



School of Liberal Arts

POLS 3350-01 US Foreign Policy, Spring 2022

Instructor Information

Instructor: Dr. Dovile Budryte

Office: C-1225

E-mail: dbudryte@ggc.edu

Teams softphone (mobile softphone, explained below): (470) 563-9613

Office hours (online): Tuesdays and Thursdays 11:30-12:20: [link to office hours](#)

Communication

At any time, you can contact me by email (preferred), or by using the Teams softphone number above. The softphone is an add-on to Microsoft Teams which allows you to call or text me *from a phone*, as you call any other phone number. It allows me to receive calls and text messages in a variety of places, similar to using a cell phone. When you call my softphone number, you do not use Teams. Of course, you can also call me or send messages using the Teams app.

Communications received Monday through Thursday after 5pm EST will be returned by the next day. On the weekend or when I am away from campus (e.g. at a conference), my response may be irregular.

You should check your GGC email every day. When corresponding by email, I will communicate with you using only your GGC email. Due to the Family Educational Rights and Privacy Act (FERPA), I will not respond to emails from other domains (yahoo.com, gmail.com, hotmail.com, etc.).

When you email me, you should consider the email as official correspondence. As such, the email should not appear as a text message but should have proper spelling, grammar, and punctuation.

Please address me as Dr. Budryte, not by my first name.

You should also check your Brightspace (Desire2Learn) course site every day.

Technology Covenant

Technology will be used to deliver content, provide resources, assess learning, and facilitate interaction, both within the classroom and in the larger learning community. This covenant provides a general guideline for the course. I reserve the right to make periodic and/or necessary changes to the covenant, including technology use and communication channels, in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

Expectations of Students

All students at GGC need to have access to a computer. If you do not have one, computer labs are available on campus. A limited number of laptops are available for checkout from the GGC Technology Helpdesk; please contact me about this if you need one.

Students can access the course materials and grades via Brightspace (Desire to Learn).

Students should check GGC email regularly (at least twice a day).

Cell phones should be set on silent and stowed during class.

Laptop computers should remain off, except when they are being used for an in-class activity or for taking notes.

Unless otherwise specified, all completed homework assignments will be submitted through Brightspace (Desire2Learn). Unless otherwise specified, daily assignments must be submitted prior to class time. Major projects are due by midnight on the due date unless other arrangements are made.

Course Information

Class Details

Course Details: POLS 3350-01 US Foreign Policy, 3 credits

Class Time: 9:30-10:45 AM on Tuesdays and Thursdays

Course Location: C-1120

Online Tests

This course will use Blackboard Collaborate for online tests. These tests should be taken during the class time.

Course Description

This course examines the actors, concepts and policies in the development of U.S. foreign policy. Special emphasis will be placed on the relationships the U.S. has with the world.

Course Prerequisites

POLS 1101 and ENGL 1102 with a grade of "C" or above or permission of the instructor

Course Resources

Required Texts

You are not required to purchase any texts for this class. The required readings will be posted on D2L. I will assign additional videos and readings for each week, which will be made available on the D2L website, Content.

Course Goals and Objectives

Students taking this course will learn to:

- 1) Discuss various theoretical perspectives on US foreign policy;
- 2) Analyze relevant historical background for understanding US foreign policy;
- 3) Examine US foreign policy initiatives in various regions of the world;
- 4) Develop their writing, speaking and critical thinking skills.

Course Outcomes

Upon completion of this course, students will:

- 1) Demonstrate an understanding of various theoretical perspectives on US foreign policy;
- 2) Demonstrate an understanding of relevant historical background for understanding US foreign policy;
- 3) Demonstrate an understanding of US foreign policy initiatives in various regions of the world;
- 4) Demonstrate writing, speaking and critical thinking skills.

Course Requirements and Grading

You can expect to access the course materials and grades via our course in Brightspace (Desire to Learn). Students should check this Brightspace course daily, as changes will always be announced and recorded on the course site.

Grading Scale

- A (Excellent) 90-100
- B (Good) 80-89
- C (Fair) 70-79
- D (Poor) 60-69
- F (Failure) 59 and below

Grading Percentages

Grading Category	Percent Weight
10 Quizzes	10%
2 Exams	30%
Assignments	15%
Class participation	15%
Critical Thinking Project and Presentation	15%
Policy Brief and Presentation	15%

Late Work Policy

Because the assignments will be due via the D2L website (unless specified differently in class), it is your responsibility to make certain that the assignments are turned in on time. If you encounter problems with the website, then I can allow for an email submission to demonstrate the timeliness of the submission of the assignment. However, to receive full credit, you will need to email the assignment at the time it is due.

You may request extensions for the assignments by sending an email message to me at least 24 hours before the assignment is due. Late penalties may be applied. In exceptional cases (such as emergencies), late work will be accepted.

Assessment Tools

1. Two Exams (15% each, 30% total)

Exams will be delivered via the D2L quiz function and will consist of a combination of multiple choice, true/false and essay questions. The exams will focus largely upon lecture material, videos and the readings. Test 2 (the final exam) will be comprehensive.

2. 10 Quizzes (10% total)

Multiple choice and true/false quizzes will be posted on Brightspace/D2L. The quizzes will be available at least one day before their due date on Thursday before class.

3. Assignments (15%)

Assignments will include participation in Model Diplomacy simulations (online).

4. Class participation (15%)

Here are the criteria for grading participation:

A (90%-100%): excellent

Demonstrates excellent preparation: analyzes the assigned material exceptionally well, relating it to the other readings and his or her personal experience.

Contributes in a very significant way to class discussion: keeps analysis focused, responds very thoughtfully to other students' comments, and suggests alternative ways of approaching material.

Completes all assigned exercises. No unexcused absences.

B (80%-89%): good

Demonstrates good preparation: knows the assigned reading well, has developed his or her perspective.

Contributes well to discussion on a regular basis: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.

Completes most assigned exercises. Does not miss more than 2 class meetings without an acceptable excuse.

C (70-79%): competent

Demonstrates adequate preparation: knows basic material covered in class and has done some reading, but does not show evidence of trying to interpret or analyze them.

Does not offer to contribute to discussion, but contributes when called on.

Completes most assigned exercises. Attends at least 70% of all class meetings.

D (60-69%): below satisfactory

Present, not disruptive. Tries to respond when called on.

Demonstrates very infrequent involvement in discussion and class activities.

Completes some in-class exercises. Attends at least 60% of all class meetings.

F (50-59%): failing

Demonstrates very infrequent involvement in discussion and class activities.

Completes fewer than 50% of assigned activities. Attends fewer than 59% of all class meetings.

5. Critical Thinking Project and Presentation (15%)

Each student will be asked to analyze one assigned reading. You will be asked to write a short paper analyzing the source and share it with the other students using D2L. In addition, you will be asked to give a short presentation (10 minutes or so) summarizing the reading and your response to it in class. The presentation is worth 50 points, and the paper is worth 100 points.

The assignment requires students to consider the complexities of the argument presented in the reading and related perspectives. You are expected to develop your own point of view on the subject, citing relevant reasons and/or examples based on personal experience, observation, or reading.

You are expected to find at least one other relevant reliable source related to the topic, quote it in your paper and use it as material for further discussion.

The assignment consists of the following steps:

- 1) Choose one reading from a list of readings assigned for this purpose (See the Course Schedule; the readings eligible for this assignment are in **bold**);
- 2) Write a brief paper (approximately 500 words excluding the bibliography) summarizing the argument, identifying the underlying assumptions and values of the author(s);
- 3) Your paper (written individually) should include a discussion of alternative views based on at least one

other relevant reliable source and your point of view on the subject;

- 4) Share the paper with the rest of the class via D2L (the “Discussions” section);
- 5) Prepare a short (10 minutes or so presentation) discussing the reading, alternative views and your own perspective.

Please use the following structure in your paper:

- 1) SUMMARY: Briefly summarize the argument, identify the underlying assumptions and values of the author(s) and their school of thought;
- 2) DIFFERENT VIEWS: Explain/summarize different perspective(s)—if applicable;
- 3) CONCLUSION: Present your own perspective and how it contributes to the study of US foreign policy.

6. Policy Brief and presentation (15%)

A policy brief is an instrument used to communicate complex decisions into a simple format that can be understood by policy makers.

You will be asked to identify one major issue in US foreign policy and follow developments related to that issue in a specific region during the semester. This assignment will require to identify a foreign policy issue that you think needs attention from national US decision makers. Then conduct background research on this issue, focusing on a specific region. Assess its impact on the region and its significance for the USA and draft a document for an appropriate policy maker. The document should incorporate evidence-based recommendations on how to solve the issue and should demonstrate familiarity with relevant approaches to US foreign policy.

Your policy brief should include:

- a) The audience: Who are the recipient(s) of the brief? Identify specific US government agencies.
- b) Executive summary outlining policy recommendation(s);
- c) Situation brief (background information about the issue);
- d) Policy discussion outlining several options on how to address the issue and providing reason(s) why your policy recommendation is better than the others.

Recommended length: 7 pages, double spaced, approximately 1,300 words (not including bibliography).

I will post a sample brief on our D2L class website. You will be asked to give a presentation on your policy brief. The presentation is worth 50 points, and the written part is worth 100 points. Penalties may be applied (10%) if the first draft of the policy brief is not submitted when requested.

Course Outline/Assessments

Please note: Additional readings and videos will be added. Please check your GGC email for the updates. I reserve the right to change the schedule if needed.

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Week 1 (January 18 and 20):

The Strategic Context: Foreign Policy Strategy and the Essence of Choice (Jentleson, Chapter 1)

Reading 1.1 John Mearsheimer, Realism

Reading 1.2 Robert O. Keohane, Governance in a Partially Globalized World

Syllabus quiz in class

Week 2 (January 25 and 27)

The Domestic Context: The Three Branches and the Process of Choice (Jentleson, Chapter 2)

Reading 2.1 Arthur M. Schlesinger, Jr. What the Founders Intended

Quiz 1 due Jan. 27

Week 3 (February 1 and 3)

The Domestic Context: Interest Groups, Media, and Public Opinion (Jentleson, Chapter 3)

Rachel Myrick, "Do External Threats Unite or Divide?" (D2L)

Quiz 2 due Feb. 3

Week 4 (February 8 and 10)

History and US Foreign Policy

Walter Russell Mead, Special Providence (selection; D2L)

US Holocaust Memorial Museum, "Americans and the Holocaust" [Link to the Exhibition](#)

US Holocaust Memorial Museum, "Confronting the Holocaust: American Responses"

[link to the video](#)

Quiz 3 due on February 10

Week 5 (February 15 and 17)

Samantha Power, "Stopping Genocide and Security 'Justice': Learning by Doing," *Social Research*, Winter 2002, pp. 1093-107

Laura Jockusch, "Justice at Nuremberg? Jewish Responses to Nazi War Crime Trials in Allied-Occupied Germany," *Jewish Social Studies*, Fall 2012, pp. 107-47

Preparation for Test 1

Quiz 4 due on February 17

Week 6 (February 22 and 24)

TEST 1: February 22 (online); no class meeting

The Cold War: Part I

John Lewis Gaddis, *Strategies of Containment*, selections

Reading 5.1 (in Jentleson) Bernard Brodie, *Strategy in the Missile Age*

Reading 5.2 (in Jentleson) Mr. X [George Kennan], *The Sources of Soviet Conduct*

Week 7 (March 1 and 3)

The Cold War: Part II

John Lewis Gaddis, *Strategies of Containment*, selections

Reading 6.1 (in Jentleson) Leslie H. Gelb, Vietnam: The System Worked

Odd Arne Westad, „The Cold War and America’s Delusion of Victory,“ *The New York Times*, August 28, 2017

Quiz 5 due on March 3

Week 8 (March 8 and 10)

The USA and the Post-Cold War World

Simon Serfaty, *A World Recast: An American Moment in Post-Western Order*, Rowman and Littlefield, 2012 (the first two chapters)

Quiz 6 due on March 10

Week 9 (March 15 and 17)

Reading 10.1 (in Jentleson) Kenneth Lieberthal and Wang Jisi, „US-China Strategic Distrust“

Graham Allison, „Managing the Next Clash of Civilizations,“ *Foreign Affairs*, Sept./Oct. 2017

Michael Cox, „The USA, China, and Rising Asia,“ in *US Foreign Policy*, edited by Michael Cox and Doug Stokes, pp. 259-76

Quiz 7 due on March 17

Week 10 (March 22 and 24)

Spring break

Week 11 (March 29 and March 31)

Richard Haass, *A World in Disarray: American Foreign Policy and the Crisis of the Old Order*, selections

„A World in Disarray” (video) [link to the video](#)

Reading 7.1 (in Jentleson) Robert J. Lieber, Anti-Declinism

Planned: Online assignment on March 31 (no class meeting)

Quiz 8 due on March 31

Week 12 (April 5 and 7)

Simulation

No quiz this week

Week 13 (April 12 and 14)

Toby Dodge, “US Foreign Policy in the Middle East,” in US Foreign Policy, edited by Michael Cox and Doug Stokes, pp. 197-217

Vali Nasr, “Iran among the Ruins,” *Foreign Affairs*, March/April 2018

Quiz 9 due on April 14

Week 14 (April 19 and 21)

Mike Smith, „The USA and the EU,” in US Foreign Policy, edited by Michael Cox and Doug Stokes, pp. 219-38

Peter Rutland and Gregory Dubinsky, „US Foreign Policy in Russia,” in US Foreign Policy, edited by Michael Cox and Doug Stokes, pp. 239-58

Ivo H. Daalder, Responding to Russia's Resurgence: Not Quiet on the Eastern Front, *Foreign Affairs*, November/December 2017

Quiz 10 due on April 30

Week 15 (April 26 and 28)

Policy brief presentations

Final Exam Details

The final exam will be given during the week of May 3-9. The date and time of the final exam is set by the registrar and will be posted at midterms. The exam schedule cannot be changed at the convenience of the student. You should not plan to be absent during that week. A make-up final exam will only be given in cases of a verifiable excused absence.

Course Expectations

- 1) Attendance and participation are essential for success in this class. If you need to leave class early or plan to arrive late, please inform me before class. Please avoid leaving class in the middle of the session. If you are late or if you leave early without prior notification, you may be counted as absent. *Please note: the participation grade will be affected by missed class time* (unless the absence is excused and make-up work/make-up meeting completed). In the case of excused absences, make-up work and a make-up meeting may be required.
- 2) It is crucial that an atmosphere of respect prevails and that we support each other as we tackle challenging ideas. Excellent participation is respectful and thoughtful participation. Disruptive behavior will not be tolerated, and it may affect your course grade.
- 3) Please make sure to have access to the assigned readings in class; this will help to complete in class assignments. It is highly recommended to bring notes on the assigned readings and electronic copies of the assigned readings to class as well.
- 4) Additional assignments, readings and video material will be added on a regular basis. Please check the Brightspace (D2L) and ggc.edu e-mail regularly. I will send reminders every week on Monday or earlier) about the assignments for the upcoming week. *There is an expectation to follow the news related to US foreign policy.*
- 5) Please minimize unnecessary disruptions in class. Please turn off your cell phones and other devices when class is in session.
- 6) If you experience trouble with online assignments, including quizzes, please take a screen shot immediately if you would like to make-up the assignment. Please consider contacting GGC Help Desk at helpdesk@ggc.edu or call 678 407 5611 for technical help.
- 7) Please allow a reasonable amount of time for grading essays and papers, which is at least ten to fifteen working days.
- 8) Make-up in-class assignments, quizzes and tests will be scheduled for students directly involved in documented emergencies. Please contact me as soon as possible if you are experiencing an emergency.
- 9) All writing assignments must be spell checked and edited. If you use additional sources, then a "Works Cited" page is required. Do not use Wikipedia as the main source.

Please consult [this website](#) for help with citations. This website includes references to APA, MLA and Turabian, all of which are acceptable styles of documentation in this class.

Important Dates

January 18: Classes Begin

January 24: Drop/Add Period Ends

February 22: Test 1 (midterm exam); online

March 7: Midterm Grades Due

March 9: Last Day to Drop a Class with a W (by 5:00 p.m.)

March 21-26: Spring Break

May 2: Last Day of Classes

May 3-9: Final Exams

May 12: End of Semester Grades Due

May 16: Grades Available in Banner

Course Changes

This course syllabus provides a general plan for this course. The instructor reserves the right to make changes to the syllabus, including changes to assignments, projects, examinations, etc., in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

School of Liberal Arts

Vision/Mission Statement

The School of Liberal Arts provides an innovative, multidisciplinary, student-centered, flexible curriculum that prepares the student for further study or work in a global economy. The School seeks to develop the student's learning through faculty engagement in cross-disciplinary teaching, research and service with a flexible curriculum that responds to increased globalization.

School/Program Outcomes

Integrated Educational Experience Goals:

The IEE Goals met by the objectives of this course are in bold/strong format:

- **IEE-1: Clearly communicate ideas in written and oral form.**
- **IEE-2: Demonstrate creativity and critical thinking in inter- and multi-disciplinary contexts.**
- IEE-3: Demonstrate effective use of information technology.
- **IEE-4: Develop intercultural awareness of diverse viewpoints and of local and global perspectives.**
- IEE-5: Produce scholarly or creative works that reflect information literacy knowledge, skills, and dispositions.
- **IEE-6: Demonstrate ethical and moral principles.**
- IEE-7: Demonstrate and apply leadership principles.
- IEE-8: Demonstrate competence in quantitative reasoning.

Academic Integrity and Use of Turnitin

Students are responsible for avoiding every aspect or appearance of plagiarism by appropriately citing the sources of ideas, thoughts, or words of others that appear in their academic work. Students must include complete citations for any work which is not totally original. When appropriate, I will use the originality check feature of Turnitin to assist students in learning how to cite work appropriately.

Examples of plagiarism include:

- Directly quoting another’s words without appropriate citation and punctuation
- Overusing quotations in a written work
- Paraphrasing another’s words without appropriate citation
- Submitting assignments and other work that are not your own
- Citing primary and secondary sources incorrectly

Examples of academic dishonesty include:

- Submitting a single assignment for multiple courses without the instructors’ knowledge or permission;
- Using assignments submitted by other students;
- Using unauthorized materials during an exam.

Student Resources

Academic Enhancement Center (AEC)

The Academic Enhancement Center offers tutorial services on campus and online.

Tutors are available on campus 9 AM-7 PM Monday-Thursday, 9 AM-5 PM Friday, and 1-5 PM Saturday and Sunday. All sessions are 45 minutes long. Students also have the option to upload their papers online to have tutors look at them and return them with comments, usually within 24 hours.

To make an appointment for an on-campus session, please call the AEC at **678-407-5191**. To schedule an online session, log in to MyCourses and click the **Free Online Tutoring** button at the top of the homepage. The AEC looks forward to helping you achieve your academic goals!

Online Study Group Resource: CircleIn

CircleIn, a virtual study support app, is available to all GGC students. Hop on a video call, text with classmates, create study groups, and share notes and flashcards to prepare for success in your courses. By engaging with your peers in these activities, you also can earn points towards scholarships and other rewards.

To get started, [download the app](#) or use a browser to visit the [CircleIn website](#). Search Georgia Gwinnett College, enter your school login credentials, and select “Authorize” to get started.

Counseling and Psychological Services (CAPS)

CAPS is a safe, secure, and **confidential** space designed to support GGC students. Meeting with a CAPS clinician is a chance to explore issues and determine possible courses of action or resolution in a respectful and confidential setting. Your mental health and wellness are our priority and we hope to help you succeed.

Your first step to starting your relationship with CAPS is to schedule an initial information-gathering appointment (Intake), where you meet with a clinician to discuss your needs. From here, a clinician will work with you to decide your next steps. Counseling is a collaborative effort that necessitates your willingness and commitment.

Counseling services are available for all currently-enrolled GGC students. Services are free to students and are offered year-round.

For more information, please visit [the CAPS website](#), or contact us at **678-407-5592**.

Also, for students who may need immediate support that cannot wait for a scheduled appointment, students have access to our **24/7 Support Line: 833-910-3366**.

Dean of Students

GGC's Dean of Students is an advocate and resource to support student success at GGC. The Dean has oversight for all [student affairs](#) areas. The Dean of Students can assist students in [crisis situations](#) including [food/home insecurities](#), hospitalizations, medical issues and other issues related to health and safety. Your wellness matters! You can contact the Dean of Students at tjimenez@ggc.edu, studentaffairs@ggc.edu or **678-407-5882**.

Disability Services

Access and Accommodations: It is important to GGC that all students have equal access to the classroom and their educations. If you have already established accommodations with Disability Services, please provide me with your **Faculty Accommodation Notification**, with your approved accommodations listed. Please do so at your earliest convenience, so we can discuss your needs in this course.

If you have not yet established services through Disability Services (located in **D-1404**), but have a permanent disability (such as but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), or temporary condition that requires accommodations, you are encouraged to meet with Disability Services. **To contact disability services please call 678-407-5195 or send an email to disabilityservices@ggc.edu.**

Disability Services offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process requiring the student and disability services staff to meet. Disability services will review the documentation provided, discuss functional limitations with the student, along with the classroom environment and potential barriers or access issues. Georgia Gwinnett College is committed to creating an inclusive and accessible learning environment consistent with federal and state law.

Kaufman Library

The Daniel J. Kaufman Library and Learning Center provides a wealth of resources, services, and space, in support of your academic success. Tens of thousands of full text articles as well as e-books, e-book chapters, reports, statistics, streaming media, virtual anatomy and chemistry models, etc., are available from [library databases](#), [e-books](#), [e-journals](#), and [media](#) collections covering a wide variety of subject areas. Books available at GGC and other USG institutions can be located in [GIL-Find](#), [the library catalog](#), and print books can be borrowed from other USG institutions. [Research and course guides](#) provide access to discipline specific databases, books, websites, etc. [Ask a Librarian](#) offers research assistance via chat, e-mail, phone, and walk-in. In-depth research assistance is available by [scheduling a research consultation](#). Kaufman Library has individual and group study space throughout the building as well as 37 individual and group study rooms that can be booked via the [online reservation system](#). There is a Quiet Reading Room located on the third floor. Computers, fully loaded with campus software, and printing are also available in Kaufman Library.

Georgia Gwinnett College Policies

Academic Integrity

Student Honor Statement: We will not lie, steal, or cheat, nor tolerate the actions of those who do.

Georgia Gwinnett College students are expected to adhere to the highest standards of academic integrity and are expected to encourage others to do the same. Further, students are expected to take responsible action when there is reason to suspect dishonesty on the part of others.

Academic dishonesty carries severe penalties ranging from a grade of "0" on the affected assignment to dismissal from Georgia Gwinnett College. Each faculty member at Georgia Gwinnett College bears the responsibility for assigning penalties for cases of academic dishonesty utilizing the faculty adjudication process. Please contact the Office of Student Integrity to report alleged violations of academic dishonesty. Students may appeal a penalty as outlined in the [Student Handbook](#), Section 4.6.5, Student Code of Conduct.

Academic Respect

The college exists to foster educational excellence. To this end, a classroom atmosphere that supports learning must be maintained. Students are expected to be active, attentive participants in the class. Students are also expected to abide by class policies and procedures and to treat faculty and other students in a professional, respectful manner. Students are expected to be familiar with the [Student Handbook](#), Section 4.6.5, Student Code of Conduct.

Americans with Disabilities Act Statement

Georgia Gwinnett College provides reasonable accommodation to employees, applicants for employment, students, and patrons who have physical and/or mental disabilities, in accordance with applicable statutes. Georgia Gwinnett College takes affirmative action to employ and advance in employment persons who are qualified disabled veterans, veterans of the Vietnam Era, or other covered veterans. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office of Disability Services](#). A CDS Counselor will coordinate those services.

For more information, refer to [GGC's web page on the ADA and Reasonable Accommodations](#).

Attendance Policy

The classroom experience is a vital component of the college learning experience. Interaction with instructors and with other students is a necessary component of the learning process. Students are expected to attend regularly and promptly all class meetings and academic appointments. Students who are absent from classes bear the responsibility of notifying their instructors and keeping up with class assignments in conjunction with instructor provisions in the course syllabus. An individual instructor bears the decision as to whether a student's absence is excused or unexcused, and whether work will be permitted to be made up. The decision of the instructor in this case is final. Students who are absent because of participation in college-approved activities (such as field trips and extracurricular events) will be permitted to make up the work missed during their college-approved absences, provided that the student discussed with and obtained approval from the instructor to make up the work missed prior to the student's going on the field trip.

Individual instructors may establish additional attendance requirements appropriate to their course's context, e.g. lab attendance. A student whose class schedule would otherwise prevent him or her from voting will be permitted an excused absence for the interval reasonably required for voting.

For more information, please refer to the [Student Attendance Policy](#) in the GGC online catalog, [Academic Policies and Procedures](#).

If possible, please inform me in advance if you are going to miss class. We may agree on make-up assignments if your absence is excused.

COVID-19 Statement

When returning to campus for fall classes and activities proof of vaccination is not required but, please help to keep your fellow Grizzlies healthy and get fully vaccinated as soon as possible. Vaccination locations can be found at <https://www.vaccines.gov/>

While on campus face masks are strongly encouraged for those who are not fully vaccinated.

Kindly do not enter GGC facilities if:

- You have signs or symptoms of the cold, flu, or COVID-19
- You have been diagnosed with a contagious illness and are still contagious
- You have had contact with a person that has or is suspected to have COVID-19 within the past 14 days and have not been fully vaccinated, are not immune, and have not completed the recommended post-exposure quarantine protocol.

For more information, please visit [GGC's COVID-19 Health and Exposure Updates site](#).

Respect for Diversity Statement

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Equal Opportunity and Affirmative Action Statement

Georgia Gwinnett College is an equal employment, equal access, equal educational opportunity, and affirmative action institution. It is the policy and practice of our institution to recruit, hire, train, promote, retain, and educate persons without regard to race, color, national or ethnical origin, age, disability, sex/gender, religion, sexual orientation, gender identity, genetic information, or veteran status as required by applicable state and federal laws (including Title VI, Title VII, Title IX, ADA, Sections 503 and 504 of the Rehabilitation Act, and Executive Order 11246).

Additionally, Georgia Gwinnett College affirms its commitment to keeping its workplace and academic programs free of discrimination and harassment, and maintaining an environment that recognizes the inherent worth and dignity of every person. Any individual who feels that they may have been discriminated against, should contact the Office of Diversity & Equity Compliance at odec@ggc.edu.

Students requiring disability related accommodations, please contact the Office of Disability Services at disabilityservices@ggc.edu.

For more general information, please visit the [Office of Diversity and Equity Compliance's](#) website.

Safety and Security

View the [GGC Safety and Emergency Communications web page](#) for information important to you. To avoid confusion and rumor, ensure you:

- 1) Sign up for [RAVE alert text notification](#).
- 2) Download the LiveSafe app for [iPhone](#) or [Android](#).
- 3) View the 15-minute [Active Shooter Video](#). You are the additional eyes and ears for first responders. Follow the adage, "If you see something, say something" to a GGC employee. Your community needs your increased vigilance and awareness.
- 4) For updates on COVID-19 please visit [our COVID-19 Public Health page](#). It includes links to the latest information from the Centers for Disease Control and Prevention (CDC), the World Health Organization (WHO), and the University System of Georgia (USG), among others.

Sexual Misconduct Statement

Georgia Gwinnett College is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect, and is free of all forms of sex discrimination, including sexual harassment, nonconsensual sexual contact, nonconsensual sexual penetration, sexual exploitation, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these behaviors, the College has staff and resources on campus to support and assist you. For a list of resources, please visit [Sexual Misconduct Resources](#).

There are both confidential and non-confidential resources and reporting options available to you. GGC is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the [website of the Office of Diversity and Equity Compliance](#).