Welcome to a part of your life you have been engaging in on a daily basis, but didn’t realize it. Politics shapes almost everything you do in that it involves the strategic maneuvering of both individual and corporate relationships in order to achieve a certain outcome.

I want that parking space you have during the first week of classes. Do I swoop into the parking space and take it before you’re looking or is there some strategy to my still getting the parking space, but making sure you feel good about you losing a parking space? I want to take you out on a date, but I’m not sure how to get you to notice me. Do I let someone close to you know I’m interested, tell you myself or just smile politely until you notice me? I need to get into a professor’s class that has long been closed. Do I drop him a note, show up at his office or just go to the class and wish myself into it? The decisions one makes in life are closely tied to whether or not one has been taught the political strategies to not only survive life situations but get the best possible outcome out of them.

Students are often uncomfortable about this way of thinking for two particular reasons: 1) they haven’t been taught to think strategically; and 2) they feel overwhelmed by the power that other people (politicians) and systems (the government) have over them because those powerful people not only know strategically how to “play” within the system but know how to manipulate it enough to get what they want (often some believe at other people’s expense).

This class will bridge the distance by encouraging you to not “get played” by the game, but to become an active player in the game. To do this, one needs the foundational knowledge of government (the players of the game), how the system is set up to work constitutionally (the rules of the game), a broad level of critical thinking (smart strategy), and timing (“It’s not what you tell me but how you tell it to me”).

My teaching strategy is highly group based, debate centered and very social oriented. This is a class in which we talk a lot . . . we talk loudly . . . we talk clearly. You will get to know each other very well. This class will force you to rely upon each other like family.

All of this will be done from a feminist perspective . . . Not a male-bashing perspective, but a pro-woman perspective.

I’m excited about your decision to join us and hope I have the ability to enlighten you in some small way.
WHAT WILL WE DO THIS SEMESTER?
(Course Description & Goals)

Study of American politics at the national, state and local levels with an emphasis on the role of gender. Examination of women’s participation in American politics from the perspective of each of the American linkage institutions (executive, legislative and judicial), federalism, public policy, as well as the organization and function of California’s state and local governments.

[Transfer credit: CSU, UC. Satisfies the CSU state requirement for State & Local Government & the U.C. IGETC Requirement in American Ideals.]

Willingness to both talk & listen

Controversial topics discussed in class require that you perfect the art of thoughtful argument and skillful listening.

Books

**Pearls, Politics & Power**
How Women Can Win & Lead
By: Madeleine M. Kunin

Pub. Date: 2008
Publisher: Chelsea Green Publishing
Average cost (amazon.com): $10.17

**QBQ: The Question Behind the Question**

John G. Miller

ISBN: 0399152334
Pub. Date: 2004
Publisher: G. Putnam & Sons
Average cost (textbooks.com): $6.90—$11.00
(Chaffey Bookstore): $15.00

WHAT DO I NEED FOR THIS CLASS? (Course Materials)

**An Inquiring Mind**

Read the front cover of the *Los Angeles Times* (Section A) at least 3-4 times per week.

Most other news sources [local news, internet news, etc.] are unfortunately pure entertainment.

**Time**

Commit to attending all classes—it’s never too good to rely on the notes of a classmate who gives you 1/2 page of notes from a 10 page lecture. You also can’t participate in something you don’t show up for.

Put into your schedule at least 3 hours [outside of class] for reading/studying/paper preparation, etc.
Manners

An understanding that American culture calls the following rude:

- Arriving late and/or leaving early without speaking to the professor
- Not knowing your own professor’s name after 10 weeks in class
- Answering a ringing cell phone just because it rang & proceeding to talk
- Talking to your neighbor while the professor is talking to you (i.e. engaged in a lecture)
- Assuming you know more about “professor stuff” after 1-2 semesters in college than your 25 year educated professor
- Rolling of the eyes, smacking of the teeth, general hygiene issues that make attending class with you difficult

If a class is missed for any reason, it is the STUDENT’S RESPONSIBILITY to obtain any changes, notes, lectures, or assignments discussed in his or her absence.

Humility

An understanding that you aren’t perfect and may benefit from the following services:

Chaffey College Success Centers offer free tutorials, workshops, study groups, directed learning activities, and computer/resource access to assist students in their academic development and success.

The Rancho Success Centers are designed to address specific subject needs as well as more general multidisciplinary needs:

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Math Center</td>
<td>PS-12</td>
<td>(909) 652-6452</td>
</tr>
<tr>
<td>Language Center</td>
<td>BEC</td>
<td>(909) 652-6907</td>
</tr>
<tr>
<td>Writing Center</td>
<td>Library</td>
<td>(909) 652-6820</td>
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<tr>
<td>Multi-disciplinary/</td>
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<tr>
<td>Reading Center</td>
<td>BEB</td>
<td>(909) 652-6932</td>
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A Visit to Prof. Carter’s Kingdom—come by and receive free academic counseling, lecture re-interpretation, social support, baby-mama advice and general all-out wisdom to get you through college.

PLAGIARISM

“To present someone else’s work as one’s own is cheating. Copying crib notes and illicit access to old exams are examples of cheating. Ghost written papers, plagiarism, and use of unacknowledged sources are examples of misrepresentation of someone else’s spoken or written work as the student’s own. The submission of work which is not a product of the student’s own effort is dishonest and is subject to severe disciplinary action up to and including expulsion from the college. Further details about this policy are available in the Student Activities Office.” - 1991 Chaffey College Faculty Senate “A Definition of Plagiarism”

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<tr>
<th>Grade</th>
<th>%</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>98-100</td>
<td>735-750</td>
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<tr>
<td>A</td>
<td>90-97</td>
<td>675-734</td>
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<tr>
<td>A-</td>
<td>88-89</td>
<td>660-674</td>
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<tr>
<td>B+</td>
<td>86-87</td>
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<td>B</td>
<td>82-85</td>
<td>615-644</td>
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<td>B-</td>
<td>80-81</td>
<td>600-614</td>
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<td>C+</td>
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<td>C</td>
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<td>525-576</td>
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No C- grades at Chaffey

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<th>Grade</th>
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<td>D+</td>
<td>66-69</td>
<td>495-524</td>
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<td>D</td>
<td>62-65</td>
<td>465-494</td>
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<tr>
<td>D-</td>
<td>60-61</td>
<td>450-464</td>
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<td>F</td>
<td>0-59</td>
<td>0-440</td>
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## WHAT MUST I DO TO PASS? (COURSE REQUIREMENTS)

<table>
<thead>
<tr>
<th>Participation</th>
<th>QBQ Word on the Street</th>
<th>Carpe Diem (formerly known as &quot;exams&quot;)</th>
<th>Political Fundraising Project</th>
<th>IMovie Project</th>
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</thead>
<tbody>
<tr>
<td><strong>Participation points are given based on the following:</strong></td>
<td><strong>Answer the following question in a one-page (typed, double or single-spaced) paper.</strong></td>
<td><strong>Carpe Diem Uno</strong></td>
<td><strong>Ubuntu—&quot;You are a person through other people&quot;</strong></td>
<td><strong>The IMovie project will consist of students in groups of 4-5 collaborating and creating a multimedia 5 minute movie/video which documents the remarkable aspects of ONE woman chosen from a list of women on the course E-Reserve site.</strong></td>
</tr>
<tr>
<td>Regular contribution to classroom discussions</td>
<td><strong>How did either Alice Paul, Elizabeth Cady Stanton or Susan B. Anthony (pick ONE woman) epitomize the lessons learned in the QBQ book? Provide at least 4 Similarities with examples.</strong></td>
<td><strong>Carpe Diem Dos</strong></td>
<td><strong>Students in groups of 3-4 will engage in a project of political mobilization and fundraising for a Southern Africa NGO called “Hoops 4 Hope”. Groups MUST work together and will grade each other on your ability to exhibit a teamwork attitude, your reliability, timeliness and overall efficiency. The goal is to pick one of the wishes on the organization's wish list and develop a plan to fundraise the amount needed for that item via any means you choose to be safe, fun, legal &amp; productive. Articles on the organization, pictures of their work, and their wish list have been placed on the E-Reserve site under &quot;Hoops 4 Hope&quot;. Projects are due on Wednesday, 3/11.</strong></td>
<td><strong>Students will write song lyrics from an instrumental mp3, which introduces the woman and explains why she is so remarkable. The video will be close-captioned and edited. You can check out video cameras from the Chaffey Library, as well as use their iMovie editing software. A librarian will be on staff to help you. Projects are due on Monday, 5/4.</strong></td>
</tr>
<tr>
<td>Consistently bridging book material &amp; lectures with real world examples</td>
<td><strong>Read the “QBQ Word on the Street Tips” in the back of the syllabus before writing your paper.</strong></td>
<td><strong>Due Monday, 2/2</strong></td>
<td><strong>NO LATE PAPERS; NO ELECTRONIC SUBMISSIONS ACCEPTED</strong></td>
<td><strong>Proof of Voting and/or Registration</strong></td>
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<tr>
<td>Ability to control technological appetite</td>
<td><strong>NO LATE PAPERS; NO ELECTRONIC SUBMISSIONS ACCEPTED</strong></td>
<td><strong>Due Monday, 2/2</strong></td>
<td></td>
<td><strong>Bring in a voting stub or registration materials as proof you are eligible to vote. If you are too young or not a citizen, fill out the voting form and submit it with the words “Do Not Mail”. (3 points)</strong></td>
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<td>Impeccable character &amp; sportsmanship</td>
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<td><strong>Due Monday, 2/2</strong></td>
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<td>Week</td>
<td>Monday, 1/12</td>
<td>Wednesday, 1/14</td>
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<tr>
<td>Week 1</td>
<td><strong>Syllabus Q &amp; A</strong></td>
<td><strong>American Political Culture</strong></td>
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<td>Student Contracts Due (find at end of syllabus)</td>
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<td><strong>Readings:</strong> Start reading the <em>QBq</em> book</td>
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<td>Week 2</td>
<td><strong>Feminist Ideology—&quot;Playing nice&quot;</strong></td>
<td><strong>Feminist Ideology—&quot;Playing nice&quot;</strong></td>
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<td></td>
<td><strong>MLK Holiday</strong></td>
<td>&quot;Not for Ourselves Alone&quot; - The Story of Elizabeth Cady Stanton &amp; Susan B. Anthony (video)</td>
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<td>Seating Chart Logistics</td>
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<td><strong>Readings:</strong> Continue reading the <em>QBq</em> book</td>
<td><strong>Readings:</strong> Continue reading the <em>QBq</em> book</td>
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<tr>
<td>Week 3</td>
<td><strong>Feminist Ideology—&quot;Kickin' Butt&quot;</strong></td>
<td><strong>Feminist Ideology—&quot;Kickin' Butt&quot;</strong></td>
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<td>&quot;Iron Jawed Angels&quot; (video)</td>
<td>&quot;Iron Jawed Angels&quot; (video)</td>
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<td><strong>Readings:</strong> Continue reading the <em>QBq</em> book</td>
<td><strong>Readings:</strong> Continue reading the <em>QBq</em> book</td>
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<tr>
<td>Week 4</td>
<td><strong>Political Mobilization Group Development &amp; Project Work Time</strong></td>
<td><strong>Constitution &amp; Federalism</strong></td>
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<td><strong>QBq Paper Due—NO LATE PAPERS ACCEPTED</strong></td>
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<tr>
<td>Week 5</td>
<td><strong>Public Opinion</strong></td>
<td><strong>Non-Conscious Ideology &amp; Wifework</strong></td>
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<td></td>
<td><strong>Mobilization PRE-Approval Sheet for Political Fundraiser Due</strong></td>
<td><strong>Readings:</strong> Kunin, Introduction &amp; Chap. 1</td>
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<td>(Complete Reading Guide Questions)</td>
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<td>Week 6</td>
<td><strong>Gender &amp; Work</strong></td>
<td><strong>Readings:</strong> Kunin, Chap. 2 &amp; 3</td>
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<td>(Complete Reading Guide Questions)</td>
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<td>Week 7</td>
<td>Monday, 2/23</td>
<td>Wednesday, 2/25</td>
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<tr>
<td>News Media</td>
<td><strong>Sex Sells: Media Objectification of Women</strong></td>
<td><strong>Readings: Kunin, chap. 4</strong> (Complete Reading Guide Questions)</td>
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<tr>
<th>Week 8</th>
<th>Monday, 3/2</th>
<th>Wednesday, 3/4</th>
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<tbody>
<tr>
<td>Interest Groups</td>
<td><strong>Single Parents &amp; Baby Mama Drama</strong></td>
<td><strong>Readings: Kunin, chap. 5</strong> (Complete Reading Guide Questions)</td>
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<tr>
<th>Week 9</th>
<th>Monday, 3/9</th>
<th>Wednesday, 3/11</th>
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<tbody>
<tr>
<td>Political Parties &amp; Elections</td>
<td><strong>Elections Simulation</strong></td>
<td><strong>Readings: Kunin, chap. 10</strong> (Complete Reading Guide Questions) Political Fundraising Projects Due</td>
</tr>
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</table>

**Spring Break is Monday, 3/16–3/22**

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Monday, 3/23</th>
<th>Wednesday, 3/25</th>
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<tbody>
<tr>
<td>IMovie Project Groups Made</td>
<td><strong>Carpe Diem Uno</strong> (Bring a pen, pencil and #882 scantron) (1 - 5 X 8 index card with notes acceptable)</td>
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<tr>
<th>Week 11</th>
<th>Monday, 3/30</th>
<th>Wednesday, 4/1</th>
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<tbody>
<tr>
<td>Congress</td>
<td><strong>Women as Criminals &amp; Victims of Crime</strong></td>
<td><strong>Readings: Kunin, chaps. 6 &amp; 8</strong> (Complete Reading Guide Questions)</td>
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<tr>
<th>Week 12</th>
<th>Monday, 4/6</th>
<th>Wednesday, 4/8</th>
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<tbody>
<tr>
<td>Presidency</td>
<td><strong>“Iron Ladies of Liberia”</strong></td>
<td><strong>Readings: Kunin, chaps. 7 &amp; 9</strong> (Complete Reading Guide Questions)</td>
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</tbody>
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<tr>
<th>Week 13</th>
<th>Monday, 4/13</th>
<th>Wednesday, 4/15</th>
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</thead>
<tbody>
<tr>
<td>Judiciary</td>
<td><strong>“Sisters in Law”</strong></td>
<td><strong>Readings: TBD (E-Reserve)</strong></td>
</tr>
</tbody>
</table>
## Civil Liberties & Rights
- **Week 14**
- **Monday, 4/20**
  - Civil Liberties & Rights
- **Wednesday, 4/22**
  - Abortion & Reproductive Issues
    - Readings: Roe v. Wade (E-Reserve)

## Domestic Policy
- **Week 15**
- **Monday, 4/27**
  - Domestic Policy
- **Wednesday, 4/29**
  - HIV & the Healthcare Crisis
    - Readings: Excerpt from Brown's “The Naked Truth: Young, Beautiful & HIV Positive”

## Foreign Policy
- **Week 16**
- **Monday, 5/4**
  - Foreign Policy
  - All iMovie Projects due TODAY—no late projects accepted
- **Wednesday, 5/6**
  - What have we Learned Thus Far?
    - Readings: Kunin, chap. 11

## IMovie Presentations
- **Week 17**
- **Monday, 5/11**
  - IMovie Presentations
    - (A sample of the best movies turned in will be shown)
- **Wednesday, 5/13**
  - IMovie Presentations
    - (A sample of the best movies turned in will be shown)

## Finals Week
- **Week 18**
- **Wednesday, 5/20  8:45-11:15 a.m.**
  - Carpe Diem Dos
    - (Bring a pen, pencil and #882 scantron)
    - (1 - 5 X 8 index card with notes acceptable)

---

### No Laptop Policy

“Could you please repeat what you just said? I didn’t hear you.” [Of course not, you were typing my words two sentences ago.]

Note-taking on a laptop encourages verbatim transcription. The note-taker tends to go into stenographic mode and no longer processes information in a way that is conducive to the give and take of classroom discussion. Because taking notes the old fashioned way, by hand, is so much slower, one actually has to listen, think and prioritize the most important themes.
Hoops 4 Hope is a not-for-profit organization that supports youth development in Zimbabwe and South Africa by working with schools, shelters, and community organizations. Hoops 4 Hope provides the most basic tools that young people need to play team sports and face the many challenges of growing up in communities plagued with poverty, crime, and HIV/AIDS. We build basketball courts, organize leagues, distribute athletic equipment collected from around the United States, run coaching clinics, organize tournaments, supply financial assistance for team travel, host international basketball coaches and players, and provide children with a safe, nurturing environment in which they develop more than just skills for the court, they develop SKILLS 4 LIFE! (Tax I.D. #: 113287137)

In groups of 3-4, students will engage in the time-warn process of political mobilization/fundraising. In order to be successful in this project, you will have to employ the skills of salesmanship, group facilitation, communication, discipline, reliability, and organization—all of which make for great leaders, both politically and socially. This is your chance to do something for someone else, learn a valuable political skill and get a great grade for it. Get out your hustlin’ skills!

Follow the steps below for a successful mobilization project.

1. Pick a group of 3-4 people that you have seen to be reliable. Exchange phone #’s/emails so that you can stay in touch with them.
2. Go to the course E-Reserve site and read the literature about Hoops 4 Hope. (Why would I give money to you if you don’t even know about the organization?)
3. Print out the Mobilization PRE-Approval Sheet for Political Fundraiser from the E-Reserve site. Fill it out and get it signed by Prof. Carter.
4. Print out the Hoops 4 Hope wish list on E-Reserve. [Notice that the wish list has many options for you to choose—shoe drive, donation of basketballs, sponsorship of court, etc. You only have to choose one option.]
5. Meet with your group as necessary to plan, market, and facilitate the event you plan to have in order to achieve the wish you chose from the list. You only need to plan one event, if you are efficient enough. Checks for donations must be made out directly to “Hoops 4 Hope”.
6. Clearly stipulate the assigned roles of each group member. Make sure someone is taking pictures (you need at least 8) and designate someone as the writer of the 1-2 page paper.
7. Each member should read over the paper before it is turned in. Take it to the Writing Center if need be. Make sure every group member’s name (first and last) is on the BACK of the paper.
8. Attach advertisements used during the planning of the event, pictures taken at the event, and all of the checks in one envelope, to the paper.
9. Turn in the paper on Wednesday, 3/11. Make sure it isn’t late.

Remember . . . It is NEVER about the amount of money you raise, it is about how well you developed and implemented a political mobilization plan. The goal of this project is to exhibit problem solving, collaboration across networks, agility, adaptability, initiative and entrepreneurialism. It is NOT just to get the project done. You MUST work in groups, NOT do the project separately and call it a group effort.
The Remarkable Woman iMovie project will consist of students in groups of 4-5 collaborating and creating a multi-media 3-5 minute movie/video in which the group develops a song (both the lyrics and the actual singing) which speaks of the “remarkableness” of a particular woman. The project will be completed in the order as listed below:

**Pick a subject**
- Pick a remarkable woman from a list on E-Reserve (their bios are also listed). What did they do that was so great? What can we learn from their efforts?

**MP3**
- Download your favorite instrumental/karaoke song from iTunes or any other music site. Make sure the song is minimum 3 minutes long.

**Lyrics**
- Write lyrics to explain why the woman you picked is so remarkable. Make sure lyrics are CATCHY and REPEATABLE (like a nursery rhyme that people can sing along to). Don’t forget that your goal is to teach other students about this person.

**Approval**
- Turn in your lyrics AND potential script/background to Prof. Carter for approval; DUE ON Monday, 4/6/09. [Need approval to check out a video camera.]

**Shoot movie**
- Sing lyrics
- Develop background/scene set changes
- Warning: DO NOT PRODUCE A BORING VIDEO!

**Edit Movie**
- See William Araiza (909.652.6803) for help in how to edit iMovie; Editing should begin by 4/20/09
- Library Hours
  - M-Th 7:30-8:00
  - Fri 8-2
  - Sat 9-2
- Please make sure there are no typos in your close captioning—it is quite embarrassing to your remarkable woman’s image that your tribute video is full of misspelled words. 😞

**Add close captioning**
- Make copies of the DVD for group members if they want it. The original goes to Prof. Carter and she will keep it.

**Transfer to DVD in MV4 format**
- Give yourself credit for the video (especially if you don’t want anyone else to make money off of it). Release the copyright into Creative Commons at creativecommons.org

**Copyright**
- Develop a professional looking DVD cover and insert. Add graphics, typed group members’ names (both first and last), the semester of class, the name of your remarkable woman, etc.

**DVD Cover**
- Due 5/4

The goal of this project is to exhibit problem solving, collaboration across networks, agility, adaptability, initiative and entrepreneurialism. It is NOT just to get the project done. You MUST work in groups, NOT do the project separately and call it a group effort. You will have the chance to grade each member of your group of their teamwork effort.
Outline your arguments on a piece of paper before you write your essay so that you can stay on track.

Do not use any of the following words in your paper: I think/believe/feel/I . . . Anything, good, bad, fair, that, very, really, said, said, now a days, always, never.

Make sure your paper is formatted to only one page – those that go over get marked down.

Make sure your name is somewhere written on the back of the paper. NO NAMES ON THE FRONT OF THE PAPER. Things such as PS 11 or Prof. Carter or the date of the paper are not necessary and can be left off of the paper.

Check to make sure you don’t repeat yourself in the paper. If you’ve said it once, no need to repeat it another way with different words.

Be creative. Take time to think over this paper in the span of a few days. Arguments that you come up with the night before are weak logically and show me that you don’t care too much about your grade.

Conduct a grammatical check on your papers. A non-college level, grammatically error-full paper is a sure way to get a low score.

Leave conversational language where it belongs – in an oral conversation. Slang, curse words, abbreviations (U.S. should be the United States) are not appropriate in formal papers.

You can only call an author of a work by his first name if you know him personally and he’s given you permission. Otherwise, always use the last name of the author.

Will your obituary have to be double-spaced when you die?
Statement of Understanding

Students are not customers. Professors are not employees. We both have obligations to each other.

Here is what I expect from **YOU** . . .

- You will treat everyone in the class including the professor, with the respect due to all human beings.
- You will attend a majority of the classes this semester and give your full attention to the material.
- You will agree to do the work outlined in the syllabus on time.
- You will acknowledge that effort, by itself, is not enough to justify a distinguished grade.
- You will not plagiarize or otherwise steal the work of others.
- You will not make excuses for your failure to do what you ought.
- You will accept the consequences—good and bad—of your actions.
- You will not try to extra credit nor negotiate your way to a grade. This isn’t Las Vegas.

Here is what you can expect from **ME** . . .

- I will treat you with the respect due to all human beings.
- I will know your name and treat you as an individual.
- I will not discriminate against you on the basis of your identity or your well-informed viewpoints.
- I will manage the class in a professional manner.
- I will prepare carefully for class, beginning and ending on time (unless under unforeseen circumstances).
- If I do not know something, I will say so.
- I will return your assignments as quickly as possible with detailed feedback.
- I will pursue the maximum punishment for plagiarism, cheating and other violations of academic integrity.
- I will make myself available to you for advising.
- I will maintain confidentiality concerning your performance.
- I will be honest with you. Your grade will reflect the quality of your workmanship.
- I am interested in your feedback about the class, but I am more interested in what you learned than your feelings.

I agree to the above contract and will hold myself and Professor Carter liable for its contents.

Signed ___________________________________________ Date __________________ Section # __________

Name (Last) ______________________________ (First) ______________________________ Name for Grade Sheet (one word) __________________

Email Address ______________________________ Phone ______________________________