

CONFLICT & DISPUTE RESOLUTION

Credits 3.0
Time Sunday through Thursday: 12:10PM–1:35PM
Location GUQ oA07
Website <https://www.andrew.cmu.edu/user/degray/CDR17/>

Instructor Professor David Emmanuel Gray
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Office Hours Sunday through Thursday: 2:00PM–5:00PM

Course Overview

Description

Conflict is an intractable feature of life, whether occurring between family members, friends, coworkers, political organizations, nations, and even within oneself. No matter what discipline or career you pursue, you often find yourself in situations where your responsibility exceeds your authority. That is, your decisions often affect others who feel that they should have a say in the matter. You must then be prepared to negotiate with others to get your job done, advance your career, and even maintain meaningful personal relationships with your family and friends.

The purpose of this course is to prepare you for these negotiations in three ways. First, we explore the nature of conflict while you reflect on your own personal tendencies during conflict. Second, we consider strategies, with a focus on principled negotiation, for resolving conflict. Third, we examine how to more productively approach interpersonal interactions that may cause stress, anxiety, or frustration. Throughout, you will practice developing your powers of communication, persuasion, and conflict resolution in various in-class and out-of-class activities. Take these exercises seriously, and you will learn a great deal about yourself and improve your skills for negotiation, conflict resolution, and navigating other difficult conversations. Indeed, I hope you finish the course a more reflective and effective negotiator, better able to handle the conflicts you will inevitably face.

Objectives

By the end of this term, I expect that you will be able to:

- Apply an intellectual framework to explain the nature of conflict,
- Reflect on and develop your own approaches to handling conflict,
- Compare different strategies for conflict resolution, and
- More confidently approach conflict with others as problem solving opportunities.

I have designed each course requirement with these objectives in mind.

Readings

The following are the required textbooks for the course:

- BR:** Fisher, R., & Shapiro, D. (2005). *Beyond Reason: Using Emotions as You Negotiate*. New York: Viking Penguin.
- GY:** Fisher, R., Ury, W., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In* (3rd ed.). New York: Penguin Books.
- DC:** Stone, D., Patton, B., & Heen, S. (2010). *Difficult Conversations: How to Discuss What Matters Most* (2nd ed.). New York: Penguin Books.

Additional reading will be posted on the course website. You are expected to read all assigned material according to the class schedule on pages 3 and 4.

Announcements & Other Communication

I will email important information to you throughout the semester, so please routinely check your GU email address for updates. Otherwise, I am glad to answer your questions, discuss your work, or respond to your concerns. Please see me at my office hours or get in touch via email.

Requirements & Grading

Conflict resolution is a full-contact sport, but conducted as a cooperative process. You and your classmates must wrestle with difficult problems and situations together, while not attacking each other. Classes typically follow an instructor-guided seminar format, driven by discussion of the readings and their applications. Time is also set aside for in-class activities. As a result, the quality of the course depends critically on everyone's individual attention and participation. The purpose of us coming together as a class is to learn and practice conflict resolution as a group.

I strongly encourage you to discuss the course's material outside of class with your fellow classmates, friends, and family, as well as with me. Even so, all your work must be done independently, unless otherwise noted. You are expected to be familiar with the university policies on cheating and plagiarism. If you have any questions, please ask; do not assume.

Assignments include 2 reflection papers and 2 in-class exams. See page 2 for more about the class assignments.

The total points will vary from assignment to assignment. However, each assignment's grade is ultimately scaled to a score from 0 to 10. Unless you are notified of otherwise, the grading scale is as follows:

9.20–10.00	A	8.67–8.99	B ⁺	7.67–7.99	C ⁺	6.00–6.99	D
9.00–9.19	A [–]	8.33–8.66	B	7.33–7.66	C	0.00–5.99	F
		8.00–8.32	B [–]	7.00–7.32	C [–]		

Your final course grade will be on the same 10-point scale, with each assignment weighted as indicated on page 2.

If you wish to know how you are currently doing in more specific terms than what you can infer from this information, do not hesitate to meet with me.

Submitting Assignments

To encourage proper citation of sources, all written assignments must be submitted to TurnItIn. If any problems occur, please email me a copy of your assignment *before* it is due. I will then submit it for you. See page 6 for more information about my academic integrity policy.

Participation & Attendance

This course is based on the principle of experiential learning, where you learn not only from me but from your discussions and interactions with your classmates. Indeed, like any activity, conflict resolution can only be learned through practice. Therefore, we will work in and out of class with a lot of examples. As such, participation and attendance are very important to your success in this class. See below for this course's strict absence policy and page 2 for more on how participation and attendance affect your grade.

Late Assignment & Absence Policies

I do *not* accept late assignments, and you get *no* free absences. There is one exception: You and I agree on a reasonable accommodation *prior* to an assignment's due date or the day you miss class. I consider arrangements after the fact only in extraordinary, documented circumstances. See page 6 for more about such accommodations. Regardless, *students missing more than five classes—whether these absences are excused or not—will automatically fail this course.*

Assignments

Reading

Most days of class have an assigned reading (see the schedule on pages 3 and 4) that you are expected to have read and thought about *before* class. This allows us to devote more time to discussing and assessing the texts rather than simply reviewing their contents. Hence, you need to do more than merely peruse the readings: you must endeavor to understand what they are trying to convey. Keep in mind that reading this material is not like reading a novel or a textbook. There will be times when you must read slowly and carefully. Sometimes you may have to stop and think about things; and you should be prepared to go back and reread sections if necessary. In some cases, multiple readings of the entire text may be necessary. I expect that you take notes while you read, so that you can remember the text's main points. Finally, feel free to bring questions about the reading to class.

Reading questions: To help guide you in this process, I post reading questions on the course website that will highlight the concepts and arguments that will frame our class discussions of that material. The questions primarily have you demonstrate your comprehension of the readings' main claims and arguments.

Participation (20% of Final Grade)

Class attendance and participation are very important in understanding and retaining the class material. Furthermore, many of classes will involve activities allowing you to practice the conflict resolution skills being taught. Therefore, I will take attendance promptly at the start of each class at 12:10PM. However, I will do my best to make our class meetings worthwhile and time well spent. I will also take special care to create environments in which you feel comfortable asking questions and expressing your views about the course material. To that end, I expect significant in-class participation from each of you.

In particular, during the semester you will earn **participation points**. For each day you are seated and prepared to begin class at 12:10PM, you will earn 2,000 participation points. (You earn 0 participation points if you are tardy or absent from class.) Participation points will also be awarded throughout the semester based on your performance during class activities. (Failing to effectively participate in an activity, due to absence or lack of preparation, earns you 0 participation points.) Participation points cannot be made up.

At the end of the course, I will calculate your **base participation grade** on the 10-point scale from page 1. This is done by comparing the total number of points you earned with the class average using z-scores. (Your z-score represents the number of standard deviations you are from the class average.) Students who are exactly average will earn a base participation grade of 9.00 (A⁻). Meanwhile, above average students will earn a base participation grade of 9.01 (A⁻) or higher, and below average students will earn a base participation grade of 8.99 (B⁺) or lower.

After calculating your base participation grade, I will also consider your **in-class participation** as follows:

Distracting behavior during class lowers your base participation grade. Each time you are caught sleeping in class, chatting with the person sitting next to you, using your cell phone, leaving the classroom, doing homework for another class, or engaging in other similar behavior will reduce your participation grade between 0.25 points (one-quarter of a letter grade) and 1.00 point (one full letter grade) depending on the particulars and severity of the circumstances.

Active and productive class participation, on the other hand, boosts your participation grade by up to 1.00 point (one full letter grade).

Note that it is possible that your participation grade goes negative because of penalties. On the other hand, it is also possible that it could go above 10.00 points. Strive for the latter!

In-Class Exams (40% of Final Grade)

There will be two in-class exams, each of which will count for 20% towards your final course grade. These examinations will assess your grasp of the concepts covered in our class discussions and in the reading. They will also have you apply your knowledge and skills to examples taken from the class activities in which you have participated. Each examination is eighty minutes long, completed individually, open book, and open notes. However, the examinations are closed technology (e.g., no laptops, tablets, mobile phones, calculators, and so on). More details for each examination will be provided in class.

Reflection Papers (40% of Final Grade)

There will be two reflection papers, each of which will count for 20% towards your final course grade. Each paper consists of a sustained (≈2,200-word) analysis of how you understand and manage conflict. In particular, the first reflection paper asks you to assess your personal approach to conflict. The second reflection paper asks you to consider what you have learned from your experiences throughout this course.

You are expected to organize each paper around a thesis that the paper intends to defend. That is, you are asked to (1) state concisely your central claim(s) or thesis; (2) demonstrate how this thesis is supported or entailed by premises, reasons, or evidence; and (3) explain how these premises are plausible in their own right or difficulty to deny. More details, along with an assessment rubric, for each paper will be provided in class.

Rough Drafts

Unless I say otherwise, you are not required to turn in any rough drafts. Of course, I highly encourage you to meet face-to-face with me about specific areas in your paper for which you require my assistance. Doing so will almost certainly make a huge difference in the quality of your final paper. However, if you are not asking a relatively simple technical question, please do not just email me your paper. Email conversations on subtle philosophical issues are seldom productive. Instead, schedule an appointment with me, bring two copies of your paper to that meeting (one for you and one for me), and together we will go over the areas of the paper with which you are struggling. Past experience shows that this method of reviewing rough drafts is the most effective.

Twelve-Hour Grace Period

All reflection papers have an automatic twelve-hour grace period. This means that you are free to submit each of these papers (via TurnItIn) up to twelve hours *after* its posted due date/time without penalty. In short, these assignments have an automatic twelve-hour extension. However, I will only consider further extensions in extraordinary, documented circumstances.

Free Passes

You get two free passes to use during this course. One free pass may be exchanged to turn the twelve-hour grace period (see above) into a full twenty-four-hour extension on a reflection paper. Both free passes may be exchanged for a forty-eight-hour extension on a paper.

For each free pass that you do not use by the end of the course, I will give you 5,000 participation points. So use your two free passes wisely!

Schedule

wk	Date	Topic/Readings	# Pages	Assignments	Activities
1	5/14 (Sun)	Approaching Conflict (Unit #1)			
	5/15 (Mon)	de Montaigne, M. (1991). One Man's Profit is Another Man's Loss. In M. A. Screech (Trans.), <i>The Complete Essays</i> (p. 121). New York: Penguin Press. (Original work published 1580). Hobbes, T. (1994). <i>Leviathan</i> (E. Curley, Ed.). Indianapolis, IN: Hackett. (Original work published 1651/1668).	12		
	5/16 (Tue)	Pruitt, D. G., & Kim, S. H. (2004). Overview. In <i>Social Conflict: Escalation, Stalemate, and Settlement</i> (3 rd ed., pp. 3–14). New York: McGraw-Hill.	12		West Bay Apartment.
	5/17 (Wed)	Machiavelli, N. (1988). Cruelty and Mercifulness; and Whether It Is Better to be Loved or Feared. In Q. Skinner & R. Price (Eds.), <i>The Prince</i> (pp. 58–61). Cambridge: Cambridge University Press. (Original work published 1532). Mnookin, R. H., Peppet, S. R., & Tulumello, A. S. (1996, July). The Tension Between Empathy and Assertiveness. <i>Negotiation Journal</i> , 12(3), 217–230. <i>Optional</i> : Pruitt, D. G., & Kim, S. H. (2004). Strategic Choice. In <i>Social Conflict: Escalation, Stalemate, and Settlement</i> (3 rd ed., pp. 37–62). New York: McGraw-Hill.	17		
	5/18 (Thu)	From Negotiation to Principled Negotiation (Unit #2) GY : Fisher, R., Ury, W., & Patton, B. (2011). Don't Bargain Over Positions. In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 rd ed., pp. 3–15). New York: Penguin Books. <i>Optional</i> : Galinsky, A. D. (2004, July). Should You Make the First Offer? <i>Negotiation</i> , 7(7), 3–5.	13		Karak Contract.
2	5/21 (Sun)	Lax, D. A., & Sebenius, J. K. (1986). The Negotiator's Dilemma: Creating and Claiming Value. In <i>The Manager as Negotiator: Bargaining for Cooperation and Competitive Gain</i> (pp. 29–45). New York: Free Press.	14		Border Dispute.
	5/22 (Mon)	GY : Fisher, R., Ury, W., & Patton, B. (2011). Focus on Interests, Not Positions. In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 rd ed., pp. 42–57). New York: Penguin Books. <i>Optional</i> : Bazerman, M. H., & Gillespie, J. J. (1999, September-October). Betting on the Future: The Virtues of Contingent Contracts. <i>Harvard Business Review</i> , 77(5), 155–160.	16	Reflection paper #1 due by 11:59PM via TurnItIn.	Tawasolna.
	5/23 (Tue)	GY : Fisher, R., Ury, W., & Patton, B. (2011). What If They Are More Powerful? In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 rd ed., pp. 99–108). New York: Penguin Books.	10		Rahman Sports Complex.
	5/24 (Wed)	GY : Fisher, R., Ury, W., & Patton, B. (2011). Invent Options for Mutual Gain. In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 rd ed., pp. 58–81). New York: Penguin Books.	24		West Bay Lagoon
	5/25 (Thu)	BR : Fisher, R., & Shapiro, D. (2005). Respect Autonomy. In <i>Beyond Reason: Using Emotions as You Negotiate</i> (pp. 72–93). New York: Viking Penguin.	22		
3	5/28 (Sun)	GY : Fisher, R., Ury, W., & Patton, B. (2011). Insist on Using Objective Criteria. In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 rd ed., pp. 82–95). New York: Penguin Books.	14		Dawhat Salwa Cleanup.
	5/29 (Mon)	In-Class Exam #1.			
	5/30 (Tue)	Conflict Resolution (Unit #3) DC : Stone, D., Patton, B., & Heen, S. (2010). Sort Out the Three Conversations. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 nd ed., pp. 3–20). New York: Viking Penguin. DC : Stone, D., Patton, B., & Heen, S. (2010). Stop Arguing About Who's Right. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 nd ed., pp. 25–43). New York: Viking Penguin.	37		Let's Go Hollywood!
	5/31 (Wed)	DC : Stone, D., Patton, B., & Heen, S. (2010). Don't Assume They Meant It. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 nd ed., pp. 44–57). New York: Viking Penguin.	14		
	6/1 (Thu)	DC : Stone, D., Patton, B., & Heen, S. (2010). Abandon Blame. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 nd ed., pp. 58–82). New York: Viking Penguin.	25		Monte Carlo.

Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments	Activities
4	6/4 (Sun)	Conflict Resolution (Unit #3, Continued) DC: Stone, D., Patton, B., & Heen, S. (2010). Have Your Feelings. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 nd ed., pp. 85–108). New York: Viking Penguin.	24		
	6/5 (Mon)	DC: Stone, D., Patton, B., & Heen, S. (2010). Ground Your Identity. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 nd ed., pp. 111–128). New York: Viking Penguin.	18		Fardan Falconry.
	6/6 (Tue)	BR: Fisher, R., & Shapiro, D. (2005). Build Affiliation. In <i>Beyond Reason: Using Emotions as You Negotiate</i> (pp. 52–71). New York: Viking Penguin.	20		Akbar Maghroor.
	6/7 (Wed)	DC: Stone, D., Patton, B., & Heen, S. (2010). What's Your Purpose? In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 nd ed., pp. 131–146). New York: Viking Penguin. DC: Stone, D., Patton, B., & Heen, S. (2010). Getting Started. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 nd ed., pp. 147–162). New York: Viking Penguin. <i>Optional:</i> Manzoni, J.-F. (2002, September). A Better Way to Deliver Bad News. <i>Harvard Business Review</i> , 80(9), 114–9, 126. <i>Optional (BR):</i> Fisher, R., & Shapiro, D. (2005). Choose a Fulfilling Role. In <i>Beyond Reason: Using Emotions as You Negotiate</i> (pp. 115–140). New York: Viking Penguin.	32		
	6/8 (Thu)	DC: Stone, D., Patton, B., & Heen, S. (2010). Learning. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 nd ed., pp. 163–184). New York: Viking Penguin. <i>Optional:</i> Listening. (2017, March 3). [Radio series episode]. In D. Navanayagam (Host), <i>The Why Factor</i> . United Kingdom: BBC World Service. Retrieved March 9, 2017, from http://www.bbc.co.uk/programmes/p04tv665 .	22		Student Residences.
5	6/11 (Sun)	BR: Fisher, R., & Shapiro, D. (2005). Express Appreciation. In <i>Beyond Reason: Using Emotions as You Negotiate</i> (pp. 25–51). New York: Viking Penguin.	27		
	6/12 (Mon)	In-Class Exam #2.			
	6/13 (Tue)	Managing Difficult Situations (Unit #4) Kantor, D. (2012). Level I: Action Stances. In <i>Reading the Room</i> (pp. 23–47). San Francisco: Jossey-Bass.	16		
	6/14 (Wed)	DC: Stone, D., Patton, B., & Heen, S. (2010). Problem-Solving. In <i>Difficult Conversations: How to Discuss What Matters Most</i> (2 nd ed., pp. 201–216). New York: Viking Penguin. GY: Fisher, R., Ury, W., & Patton, B. (2011). What If They Won't Play? In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 rd ed., pp. 109–130). New York: Penguin Books. GY: Fisher, R., Ury, W., & Patton, B. (2011). What If They Use Dirty Tricks? In <i>Getting to Yes: Negotiating Agreement Without Giving In</i> (3 rd ed., pp. 131–145). New York: Penguin Books.	53		
	6/15 (Thu)	Salacuse, J. W. (2006, May). Real Leaders Negotiate. <i>Negotiation</i> , 9(5), 3–5.	3		
	6/18 (Sun)	Reflection paper #2 due by 11:59PM via TurnItIn.			

General Technical Requirements for Written Assignments

All written assignments are expected to satisfy the following:

1. Have a cover page consisting of a completed Commitment to Academic Integrity Form (see page 7 of the syllabus for an example).
2. Be double-spaced.
3. Be written in 12PT, "Cambria" (the default MS Word font), or another similar serif-type font.
4. Have side-margins of 1 inch.
5. Have horizontal alignment that is fully justified.
6. Have no extra space between paragraphs.
7. Have each paragraph begin with a tab indentation.
8. Have the paper's total word count at the top left corner of the title page.
9. Have a descriptive title (see section on title pages below).
10. Have page numbers (see section on page numbering below).
11. Follow the APA-style for (A) in-text citations and (B) the last page's list of all references (see section on citing your sources below).

Yes, this is boring, and yes, it is pedantic. The point of these requirements, however, is to allow me to focus more on the *contents* of your paper and not on your skills (or lack thereof) in design. Besides these should also be trivial to follow when using most word processing software. To help, *I have included a template satisfying these requirements on the course website.*

Title Pages

For the purposes of this course, your title information should occur at the *top of the second page* of your paper (after your completed copy of the Commitment to Academic Integrity Form) and consist of (1) your paper's word count, (2) the assignment's name, (3) a descriptive and meaningful title, and (4) your name. The word count should be at the top left, while the rest should be centered. Everything should be single-spaced in the same font, size, and style as the rest of your paper. The following is an example:

Word Count: 503	Troy McClure – 2
Reflection Paper #1 Conflict Terrifies Me By Troy McClure	
Since the dawn of time, conflicts have been a pain. In the days of the	

In order to be descriptive and meaningful, the title should give a good indication as to the contents of the paper—and you will have a better idea of this once you complete the paper. So do it last. Feel free to personalize it but do not go crazy.

While a title like "How I Respond to Conflict" is not very exciting, it is perfectly adequate for a reflection paper: it clearly specifies the issue the journal entry will cover. Keep it simple and direct, being clever and witty takes up time better spent completing the assignment.

Page Numbers

Page numbers should appear on the top-right of each page, starting on the second page (i.e., there should be *no* page number on the cover page with the Commitment to Academic Integrity Form). Page numbers should otherwise be in the same font, size, and style as the rest of your paper, and have your name followed by a hyphen and the page number. The following is an example:

conflict, like we have today, they are mixed with shredded tobacco. And	Troy McClure – 3
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Citing Your Sources

You are required to properly cite all your sources (see page 7 of the syllabus for the academic integrity policy). Do this whenever you find yourself quoting or otherwise using the ideas of another person. Please follow APA-style citation guidelines, keeping in mind that *you must cite all sources, even if you are only putting their ideas into your own words.*

In-Text Citations: When you reference any source, you need to do an in-text citation with (1) the author and (2) the year of publication, as in:

The state of nature is a really bad place (Hobbes, 1651/1668/1994).

If you are directly quoting the source, then please include the page number when available:

"Blame is about judging" (Stone, Patton, & Heen, 2005, p. 74).

If no year of publication is available, use n.d. (for "no date") instead, as in:

Construction regulations are struggling to keep up (Kunji, n.d.).

If no author is credited, use the first few words of the source's title, as in:

He "was an English philosopher". ("Thomas Hobbes", 2016).

List of References: The last page must include a "References" section. For each reference, you need to cite, as they are relevant/available, (1) the author, (2) the date of publication, (4) the chapter, article, or webpage title, (5) the book, periodical, journal, or website title, (6) the volume and issue of publication, (7) book publishing location and publisher, and (8) the URL with date of retrieval. Some examples:

Hobbes, T. (1994). *Leviathan* (E. Curley, Ed.). Indianapolis, IN:

Hackett. (Original work published 1651/1668).

Stone, D., Patton, B., & Heen, S. (2010). *Difficult Conversations: How to Discuss What Matters Most* (2nd ed.). New York: Penguin Books.

Kunji, J. (n.d.). Building a Culture of Safety in Qatar. *Qatar Under Construction*. Retrieved January 10, 2014, from <http://www.qatarunderconstruction.org/category/articles/building-culture-safety-qatar/>.

Thomas Hobbes. (2016, December 11). Wikipedia. Retrieved December 16, 2016, from https://en.wikipedia.org/wiki/Thomas_Hobbes.

The course schedule contains the full reference for each assigned text, which should make this process much easier for you, while providing you with lots of examples for any additional outside sources that you may use.

Other People: You must also cite ideas coming from classmates, friends, family members, course assistants, the Writing Center, or anyone else. In-text citations must reference (1) the person whose idea it was, and (2) when you got that idea from them, as in:

Escalation of conflict creates intense emotion (Al-Thani, 2017).

When listing this references, you need to cite (1) the person's name, (2) when you got the idea from them, and (3) how you got the idea from them, as in:

Al-Thani, M. (2017, January 30). [Class notes].

Gray, D. E. (2017, February 12). [Personal conversation].

In addition, you should thank your classmates, friends, and anyone else who assisted with your assignment in an "Acknowledgments" section at the end of the paper. Be sure to say how they helped you. For instance:

Thanks to Sana Tariq from the Writing Center who helped me with my spelling. Thanks also to Mohammed Al-Thani for lending me his course notes. Finally, thanks to Professor Gray for clarifying this assignment's requirements to me during his office hours.

IF YOU ARE EVER UNCERTAIN, PLEASE ASK; DO NOT ASSUME.

Policies

Reasonable Accommodations

I recognize that you are a human being with occasional human problems associated with human finitude. Illness, family emergencies, job interviews, other professors, and so on will inevitably lead to legitimate conflicts over your time. If you expect that you will miss class or be unable to turn in an assignment on time, please notify me (either in class or via email) *in advance* and we can agree on a reasonable accommodation. Please recognize that most reasonable accommodations still carry a penalty: your grade on the assignment may be reduced (since you may be given more time than your classmates), or you may have to do additional work not required of your classmates. So when proposing a reasonable accommodation be prepared to state what you take to be a fair penalty for that accommodation. I will then decide whether to accept or reject your proposal. Any arrangements after the fact will only be considered in extraordinary, documented circumstances.

Challenging an Assignment Grade

Please recognize that I am human also: mistakes may occasionally occur when grading your assignments. Therefore, you have *one week* after an assignment is handed back to challenge its grade. To do so, you must return the assignment to me along with a clearly written explanation of your reason for challenging its grade. I promptly and seriously consider all such requests and meet with you, if necessary, to resolve them. Assignments without a written explanation will not be considered. After one week, no challenges will be accepted. Of course, if you are not satisfied with your grade, I encourage you to talk with me to learn how to improve on future assignments.

Photography & Recording Etiquette

To maintain an open academic environment I ask you to refrain from taking photographs or making audio and/or video recordings during class.

Mobile Phones, Laptops & Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Unless I tell you otherwise, you must silence mobile phones prior to class and not use them during class. *All laptops should be closed unless you have made prior arrangements with me and have demonstrated that using a laptop is necessary for your learning.*

Students with Disabilities

In compliance with university policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations should be made during the first week of the term, except for unusual circumstances, so arrangements can be made. Students are required to register for disability verification and for determination of reasonable academic accommodations. For more information, visit

<https://qatar.sfs.georgetown.edu/programs/academic-services/accommodations>

Sexual Harassment Policy

It is the policy of the university that no male or female member of the university community (i.e., students, faculty, administrators, or staff) may sexually harass any other member of the community. For more information on Georgetown University's sexual harassment policy, visit

<https://sexualassault.georgetown.edu/sfsq-policies>

Academic Integrity

Academic integrity is embodied by commitments to honesty, respect, trust, diligence, and rigor in the pursuit of knowledge. As a student in this class, academic integrity means following all directions on assignments, clearly distinguishing your own original work from the work done by others in your assignments, and seeking help whenever you are struggling. As always, you have the responsibility to abide by the Georgetown University Honor System and to embody the Honor Pledge you swore upon matriculation.

In this class, there are two typical violations of academic integrity. The first is **sharing confidential information** for an in-class activity. In real life, you never know for sure the other party's true motivations and actual interests. There is always this element of uncertainty and risk. So that everyone learns how to navigate such obstacles, it is essential that no one shares his or her confidential information with other classmates. Nor should anyone seek it out from previous students who have taken this class.

The second involves **plagiarism**. Examples of this include cutting-and-pasting material from the Internet without proper citation, paraphrasing material from external sources without attribution, and copying ideas from a classmate without reference. To avoid this, you must strive for clarity in your writing in order to distinguish between when you are presenting your own ideas (typically by using first-person pronouns "I", "me", "my", etc.) and when you are presenting someone else's ideas (by properly citing the source). Keep in mind, this includes both the ideas of your classmates and any assistance you receive from the Writing Center. Please see page 5 for more information on how to properly cite the claims and ideas of others in your assignments.

In general, proper citation lets me know what it is I am evaluating about your writing. Am I evaluating your own original ideas? or am I evaluating your presentation of someone else's ideas? or am I evaluating your expansion on someone else's ideas? All of these tasks are important, so do not be ashamed when you are doing them. I honestly do not expect every single thing you write to be uniquely yours, but I do expect you to be clear and honest about what it is you are doing in your papers. To help you facilitate this, every written assignment requires you to include a completed Commitment to Academic Integrity Form. See page 7 for a sample form. The course website also contains templates for these.

While I treat violations of academic integrity on a case-by-case basis, there are some basic patterns I follow. When I suspect a violation, I first meet with the student for an explanation. If I remain concerned that there has been a violation, I will inform the Executive Director of the Georgetown University in Qatar Honor Council. The Honor Council will then investigate, and determine whether a violation has indeed occurred. If the Honor Council finds an academic integrity violation, I typically impose a penalty that exceeds the penalty of not having done the assignment at all. For instance, the penalty for plagiarizing a paper is worse than for not having written that paper at all. Plagiarism is also a violation of the Georgetown University Honor Code. As such, there may be further penalties imposed by the Honor Council. For more information, please visit

<https://qatar.sfs.georgetown.edu/programs/honor-system>

If you ever find yourself tempted to violate these standards of academic integrity, please seek an alternative course of action. Email me for a reasonable accommodation, or turn in partially completed work. I assure you that the impact on you will be far gentler in these ways.

Commitment to Academic Integrity Form: Sample

Place an X before each statement that is true and provide all the relevant information:

- ☐ I collaborated with the following people:

- ☐ I received help from the following people (this includes the professor, classmates, debate partners, course assistants, the Writing Center, friends, family members, and so on):

- ☐ I provided help to the following classmates:

- ☐ I worked alone.

- ☐ I have cited any and all relevant sources using the APA style, and I have listed these sources in a "References" section at the end of this assignment. If there are no sources to cite, then I have no "References" section.

- ☐ If there are any names mentioned above, I have an "Acknowledgments" section at the end of this assignment thanking them while also being specific about how they helped or otherwise contributed to this assignment. If there are no names mentioned above, then I have no "Acknowledgments" section.

I understand that this assignment falls under the Georgetown University Honor System. My work on this assignment adheres to the substance and the spirit of the Honor Pledge I swore upon matriculation:

*In pursuit of the high ideals and rigorous standards of academic life
I commit myself to respect and uphold the Georgetown University Honor System;
To live out a commitment to integrity in all my words and actions;
To be honest in every academic endeavor;
And to conduct myself honorably, as a responsible member of the Georgetown community as we
live and work together.*

Today's Date: _____

Your Name: _____