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Spring 2021

## DIPL 6310 Research Methods for Policy Analysis

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*Seton Hall University*

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**DIPL 6310: Research Methods for Policy Analysis**  
**School of Diplomacy & International Relations, Seton Hall University**  
**AA: Mon. 2:00 – 4:10, Alfieri Hall 123 (ST 123)**  
**NA: Mon. 5:00 – 7:10, Alfieri Hall 123 (ST 123)**

**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 27, 2021. You will be notified in class and/or by e-mail when the syllabus is updated.

**Required**

Johnson, Reynolds, and Mycoff. *Political Science Research Methods.*

I am teaching out of the 9<sup>th</sup> edition. Throughout the syllabus, I abbreviate this text as JRM. You will also be assigned academic readings accessible through Seton Hall’s library.

Stata software, [available from SHU here.](#)

Every exercise and assignment can also be completed through Excel, but it is probably better to learn Stata. As a Seton Hall student, you have free access to Stata. I suggest you install Stata as soon as possible, as we will have weekly Stata labs starting in Week 4.

**Course Description**

This class is an introduction to political science international relations research methodology. My main goal is to teach you the basics of creating and consuming research in the social sciences. The course will lead you through conceptualization and theory construction, the derivation of testable hypotheses, and a variety of methodologies that may be used to evaluate these hypotheses. We will discuss causal inference, observation and measurement, and other issues encompassing both qualitative and quantitative research methods. We will discuss the way in which academic articles in the social sciences are written, and how they should be read.

This course includes some basic statistics, and requires use of Stata (or Excel, or R, if you are ambitious) for some class assignments. These include some simple description and cross tabulation of original data.

**Grading**

Participation .....	20%
Three homework assignments .....	40%
Research design Paper .....	40%

**Course Grading Scale**



**Participation (20%)**

Participation goes well beyond attendance. It 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.

### **Homework and Research Design Assignments (80%)**

Your homework assignments are designed to contribute to (or even become part of) your research design paper in this class. When I grade your homework, I will provide feedback to you that should help make your final paper a somewhat polished advanced draft. As you move forward with your thesis project, you will be able to build on the work you have done in this class (in the homework and research design paper), even using some of the material you have already written. The more work you do during this course, the less you can do later on.

This course is thus designed to culminate in a well-planned research design paper to carry forward into your senior thesis project, approx. 4000 – 6000 words (12 - 20 pages) in length. In this paper, you will do the following:

- Develop an international relations research question
- Locate this question in the context of relevant literature (i.e. discuss the importance of the question both for theory and policy)
- Outline an empirical strategy for answering this question addressing the following
  - Operationalize the dependent variable (or what's being caused)
  - Develop a series of alternative explanations for the outcome
  - Operationalize independent variables (or what's doing the causing)
  - Discuss case selection (what cases are you going to look at and why)
  - Develop a testing procedure (or, how you will test your arguments, and how you will know you are right)
  - Offer a respectable bibliography comprised of academic research.

You are welcome to pick any topic you wish, as long as it is an international relations topic and as long as it is empirically feasible (if in doubt, consult me). You may wish to build on one of our in-class examples. If you do, I would suggest you discuss this with me in advance. Changes in topics must also be discussed with me in advance. I would encourage you to consider the tractability of your project given the time frame you have. (Remember, highly ambitious projects take lots of time)

Homework assignments are **due electronically by the beginning of class on the date it is due**. Late assignments are docked 10% for each 24 hours following their respective deadlines. Assignments more than one week late will be given a 0.

**Research Design Paper due Monday, May 17 at 11:59pm. Upload Word .docx to Teams.**

### **Guidelines for Homework and Research Design Paper**

These assignments should be turned 12-pt Times New Roman font, double-spaced, with 1-in margins. Include a word count on the first page. Papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography.

Your assignments should be turned in to Teams as Word .docx documents. You will turn all assignments in through Teams, due electronically at the beginning of class on the listed date.

I will grade your work, give you feedback, and assign your grades digitally. Hard copies are for reference during class.

### **Primary Student Learning Outcomes:**

The curriculum provides students with the knowledge, skills, and multi-cultural literacy that will enable and encourage them to contribute to substantive and policy-relevant issues in diplomacy and international affairs.

Specifically, the program's effectiveness focuses on the following aspects of the School's three mutually reinforcing curricular aims:

- Knowledge and understanding of: (A) The key concepts, models, theories, and debates involved in the study of contemporary international relations and diplomacy; (B) The interaction between politics and economics in the international system; (C) The prevailing global issues, such as international conflict, global health, and environmental challenges; and (D) Knowledge and understanding of the social science research process.
- Skills to: (A) Collect, sort, and evaluate information; (B) Analyze complex situations and synthesize information; and (C) Communicate effectively in oral and written form.
- A sense of global citizenship and to employ a global perspective to: (A) Recognize and understand differences among a diversity of cultures and viewpoints; and (B) Demonstrate leadership qualities and other essential skills of diplomacy.

Upon finishing this course, students should be able to: (1) Describe the methodologies used in Political Science, International Relations, and other social sciences; (2) Understand how to read academic literature, evaluate claims, develop research questions, and formulate ways to answer those question using the methodological tools discussed in class; (3) Evaluate claims to knowledge made by people in the media, by politicians, by academics, and by their peers; (4) Understand basic descriptive and analytical statistics; and (5) Understand how all the social sciences are connected in terms of methodology.

### **Meetings and Materials**

**Week 1 (2/1) Introduction**

**Week 2 (2/8) Asking the Right Question**

Required:

- JRM Ch 1-2 (SKIM)

- JRM Ch 3 (READ)
- Knopf, Jeffrey. (2006) "Doing a Literature Review." *PS: Political Science and Politics* no. 1: 127.
- Sovacool, Asen, Sorrell. 2018. "Promoting novelty, rigor, and style in energy social science," *Energy Research & Social Science* 45(1)

\*\*\*\*\*Research Question Homework Distributed\*\*\*\*\*

### Week 3 (2/15) Hypothesis and Theory Construction

Required:

- JRM Ch 4
- Branislav Slantchev. 2005. "The Scientific Method." Here:
  - <http://slantchev.ucsd.edu/courses/ps12/01-scientific-method.pdf>
- Stewart, Megan. 2018. "Civil War as State-Making: Strategic Governance in Civil War." *International Organization* 72(1)
- Yazici, Emir. 2018. Transborder identities, bias, and third-party conflict management. *Conflict Management and Peace Science* 37(4)

### Week 4 (2/22) Concepts and Variables

Required:

- JRM Ch 6
- Adcock and Collier. 2001. "Measurement Validity: A shared standard for qualitative and Quantitative Research", *APSR*
  - <http://polisci.berkeley.edu/sites/default/files/people/u3827/APSR2001-Validity.pdf>
- Munck and Verkuilen. 2002. "Conceptualizing and Measuring Democracy: Evaluating alternative indices," *Comparative Political Studies*, 35(1)
- Coppedge et al. 2011. "Conceptualizing and Measuring Democracy: A New Approach," *Perspectives on Politics* 9(2)
- LinkedIn Learning "[Introduction to Stata](#)"
  - [Module 1: Getting Started](#). 25 min

### Week 5 (3/1) All Research is Experimental

Required:

- JRM Ch. 9, read to p.182
- Wantchekon. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55(3)
- Raghobendra and Duflo. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica* no. 5: 1409
- Posner, Daniel. 2005. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 98(4)
- Poverty Action Lab, 2 write-ups (they're short)
  - [Women as Policy Makers](#)
  - [Deworming in Kenya](#)
- LinkedIn Learning "[Introduction to Stata](#)"

- Module 2: Exploring Data
  - Sections 2.1 - 2.6: 27 min

**Week 6 (3/8)****Sampling and Case Selection**

\*\*\*\*\*Research Question Homework Due\*\*\*\*\*

Required:

- JRM Ch. 5
- JRM Ch. 7, read to p.140
- Seawright, Jason, and John Gerring. 2008. "Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options." *Political Research Quarterly* 61, no. 2: 294-308
- Barbara Geddes. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2:131-150.
- Ross, Michael. 2004. "How Do Natural Resources?" *IO*
- (SKIM) Gerring, John. 2004 "What Is a Case Study and What Is It Good For?" *American Political Science Review*. 98(2)
- LinkedIn Learning "[Introduction to Stata](#)"
  - Module 3
    - Sections 3.1 – 3.7: 28 min

\*\*\*\*\*Empirical Strategy Homework Distributed\*\*\*\*\*

**Week 7 (3/15)****Qualitative Methods**

Required:

- JRM, rest of Ch. 7
- JRM Ch. 8
- Mosley, "Just Talk to People", Introduction to *Interview Research in Political Science* (2013) (Available as SHU library e-book)
- Leech, Beth L. 2002. "Asking Questions: Techniques for Semistructured Interviews." *PS: Political Science and Politics* no. 4: 665.
- Martin, "Crafting Interviews to Capture Cause and Effect", Ch. 5 in *Interview Research in Political Science* (2013) (SHU library e-book)
- Lee Jarvis and Michael Lister. 2015. "I read it in the FT," Ch. 6 in *Critical Perspectives on Counter-Terrorism* (on Teams)
- LinkedIn Learning "[Introduction to Stata](#)"
  - Module 3: Manipulating Data
    - Sections 3.8 – 3.10: 19 min
- **NOTE:** If you are interested in interview research, the entire issue of *PS: Political Science and Politics* 35:4 will be helpful to you.

**Week 8 (3/22)****Survey Design**

Required:

- JRM Ch. 10, read to p.202
- Inglehart, Ronald F., Ponarin, Eduard, & Inglehart, Ronald C. 2017. "Cultural Change, Slow and Fast: The Distinctive Trajectory of Norms Governing Gender Equality and Sexual Orientation." *Social Forces* 95(4)

- Amos Tversky and Daniel Kahneman. 1981. “The Framing of Decisions and the Psychology of Choice.” *Science* 211(30)
- Huddleston, R. Joseph. 2019 “Think Ahead: Cost Discounting and External Validity in Foreign Policy Survey Experiments” *The Journal of Experimental Political Science*
- (SKIM) Tomz, Michael. 2007 “Domestic Audience Costs in International Relations: An Experimental Approach” *International Organization* 61(4)
- Check out the Global Barometer Surveys: <https://www.globalbarometer.net/>
- LinkedIn Learning “[Introduction to Stata](#)”
  - [Module 4: Graphing in Stata](#)
    - Sections 4.1 – 4.4: 20 min

### Week 9 (3/29) Descriptive Statistics

\*\*\*\*\*Empirical Strategy Homework Due\*\*\*\*\*

Required:

- JRM rest of Ch. 9 (from p.182)
- JRM rest of Ch. 10 (from p.202)
- JRM Ch. 11 - 12
- Huddleston, R Joseph and David Wood, 2021, “[Functional Markets in Yemen’s War Economy](#),” *Journal of Illicit Economies and Development* 3(1)
- Economist Graphic Detail Selections (PDFs are best): [meat](#), [vaccinations](#), [wiki](#), [COVID news](#), [lockdowns](#), [influenza](#), [air pollution](#), [wealth and schooling](#)
- Rosamund Pearce, 2020, “[Why you sometimes need to break the rules in data viz](#)”, *The Economist*
- Sarah Leo. 2019. “[Mistakes, we’ve drawn a few](#)”, *The Economist*
- (Browse) Excellent [free data visualization textbook](#)
- Explore: Data Resources
  - Seton Hall’s [ICPSR subscription](#)
  - [Other SHU Data Resources](#)
  - [Dataverse \(Harvard\)](#)
  - [Jeremy Darrington’s Guide](#)
- LinkedIn Learning “[Introduction to Stata](#)”
  - [Module 4: Graphing in Stata](#)
    - Sections 4.5 – 4.7: 14 min
  - [Module 5: Basic Inferential Statistics](#)
    - Sections 5.1 – 5.4: 19 min

\*\*\*\*\*Data Homework Distributed\*\*\*\*\*

**Week 10 (4/5) Easter Holiday. No class.**

**Week 11 (4/12) No Class Scheduled. Sign up for individual meetings.**

**Week 12 (4/19) Correlation and Regression**

Required:

- JRM Ch. 13

- JRM Ch. 14, read to p.318
- Selected Readings on Teams
- LinkedIn Learning “[Introduction to Stata](#)”
  - Module 6: Ordinary Least Squares (OLS) Regression
    - Sections 6.1 – 6.3: 19 min

### Week 13 (4/26) Multiple Regression

Required:

- JRM Ch. 14 (from p. 318)
- Stewart, Megan. 2018. “Civil War as State-Making: Strategic Governance in Civil War.” *International Organization* 72(1)
  - (We will focus on interpreting the empirical tests)
- LinkedIn Learning “[Advanced and Specialized Statistics with Stata](#)”
  - Browse all modules: Know your available resources

### Week 14 (5/3) Logistic Regression

Required:

- JRM: Review Ch. 14
- Stanton, Jessica. 2013, “Terrorism in the context of civil war”, *Journal of Politics* 75(4)
- Chacha, M., & Stojek, S. 2019. “Colonial ties and civil conflict intervention: Clarifying the causal mechanisms.” *Conflict Management and Peace Science*, 36(1), 42–62
  - (We will focus on interpreting the empirical tests)
- LinkedIn Learning “[Introduction to Stata](#)”
  - Module 7: Binary Outcome Models (Logit and Probit)
    - Sections 7.1 – 7.3: 15 min

### Week 15 (5/10) Regression Applications

\*\*\*\*\*Data Homework Due\*\*\*\*\*

Required:

- JRM Ch. 15
- Marina Petrova. 2019. “What Matters Is Who Supports You: Diaspora and Foreign States as External Supporters and Militants’ Adoption of Nonviolence.” *Journal of Conflict Resolution* 63(9)
- Polo, Sara, & Belen Gonzalez, 2020, “The Power to Resist: Mobilization and the Logic of Terrorist Attacks in Civil War,” *Comparative Political Studies* 53(13)
- Hegre, Hultman, and Nygard. 2019. “Evaluating the Conflict-Reducing Effect of UN Peacekeeping Operations.” *Journal of Politics* 81(1)
  - (We will focus on interpreting the empirical tests)

(5/13 – 5/19)

### Finals Week

**Research Design Paper due Monday, May 17 at 11:59pm**

Upload Word .docx to Teams



## 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>.
- **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 Teams 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 Teams 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 Teams 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 Teams 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 Teams 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.