q
- Hendrix, Gates, Buhaug, "Environment & Conflict," MM 231-247 Q
- Case Reading: The Arctic
  - Shea, "[A thawing Arctic is heating up a new Cold War](#)," *National Geographic* Sept. 2019

Discussion Questions

- Concerning international security, how do the technological advances of today differ from those of the past? How are they the same?
- How is 'power projection' changing? Who are the new players?
- How does environmental degradation affect the chances of conflict? What kinds of conflict?
- Are drones more trouble than they're worth? Do they hurt or help long term interests of the government that chooses to use them? Why?

**Week 15 (5/11) The End and Legacy of Conflict**

Required:

- Beardsley, Ch.7 in *Understanding Q*
- Thyne, "Legacies of Civil War", MM 157-178 **Q**
- Jessica Maves Braithwaite, [Resisting Political Violence in America](#) in PVAG 2020
- Case Reading: Ireland and South Africa
  - Ciment

Discussion Questions

- How does conflict end? What factors play the most important roles?
- What are some unexpected challenges a country faces when recovering from conflict?
- What is the logic behind truth and reconciliation commissions?
- How do we know if the factors that caused conflict in the first place have been taken care of? What are the risks of peace agreements?

**(5/13 – 5/19) Finals Week****Final to take place Tues., May 18 at 12:20pm****Policies and Resources**

- **Plagiarism, Cheating and Academic Integrity.** Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See university and school standards for academic conduct here:
  - <http://www.shu.edu/offices/student-life/community-standards/communitystandards.cfm>
  - <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>.
- **Citation and Writing Format.** Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Teams page.
- **Counseling:** As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor.

For more information, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>

- **Absences.** Students are expected to attend all class sessions and participate in discussions. If a medical situation or other emergency arises students should inform the professor via email at the earliest possible opportunity as to the reason for their absence. Unexcused absences will bring down your participation grade.
- **Grade Appeals.** Grades in this course are not negotiable. If you think an error has been made, you may contest the grade on an assignment up to one week after it is returned. Clerical errors and outright mistakes will be corrected; other grading decisions will not be revisited.
- **Late Assignments.** Students who anticipate not being able to turn in an assignment on time should let me know as soon as possible. Without prior communication, failure to turn in a paper on its due date will result in a grade penalty. All late papers (anything submitted after the deadline) will be penalized by 10% per 24hrs (i.e., a 100% A paper turned in one day late is an A- at 90%, two days late a B- at 80%, etc.). Assignments more than one week late will be given a 0. There may be exceptions made in cases of medical or family emergency or COVID-related issues.
- **Technology.** Students will be allowed to use laptop computers during class for the purposes of note taking only. All other activities (email, internet, Facebook, etc.) are prohibited during class. Students who violate this policy will forfeit their laptop privileges.
- **Accommodations.** It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973)-313-6003 or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).
- **Policy on Incompletes.** Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor before the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.
- **Academic Resources.** If you need support during this course, Seton Hall has resources for you. The Academic Resource Center is the general support place for students. The Online Writing Lab provides students with comments on papers via email within 48 hours. The Writing Center and the Math Learning Lab offer appointments for one-to-one tutoring. More information is available here:
  - <http://www.shu.edu/student-services/toolkit.cfm>

### COVID and HyFlex/Remote Learning Provisions:

- **Ground rules:** We're in a pandemic. It's scary, it's uncertain, and we are all struggling with personal and professional problems we have never faced before. If you need an exception, I will not judge you, and I will not think less of you. You do not owe me personal information about your health or living circumstances. If you need to miss class, need extra help, or need extensions on assignments, just ask. I will work with you. If I can't help you, I will help you find someone who can. There are lots of resources on campus. This is an ongoing crisis. I will do my best as your instructor, and I hope you will do your best to work with me. I will cut you some slack, as long as you stay in communication with me. And I hope you will cut me some slack too.
- **Coronavirus Safety:** In accordance with the Seton Hall pledge, students must wear a mask in class, maintain required social distancing, and not come to class if you are ill. No mask, no class. The pledge can be found here:  
<https://www.shu.edu/health-intervention-communication/seton-hall-pledge.cfm>
- **Attendance** is mandatory, whether you're taking the class in person, in HyFlex, or remotely. If you are unable to comply with the attendance plan on the syllabus, please speak with me immediately.
  - If you are not going to be in class on any given day, whether in person or in Teams, I expect an email from you.
  - We are trying to continue a sense of community. Unless you are ill or have cleared it with me, you are expected to be in the Teams classroom.
  - Please don't show up in person any days that you're not assigned to be there. I may not be able to let you in—the classroom capacity is fixed and cannot accommodate extra students.
- **HyFlex:** You will be assigned to a class meeting based on your ID#. Unless you have let me know that you will be attending remotely that day, you are expected to be in the classroom during the class session. If, for reasons of health, self-quarantine, or some other obstruction, you need to attend remotely on a day you're scheduled to be in class, I expect you to attend in Teams—please inform me beforehand if possible. The Teams session will begin and end at the same time as the in-person meeting of the class. Remote students must follow my guidelines regarding cameras and microphones. If you cannot follow that policy, please meet with me ASAP to discuss accommodations.
- **Fully remote (synchronous):** You are expected to attend class via Teams. As with an in-person class, you will be expected to arrive on time, stay for the entire class, and participate as designated by me. If you are expected to participate via the chat, discussion board, or any other electronic means, that participation must take place during class hours to count as attendance.
- **Fully remote (asynchronous):** I will post due-dates for specific work. Your attendance will be counted based on your ability to meet those deadlines. Attendance may include participating in discussion board, posting video summaries on Teams, completing exercises or assignments, or activities using technologies outside of the Teams Course. **If you live in another time zone and cannot therefore attend your HyFlex course at the hour it's scheduled, you will do the course this way. However, you will need to work out what constitutes attendance with me, so please be in touch ASAP.**
- If you have used up your allowed absences and need to be out more than that, excused absences will be considered due to extenuating circumstances; however, I need to receive communication from you beforehand. I can't help you if you're not in touch with me. "Excused" means that I must receive a phone or email message or written note before the absence occurs. Please contact Dr. Edwards if you expect to be out more than 3 consecutive classes.

- **Communication:** You must check your SHU email account, notifications on Microsoft Teams, and Blackboard regularly—at least once a day—to keep regular pace with the class. Please check before each class and before leaving your house/dorm to attend class, in case I need to run the class remotely (via Teams) on any given day. I will make every effort to respond to you quickly; you can expect to hear back within 48 hours, unless an emergency arises.
- **Participation**
  - **HyFlex:** On the days you join class from the classroom, participation will follow the traditional model, although it may also include other activities in Blackboard and Teams. On the days you join the class remotely, participation may include participating in the conversation “live,” (that is, speaking from the screen), contributing to the discussion board in Blackboard or the Chat in Teams, responding to Polls in Teams, and other activities. Please make yourself familiar with the basic expectations for participation as specified above.
  - **Remote (Synchronous):** Participation will include participating in the conversation “live,” (that is, speaking from the screen), contributing to the discussion board in Blackboard or the Chat in Teams, responding to Polls in Teams, and other activities. Synchronous participation will follow the same standards as in-person.
  - **Remote (Asynchronous):** participation may include participating in the conversations on discussion board in Blackboard or the Chat in Teams, and other engagement activities. Please make yourself familiar with the basic expectations for participation and be attentive to what is asked of you in order to keep this part of your grade healthy.
- **Office Hours**
  - Office Hours are an opportunity to meet with your professor to discuss your work, your class performance, your academic goals, and the meaning of life. Please feel free to attend them whenever you need help, have a question, or would like to talk more about the class and its relationship to your program. Office Hours in Fall 2020 will be remote. However, that doesn’t mean that I am available 24 hours a day. Specific hours for your class are posted above. You can expect to drop in on my Teams hours at any point during the specified time, and you can also schedule a time with me. It may be occasionally possible to meet with me on campus, as long as proper social distancing is observed and masks are worn. If you feel you need an in-person meeting, please contact me beforehand.
- **Camera and Microphone Policy:**
  - In class, we want to build community, which means seeing one another. And I need to be able to read your visual cues to do my best instruction, and to know if you want to participate on your remote days. I need to be able to see your face.
  - Unfortunately, video conferencing is a part of our lives indefinitely. I expect you to have your camera turned on during class time. Feel free to blur your background or use one of the backgrounds provided by Teams or a photograph you upload yourself. **Seton Hall offers several views of campus to upload if you’re feeling the school spirit.**
  - Please be sure to turn your microphone on when you’re trying to speak. Use the “Hand Raise” function, or the chat box to indicate that you would like to speak. Otherwise, while class is going on, please mute your microphone so that any background noises don’t interrupt the class discussion.
- **If you are unable to comply with any of these policies, please speak to me, and we will work out an accommodation.** This can happen on a semester-long or one-time basis.