

*This syllabus contains important course policies. Please take time to read it carefully!*

**Spring 2017**  
**SPEA, V160**  
**Section 9499 2:30-3:45 M/W in SPEA 167**  
**Section 10787 4:00-5:15 M/W in SPEA 167**  
**National and International Affairs**  
**Syllabus**

**Instructor: Susan Siena, Ph.D.**

**Office: 225 SPEA**

**Contact information:** 812-856-6775 or [sjsiena@indiana.edu](mailto:sjsiena@indiana.edu)

**Please indicate which section you are enrolled in when you contact us!**

Office hours by appointment or Tuesdays 12:30-1:30 p.m. in SPEA 225. **Quick questions about grades or letters of recommendation can often be addressed by e-mail or phone. Short (five-minute) questions may be addressed on a drop-in basis whenever my office door is OPEN.** When not in class or a meeting, I am available most weekdays. If you need a longer conversation, please make an appointment by sending me an e-mail indicating times when you are available -- **or just drop in** Tuesdays 12:30-1:30.

**Final Exam for 2:30 class (Section 9499) is 10:15-12:15 a.m., Mon., May 1**

**Final Exam for 4:00 class (Section 10787) is 2:45-4:45 p.m., Mon., May 1**

*You must be present at the final exam. Please plan accordingly! The final exam time is set by the university; it cannot be altered to accommodate travel plans.*

<b>Section</b>	<b>Grad TA</b>	<b>Undergrad TA</b>
Section 9499 2:30-3:45 M/W	Franklin Anderson frdander@umail.iu.edu	Joseph Lopshire jlopshi@indiana.edu
	Office hours	
Section 10787 4:00-5:15 M/W	Meghan Shrewsbury meshrews@umail.iu.edu	Mary Caroline Chambliss mcchambl@indiana.edu
	Office hours	

**Welcome to V160! It is truly a privilege and joy to teach this course, which is designed to introduce you to some of the big questions facing our nation and our world.** My goal is to offer class sessions that are interesting and informative, but also encourage you to think for yourself. While I will present some material in lecture format, you will work in teams so that everyone has a chance to participate fully. Teams will submit written assignments at each class meeting. **My personal goal is to help each of you improve your critical thinking skills and understanding of policy issues.**

**If you have any concerns about how you will do in this course, let us know!** We can work with you to devise a study plan that will allow you to perform at your best in this course. **The sooner you get in touch, the more we can help you improve your grade.**

**Course goal and Learning Outcomes:** *By the end of this course students will develop an increased level of engagement in the crucial policy issues currently facing the United States. Students will be informed about several major domestic and foreign policy issues and be able to take a stand on a policy issue and support it with evidence.*

**Learning outcomes:** Describe and evaluate existing policies and possible reforms, and recommend a policy with supporting evidence.

**Required texts and materials:** For each class session, bring a copy of the reading to class with you. You will be permitted to use an electronic device to access the reading in class. All reading material except current events will be found on Canvas.

**New York Times:** Some quiz and test questions will be based on weekday coverage in *The New York Times*.

Questions will be based on stories discussed in the free newsletter entitled "Your Morning Briefing." You can get this by e-mail or through a free app downloaded to your phone.

You have free access to full text *New York Times* articles on and off-campus. To learn how to activate your account, go to <http://libraries.iub.edu/new-york-times-online>. If you prefer a paper copy, pick one up free using your student id. Machines are located in the IMU, Ballantine, Kelley School, and several dorms.

You will be required to respond to surveys about your news habits. Each survey is worth one point, for a total of 10 homework points. You must submit a screenshot of the final page to receive credit for your survey response.

#### **ASSIGNMENTS & GRADES:**

*Note that Canvas is set to weighted categories. In each category, there is a maximum number of total points; you will get the % possible out of that total # of points. For example, you can earn no more than 100 points for homework. Your final grade will show the % of total possible homework out of 100.*

**Homework assignments:** 10%, 2 lowest dropped\*, no late submissions

*\*The surveys and the three one-page papers due on Jan. 30, March 1, and April 10 will not be dropped.*

**In class assignments:** 10%, 2 lowest dropped including zeros for absences

**Test 1 (Feb. 13)** 15%

**Test 2 (Mar. 22)** 15%

**Policy Recommendation (due April 6)** 25% (penalties for late submission)

**Final exam, cumulative (See date page 1)** 25%

**Check the Canvas site to view grades as they are recorded.**

**Total points = Final Course Grade**

*The instructor may round up if you have three or fewer absences, have submitted all assignments on time, and are within 1-2 points of the next letter grade; all others will receive the letter grade corresponding to the scale below:*

980-1000 A+  
930-979 A  
900-929 A-  
870-899B+  
830-869 B  
800-829 B-  
770-799 C+  
730-769 C  
700-729 C-  
600-699 D  
00-599F

**Attendance Policy:** We complete graded activities in almost every class session. These in-class points are 10% of your total grade in the class. **Anyone who is not present will receive a zero for the day REGARDLESS OF THE REASON FOR THE ABSENCE (exception: religious holidays per IU policy, when students request accommodation**

**in advance using the appropriate form.)** Days missed will be covered by dropping your lowest 2 scores. Court dates, stomach viruses, medical appointments, funerals, child care issues, hospitalization, IU athletics, and class field trips are ALL INCLUDED under this policy. If you miss more than two classes, you will begin to accumulate zeros. **Anyone who abuses the policy by leaving early, arriving more than a few minutes late, not participating in team assignments, or using electronics for non-class-related purposes may receive a ZERO for the day at the instructor's discretion.** This policy applies for all class meetings and assignments EXCEPT for the two midterm exams, final exam, and policy paper. Making up these major assignments is required and will require official documentation. See below. You are strongly advised to **SAVE YOUR ABSENCES** in case you become ill or have another family emergency. You do not need to tell us the reason for your absence except in cases of a major assignment or exam, but *please do talk to the instructor (in her office or via e-mail, not in the classroom) in case of extenuating circumstances such as prolonged serious illness or serious family emergency.* Documentation will be requested. **Should you request a letter of reference, the instructor will review your attendance record before agreeing to write the letter.**

**Echo 360:** If you do need to miss class, go to Echo 360 on the left side of your Canvas site. You will find a recording of class there with slides.

**Religious Observances:** Please contact Professor Siena if a religious observance requires you to miss class or an exam. Under IU policy, students are required to request accommodation for religious observance before, not after, it occurs. (Source: <http://www.indiana.edu/~deanfac/holidays.html>).

**Questions about your grade:** Any questions or concerns you may have about how tests and assignments were graded **must be addressed BY EMAIL within one week of the release of the grade.** TAs are not allowed to change grades; **all changes must go through Professor Siena for approval.** Due to federal privacy laws, individual grades will not be discussed in the classroom. **Please send an e-mail stating your reason for concern; you will receive a careful review and a written reply.** If you still have questions, we can discuss these in the office.

**Extra Credit on Tests:** You may earn 2 points extra credit on Test 1 and 2 points on Test 2 by submitting a handwritten review sheet. These review sheets must be handwritten BY YOU and may not be copied or photographed. The review sheet must be submitted before the start of the test. ***Review sheet must be 75% complete or no credit will be received.***

**Extra Credit on Final Exam:** You may earn up to a **MAXIMUM of 5 points** extra credit on the final exam. Here are your options for earning those 5 points:

- 1) submit a handwritten final exam review sheet by the LAST DAY OF CLASS, April 26. It must be 50% complete and written BY YOU; no photos or copies. (2.5 pts)**
- 2) submit VIA CANVAS a summary of one or two campus events related to this class (2.5 pts each)**

*All extra credit for the final exam must be submitted by the last day of class or sooner. Submit extra credit via Canvas.*

**Late Work:** **Late homework will not be accepted regardless of the reason.** To accommodate the possibility that illness or family emergency might interfere with submission of homework, the two lowest homework grades will be dropped. **For the policy recommendation papers,** a penalty of 10 points per 24 hours period late will begin at 5 p.m. on the date due. *A maximum penalty of 50 points will apply to persons who submit the paper more than five days late. Beginning on April 20, anyone who has not submitted a*

*paper will receive a ZERO for the assignment. Exceptions will be made only with an approved, documented excuse as described below.*

**Excuses for Major Assignments:** Extended deadlines and make-up exams will be offered only when a student has a valid excuse that can be documented. Valid excuses must be discussed in advance except in emergency situations that make contacting the instructor or TA impossible. Excuses that may be considered include serious illness of yourself or a family member, attendance at funerals, and participation in IU collegiate athletics. **All excuses should be submitted to by e-mail with documentation and an explanation.** If you know in advance that you have a conflict with a scheduled test, contact Professor Siena right away by e-mail at [sjsiena@indiana.edu](mailto:sjsiena@indiana.edu). If your excuse is accepted, **you must arrange to make up the test with the UTA on the next business day. It is YOUR RESPONSIBILITY** to find a time when we can give you the make-up exam. That means checking your campus e-mail and being where you will say you will be for the make-up exam. If you do not take the exam on the next business day and do not have a valid, pre-arranged reason for extending this deadline, you will not be allowed to take that test.

**Plagiarism and Academic Dishonesty:** SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic misconduct. Please read the Indiana University student code of ethics at <http://www.iu.edu/~code> so that you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class, and an F for academic dishonesty cannot be removed from your transcript. Faculty members are required to report academic dishonesty to the Dean of Students and disciplinary action can be taken by the Dean. Significant violations of the Code can result in expulsion from the university. Academic dishonesty includes cheating in any form on papers, tests, and the final exam. Papers and exams must be entirely your own work although you may ask someone to review out of class papers for clarity, organization, and grammar. *You must provide a citation when you borrow words, ideas, or information from any source. Depending on the severity of the offense, plagiarism may result in a failing grade.* Papers will be submitted via TurnItIn, which will check your paper against a national database and will identify material that has been submitted or published elsewhere. **Please note that papers submitted for credit in another course may not be submitted for credit in V160. If you are writing on the same topic for another course, you must discuss this with both instructors in advance.**

**Classroom Norms:** To facilitate your own learning and so that you do not disturb others, I ask that you follow the guidelines below during class.

- Use your name tent! If you do not use your name tent, you may be marked absent and therefore you will not get points for the in-class assignment that day.
- Please **don't distract other people by coming in late, leaving early, or taking breaks in the middle of class.** *We understand that occasional emergencies happen. Let us know if something is going on that requires you to take a break or leave early. Otherwise, we expect you to be fully present and attentive during the entire class period.*
- If you can't avoid being late, you should still come to class – just come in from the back and take whatever seat you can find. We can reseat you near your team during a discussion break.
- Please **don't distract yourself and other people by using your technology for purposes not related to this class.** This is very tempting, so **consider setting your technology to "do not disturb" during the class period.** Similarly, remove headphones, put away any reading material, and refrain from holding side conversations during class.
- We reserve the right to give a zero to anyone observed violating these policies.

- **Questions and comments are welcome at any point – please interrupt if something is confusing!**
- There will be differences of opinion in this classroom about all of the topics we discuss. *Students are encouraged to ask questions and express their viewpoints. Please use respectful language when referring to other individuals, groups of people, and other points of view.*

**Civility:** Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching or other university activities will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university. (Source: SPEA Academic Policies)

**Students with Disabilities:** Students with a learning disability, hearing impairment, speech impairment, or any other disability that may affect their ability to fulfill a course requirement should contact the Disability Services for Students in the Wells Library, (812) 855-7578. (Source: <http://www.indiana.edu/~college/ado/policies.shtml>). You must contact Professor Siena right away if you have documents from Disability Services that indicate a need for accommodation. This should not be discussed in the classroom. Please make an appointment by sending an e-mail to [sjsiena@indiana.edu](mailto:sjsiena@indiana.edu) or stop by office hours.

**Tests and Final Exam:** The two tests and the final exam will include multiple choice questions as well as several short essay responses. The essay responses will be evaluated based on your ability to demonstrate detailed familiarity with course material including readings. The following rubric will be used:

10 completely answers question, explains all terms and relationships, uses examples & readings  
 8-9 provides a good answers but does not fully explain one term or relationship or missing details  
 6-7 adequate but missing/incorrect material in a significant segment of the response  
 0-5 half or more of the response is missing or incorrect

**Policy Recommendation:** Each student will write a paper recommending a policy for one of the issues covered in class. Final versions of these letters are **due on April 5**. More details will be provided in separate assignment sheet.

Papers will be graded using this rubric:

A papers: This paper has a clear thesis statement. The thesis is well supported with factual material and expert opinion. Reasonable questions and criticisms have been anticipated and answered with evidence supporting the response. The writer has used at least two excellent outside sources that add something substantial to his/her paper and will also have drawn extensively on assigned course materials including readings. The paper is very well organized. It is easy to read with no grammatical errors.

B papers: This paper has a clear thesis statement. The writer has used at least two reputable outside sources that add considerably to his/her paper and has drawn on course material including readings. The paper is good but not excellent because the thesis is not completely supported and/or reasonable questions have not been anticipated and fully answered. Papers that meet the criteria for an A but are not well written may fall in this range as well.

C papers: This paper does not draw thoroughly on the course material and/or leaves a significant question unanswered. The writer uses outside material but as an afterthought – the sources are not well chosen and do not add substantially to the position taken by the author. This paper may have substantial problems with clarity of writing or organization.

D papers: This paper does not meet the requirements of the assignment either because it leaves a substantial

question unanswered, lacks a thesis statement, or does not use outside material effectively. This paper may simply restate lecture material without using readings. Extremely disorganized papers in which no clear thesis statement can be discerned may fall in this category. Papers that are prepared quickly without attention to the assignment's requirements or the principles of good writing may also fall in this category.

F papers: This paper demonstrates very little familiarity or very poor understanding of the course material. Papers that use outside sources without proper citation may fall into this category. Papers with extremely poor grammar and syntax may fall into this category.

**Homework assignments:** Homework assignments will be scored as the % possible out of 100 points. The two lowest scores will be dropped to accommodate illness or emergency. Some homework assignments will be short on-line quizzes. Other open-ended questions will be graded on a simple scale:

5 points: very complete and uses reading material to support point

3 points: does not completely answer question; response is rushed; little use of reading or facts to support

0 point: no submission, late submission, or does not answer question or answers without support from reading

**Teams:** Permanent teams will be assigned by the instructor and may be reassigned during the semester. Problems within teams should be brought to the attention of Professor Siena or your TA. We'll take appropriate steps to make sure all teams function effectively. All team members will be expected to take responsibility for a variety of roles including: facilitating discussions, taking notes, finding evidence, and reporting back to the larger group.

**In Class Assignments:** Teams will submit written assignments at the end of most class sessions. Written teamwork will receive a score based on the evidence it shows of careful discussion and reflection on class material. Individual students must be listed by name on the assignment in order to receive credit for that day's work; TAs will verify attendance before giving credit. **Total in-class assignment scores will be based on the % of possible points with the two lowest scores (including zeros for absences) disregarded.** Team written work will be scored on a very simple scale:

5 points: Outstanding -- all of the key elements are captured here

3 points: Shows effort but either misunderstanding or not enough use of class material, esp. readings

0 points: Incomplete or shows no grasp of class material (also received for individual absences)

**Note: All test and assignment due dates, readings, and the course schedule are subject to change at the instructor's discretion; students will be given reasonable notice in class of any changes; in addition, changes will be posted as announcements in Canvas.** It's your responsibility to check the Canvas site and your IU e-mail before each class session.

**Homework and quizzes are due BEFORE class on the date listed.**

**Always bring your reading material to class! Print or electronic.**

**Before Jan 9:** Edit your Canvas profile & your IU email account to include a photo of yourself.

Read Robert Leamson, Ph D, "Learning: Your First Job,"

<https://users.encs.concordia.ca/~paknys/R.Leamson.pdf>.

Homework (submit via Canvas in textbox or as an attachment): What are two things that Leamson says that surprise you? If nothing surprises you, why not? *This is the only homework assignment that will be accepted late - until Jan. 16. Survey #1 due!*

**NOTE THAT ALL HOMEWORK AND QUIZZES ARE DUE BEFORE CLASS ON THE DATE LISTED.**

**Before Jan. 11** Read syllabus carefully. Also read the materials listed below. Each of these is short and will be review if you attended high school in the U.S.

- "How the U.S. government is organized" <http://www.usa.gov/Agencies/federal.shtml>
- Checks and Balances. (2011). In George Thomas Kurian (Ed.), *The Encyclopedia of Political Science*. (pp. 213-217). Washington, DC: CQ Press.
- Moore, John L. "Interest Group." In *Elections A to Z*, 2nd ed., 231. Washington, DC: CQ Press, 2003
- "Federalism," Facts of Congress, Center on Congress  
<https://www.youtube.com/watch?v=auVOAj73Qy0>

**Know before class on Jan. 11:** What do the terms "checks and balances," "separation of powers," "gridlock," and "federalism" mean? What is an interest group? What is lobbying?

**In class: Teams complete quiz on material above INCLUDING syllabus.**

**MLK Jr. Day – NO CLASS (last day to submit Jan. 9 homework)**

**Before Jan 18: Watch:** on-line video about No Child Left Behind. Also **Read** "Education." *Opposing Viewpoints Online Collection*. Detroit: Gale, 2015. *Opposing Viewpoints in Context*. Web. 1 Aug. 2014. **KLEIN, A. (2014).**

**RACE TO THE TOP: A ROAD MAP. Education Week, 33(28), 20-21. COMPLETE ON-LINE QUIZ** before class starts. Note that this quiz has an open response question at the end about "How I got a good grade in this class."

**Survey #2 due!**

**Before Jan 23:** Read Greenblatt, A. (2015, June 26). Education. *CQ Researcher*. Also read David L. Kirp, "Why the New Education Law is Good for Children Left Behind," *New York Times (December 10, 2015)*, p. A39. **Also watch one of Edutopia videos as assigned. There are five videos – you are responsible for sharing ONE of them with your team.**

**Homework:** Share a short summary of your video with your team.

**For Jan 25: Read** Health Care Issues. (2015). In *Opposing Viewpoints Online Collection*. Detroit: Gale. **Also read** OECD (2015). "Health-at-a-glance 2015: How does the U.S. compare?"

<http://www.oecd.org/unitedstates/Health-at-a-Glance-2015-Key-Findings-UNITED-STATES.pdf>

**Submit on-line before class -- On-line quiz. Survey #3 due!**

**For Jan 30: Read "Health Care Overhaul's Key Provisions." In *CQ Almanac 2010, 66th ed.*, edited by Jan Austin, 9-6-9-13. Washington, DC: CQ-Roll Call Group, 2011. And **Vaida, B. (2015, July 7).** Health care reform. CQ**

*Researcher*. Retrieved from <http://library.cqpress.com/> **Think before class:** How did the AHA change healthcare in the U.S.? **Homework:** Write a one page reflection in response to this question: What is the most significant current events story that has occurred since the start of the semester? What makes this story significant?

**For Feb 1: Watch** *Sick around the World* video (approx.. 50 minutes long). **Submit before class: on-line quiz.**

**For Feb 6: Read** "Understanding the Benefits," Social Security Administration, 2015, pp. 1-15. David Bass, "The Millennial Perspective," and John Shoven, "New Age Thinking" and WANG, P. (2013). THE BIG QUESTION: CAN WE SAVE SOCIAL SECURITY?. *Money*, 42(10), 100.

**Write** "All three articles argue that social security needs to be reformed, but they have different perspectives. Which do you believe is more effective? Justify using evidence from text." **Submit on-line before class starts**

**For Feb. 8: Review session.** Survey #4 due!

**Feb. 13: Test! Test will take full 75 minutes and will include both multiple choice and short answer questions.**

**Extra credit option: Turn in handwritten answers to the review sheet for two extra points on the test. Review sheet must be 75% complete or no credit will be received. This must be your own work; no photos or copies. Due at start of test.**

**For Feb. 15: Read** Karaim, R. (2013, September 27). Border security. *CQ Researcher*, 23, 813-836. Also, K. (2012, March 9). Immigration conflict. *CQ Researcher*, 22, p. 234 ONLY. **View:** PBS Need to Know Video, "Legal Immigration and Entrepreneurship," at <http://video.pbs.org/video/2233626238>. **Submit before class – on-line quiz:**

**For Feb. 20: Read Greenblatt, A. (2015, June 5). Immigration. CQ Researcher. Also Bhagwati, J., & Rivera-Batiz, F. (2013). A Kinder, Gentler Immigration Policy. Foreign Affairs, 92(6), 9-15. Submit on line before class: What do Bhagwati and Rivera-Batiz think we should do about immigration and WHY?**

**For Feb 22: Read:** Jost, K. (2011, September 2). Remembering 9/11. *CQ Researcher*, 21, 701-713 and 725-728. Also read Katel, P. (2009, February 13). Homeland security. *CQ Researcher*, 19, 129-131. **Submit on-line before class:** 3-5 sentences or make an outline: Some are critical of our homeland security policy – why? **Survey #5 due!**

**For Feb. 27: Read** BAMFORD, J. (2015). Blocking Inspiration. *Foreign Policy*, (211), 78-82. Also read VOLLMANN, W. T. (2013). MACHINES OF LOVING GRACE. *Foreign Policy*, (203), 68-71 AND Friedman, J. (2015, May 12). Terrorism. *CQ Researcher*. **Think before class:** Many are critical of U.S. government surveillance. Do you agree with the critics, and if so, on what grounds? Or if you do not agree, why not?

**For March 1:** We will review Test #1 in class. **Homework: Write a one page paper in which you ask and answer an analytical question about a current events news story for this semester. Use evidence from the New York Times (and more if you choose). (Examples of analytical questions include: Why...? So what if...? What's next? Or What should be done about?)**

**For March 6:** Adams, J. U. (2015, November 13). Air pollution and climate change. *CQ Researcher*, 25, 961-984.

**For March 8:** Vidal, John. (Dec. 15, 2015) "Climate change deal: five reasons to be glad, five to be gloomy," *The Guardian*. AND Additional READING TBA. **Submit before class: on-line quiz.** Survey #6 due!

**SPRING BREAK – NO CLASS – March 13 & March 15**

**For March 20: REVIEW SESSION IN CLASS;** Survey #7 due!

**For March 22: TEST #2;** Test will take full 75 minutes and will include both multiple choice and short answer questions. **Extra credit option: Turn in handwritten answers to the review sheet for two extra points on the test. Review sheet must be 75% complete or no credit will be received. This must be your own work; no photos or copies. Due at start of test.**

**March 27: RESEARCH & WRITING HOW-TO SESSION: What is a credible source? How do I cite my sources?**  
**Homework:** Thesis statement for paper that you will turn in on April 6 with two sources not used in class that you will use for the paper. *Be sure to review the paper assignment before you choose a topic.*

**For March 29:** Before class, watch video on Syria, complete on-line quiz. In-class: prepare policy memo on Syria. Share with other teams. **Survey #8 due!**

**For April 3:** Read the proposal posted by one of the OTHER groups in the Discussion. Homework: provide a summary of their proposal and your reaction to it.

**For April 5: Read** Foreign Aid." *Opposing Viewpoints Online Collection*. Detroit: Gale, 2014. *Opposing Viewpoints in Context*. Web. 12 Aug. 2014. Watch Hans Rosling video (10 minutes) on global population growth and complete on-line quiz before class.

**APRIL 6 -- Papers will be due by noon on THURSDAY, April 6.**

**Penalties for late submission will begin at 5 p.m. on Thursday, April 6. All papers must be submitted via Canvas.** *In the event that you have trouble submitting via Canvas, you may submit by e-mail to [sjsiena@indiana.edu](mailto:sjsiena@indiana.edu) or print a copy and submit it to Prof. Siena's mailbox in #230 SPEA. Canvas problems will not be accepted as an excuse for late submission; you will be asked to upload to Canvas as soon as possible.*

**For April 10: Read:** "Not always with us; Poverty." *The Economist* 1 June 2013: 23(US). "Burgeoning bourgeoisie." *The Economist* 14 Feb. 2009: 4(US). **Think before class:** What trends in global poverty are identified in these two articles? **Homework:** Write a three paragraph essay reflecting on your news habits. In paragraph #1, explain how you got news about current events when this class started. What kinds of news interested you most? In paragraph #2, explain how you get news about current events now. What if anything has changed in terms of how you get news and what news interest you? In paragraph #3, evaluate whether any changes in your habits are positive, negative, or neutral. Do you plan to keep anything that has changed for you over the semester? Why or why not?

**For April 12: Before class:** watch videos on Shia-Sunni divide and Iraq war. Complete **on-line quiz**. **During class:** **Given what we know now, what would you change about U.S. intervention in Iraq? Team policy memo with evidence.** Discuss in class: concepts of counterinsurgency and conventional war.

**For April 17:** Before class, **read** "Who's afraid of America?" *The Economist* (June 13, 2015). Submit via Canvas: Write 3-5 sentences in response to this question: How would the authors of this article go about cutting the defense budget AND WHY? **In class:** lecture and discussion on defense spending. Teams prepare policy memos representing different perspectives on future of defense.

**For April 19:** Read Clemmitt, M. (2013, July 12). Government spending. *CQ Researcher*, 23, 597-620. Also read "Reflections on projections: the federal budget." (December 5, 2015). *The Economist*. Complete before class: on-line quiz. **Survey #9 due!**

**For April 24:** Read: BODNAR, J. (2014). The Ticking Debt Bomb. *Kiplinger's Personal Finance*, 68(2), 51-53 And read FRANK, ELLEN. 2013. "Beyond Deficit Scare-Mongering." *Dollars & Sense* no. 305: 15. **Submit on-line before class:** 3-5 sentences... "There are at least two sides in the deficit debate. What is the disagreement about?"

**For April 26: Review session for FINAL EXAM** – All extra credit due TODAY – submit handwritten review sheet in class; reports on events via Canvas.

**Homework due before class via Canvas:** "How I got a good grade in this class (or not)"; Survey #10 due!

**Final Exam for 2:30 class (Section 9499) is 10:15-12:15 p.m., Monday, May 1**

**Final Exam for 4:00 class (Section 10787) is 2:45-4:45 p.m., Monday, May 1**

*These dates & times are set by the university registrar cannot be changed to accommodate travel plans.*