

**Fall 2020**

**SISU-318**

**Tuesday and Friday, 4:05 to 5:20 am**

**Office Hours: Tuesdays 9 am to 1 pm or by appointment**

**Professor Joseph Torigian**

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**Course Overview**

Former Secretary of Defense James Mattis described China and Russia as "revisionist powers," signaling that, after years of focus on the Middle East and terrorism, great power politics once again sit at the center of U.S. foreign policy. But how have the political elite in these two countries thought about their security in the broadest sense? This course explores how leaders in Beijing and Moscow have historically sought to defend themselves against other competitors from within the regime, their own people, and other great powers. Drawing on international relations and comparative politics, the course applies political science theories to better understand how powerful actors in China and Russia behaved similarly or differently during crucial historical moments.

During this course, students will learn the promises and pitfalls of comparing two countries with strong similarities but also significant differences. Why did the two major revolutions of the twentieth century occur in China and Russia? How did Mao Zedong and Josef Stalin translate violence, cult of personality, and strategic maneuvering into political power? Why was it that they also presided over major famines? Why did China and Russia see such different outcomes to reforms in the 1980s? What kind of authoritarianism do they impose on their population today? How have Beijing and Russia dealt with their ethnic and religious minorities? Why do they diverge with regards to nuclear weapons postures? How do these countries turn ideology and religion into political instruments? What is the role of individual leaders? How did Washington come to label China and Russia “revisionists,” and should Washington worry about developing close bilateral relations between Beijing and Moscow?

**Requirements**

*Attendance*: 15%

*Response papers (2, each 15%):* 30% (September 24 and November 10)

*Midterm:* 25% (October 8)

*Take-home Final:* 30% (December 11)

*Online policies:*

This will be my first time teaching online. I have spent the summer training to make this course as smooth as possible. Please do let me know as the semester progresses what you think works and what does not. I have thick skin and big ears, and I feel strongly about working with you to make the course as good as it can possibly be. I will make adjustments early-on based on your feedback.

All synchronous (“live”) content is mandatory, but I will provide the slides after the lecture has concluded. Unfortunately, I cannot record my lectures, and I must request that you also do not record them. The reason for this situation is that I will be teaching topics that are considered sensitive in certain countries. It’s important for both you and me to feel comfortable discussing these subjects privately. If for some reason this situation creates special problems for you, please let me know. If you are interested in how academics have reacted to privacy concerns teaching online, please see:

https://www.asianstudies.org/aas-statement-regarding-remote-teaching-online-scholarship-safety-and-academic-freedom/

I encourage that you leave your camera on at all times, but I do not require it. Leaving your camera on will help me “read the room” and better appreciate when you are engaged. More importantly, it will also help contribute to a sense of community among us – an especially important objective given the situation.

If you have any concerns about technology/connectivity, please contact me or the OIT-designed point person. We will work things out.

You can schedule office hours with me on Calendly. If the time is not convenient, please email me.

Please feel free to edit your “name” on display on Zoom so I know exactly how you would like to be addressed. You can also add a preferred pronoun and/or pronunciation.

I will always start Zoom a bit before class and leave it on afterwards if anyone would like to chat informally. I encourage you to “befriend” people offline if you think you have common interests.

Generally speaking, please leave your audio on mute. If you have something to add during discussion, please use the Zoom function to raise your hand. However, when appropriate, please feel free to have a back and forth with another student.

Thank you for being patient. Please come and say hello as soon as we are all back on campus together.

*Attendance:*

Each class will include discussion of the lecture and reading materials. Students are expected to be able to discuss the readings. Many classes will include structured debate, so come prepared. Occasionally, I will use an app on my phone to randomly select students to answer questions about the reading. Questions asked in this way will not be “gotcha” questions: if you did the reading, you will be able to answer the question.

Every unexcused absence after the first will lead to a lower grade for participation (from A to B or B to C). Please let me know beforehand if you must miss class for personal reasons like illness, family or personal emergency, religious observance, or mandatory event. I do not need medical documentation.

For information on how class participation is graded, please see:

<http://assessment.arizona.edu/sites/default/files/OralCommunication.pdf>

*Response papers:*

The response papers are two 750 word written assignments on the readings and lectures. I encourage you to contact the Writing Center (see below) - remember this is free help that can only make your paper better and improve your skills.

You can pick the topic of your response papers. They will be graded on how thoughtfully you react to any topic from class. Please do not simply summarize ideas from the lectures or readings – I want to see your own argument. No outside research is required or allowed. I will provide more details on how I will grade during these assignments during the semester.

*Midterm:*

The midterm is an open-book “in-class” exam (during scheduled class-time) consisting of short written answers based on the lectures and readings. I will provide extensive comments on how to prepare for this exam.

*Final*:

The final is a take-home exam consisting of long-written essays. No outside research is required.

**Note 1:**

The assigned readings are heavy. Please review the syllabus and make sure your schedule can handle this reading load. Please note, however, that you will not be required to do any research outside of class for any of the assignments. Therefore, I believe the workload will even out.

**Note 2:**

I would like to include outside speakers in class. That means I may move the dates around. However, I will not change the nature of assignments or the workload.

**Topics and Reading Assignments**

**1 Introduction: Two Revolutions (August 25, Tuesday)**

Perry Anderson, “Two Revolutions,” *New Left Review*, no. 61 (February 2010).

*Summary of the 2018 National Defense Strategy of the United States of America*, 2018, 1–3, <https://dod.defense.gov/Portals/1/Documents/pubs/2018-National-Defense-Strategy-Summary.pdf>.

**2 Can Russia and China be compared? (August 28, Friday)**

Philip Selznick, *The Organizational Weapon* (Santa Monica: RAND Corporation, 1952), 17–48.

Andrew Walder, *China Under Mao: A Revolution Derailed* (Cambridge: Harvard University Press, 2015), Chapter 5, “The Socialist Economy.”

**3 How can we compare Russia and China? (September 1, Tuesday)**

Cheng Chen and Rudra Sil, “Stretching Postcommunism: Diversity, Context, and Comparative Historical Analysis,” *Post-Soviet Affairs* 23, no. 4 (2007): 275–301.

Dan Slater and Daniel Ziblatt, “The Enduring Indispensability of the Controlled Comparison,” *Comparative Political Studies*, January 16, 2013.

OPTIONAL: James Mahoney and Dietrich Rueschemeyer, “Comparative Historical Analysis: Achievements and Agendas,” in *Comparative Historical Analysis in the Social Sciences*, ed. James Mahoney and Dietrich Rueschemeyer (New York: Cambridge University Press, 2003).

**4 What were the Russian and Chinese revolutions? (September 4, Friday)**

Sheila Fitzpatrick, *The Russian Revolution* (Oxford: Oxford University Press, 2008), 15–67.

Walder, *China Under Mao: A Revolution Derailed*, Chapter 2, “From Movement to Regime.”

**5 How can the Chinese and Russian revolutions be compared? (September 8, Tuesday)**

Theda Skocpol, *States and Social Revolutions: A Comparative Analysis of France, Russia, and China* (Cambridge: Cambridge University Press, 1979), Chapter 1.

S.A. Smith, *Revolution and the People in Russia and China: A Comparative History* (Cambridge: Cambridge University Press, 2008), 1–12, 192–205.

**6 The nature of power: Stalinism and Maoism (September 11, Friday)**

Oleg Khlevniuk, *Stalin: New Biography of a Dictator* (New Haven: Yale University Press, 2015), 33–41, 142–57.

Stephen Kotkin, *Stalin: Waiting for Hitler, 1929-1941* (New York: Penguin Press, 2017), 1–8.

Frederick Teiwes, “Mao Zedong in Power (1949-1976),” in *Politics in China: An Introduction*, 2nd ed. (Oxford: Oxford University Press, 2014).

OPTIONAL: Robert Jervis. “Do Leaders Matter and How Would We Know?” *Security Studies* 22, no. 2 (April 2013): 153–79.

OPTIONAL: James Mahoney and Richard Snyder. “Rethinking Agency and Structure in the Study of Regime Change.” *Studies in Comparative International Development* 34, no. 2 (1999): 3–32.

**7 Communist famines (September 15, Tuesday)**

Timothy Snyder, *Bloodlands: Europe Between Hitler and Stalin* (New York: Basic Books, 2010), 21–58.

Frederick C. Teiwes and Warren Sun, *China’s Road to Disaster: Mao, Central Politicians, and Provincial Leaders in the Unfolding of the Great Leap Forward* (New York: Routledge, 2015), Conclusion.

OPTIONAL: Yang Jisheng, *Tombstone: The Untold Story of Mao’s Great Famine* (London: Allen Lan, 2012).

**8 Cold War crises (week one) (September 18, Friday)**

He Di, “The Evolution of the People’s Republic of China’s Policy Toward the Offshore Islands (Quemoy, Matsu),” in *The Great Powers in East Asia: 1953-1960*, ed. Warren I. Cohen and Akira Iriye (New York: Columbia University Press, 1990), 222–45.

Timothy J. Naftali and A. A. Fursenko, *Khrushchev’s Cold War: The Inside Story of an American Adversary*, 1st ed. (New York: Norton, 2006), 438–92.

**9 Cold War crises (week two) (September 22, Tuesday)**

Michael Gerson, *The Sino-Soviet Border Conflict: Deterrence, Escalation, and the Threat of Nuclear War in 1969* (CNA, 2010).

**10 The era of “reform” in the Soviet Union and China (week one) (September 25, Friday) (FIRST RESPONSE PAPER DUE)**

Chris Miller, *The Struggle to Save the Soviet Economy* (Chapel Hill: University of North Carolina Press, 2016), Introduction, Chapter 3, Conclusion.

OPTIONAL: Stephen Kotkin, *Armageddon Averted: The Soviet Collapse, 1970-2000* (New York: Oxford University Press, 2008).

**11 The era of “reform” in the Soviet Union and China (week two) (September 29, Tuesday)**

Andrew G. Walder, “Bending the Arc of Chinese History: The Cultural Revolution’s Paradoxical Legacy,” *The China Quarterly* 227 (September 2016): 613–31.

Frederick C. Teiwes, “The Paradoxical Post-Mao Transition: From Obeying the Leader to ‘Normal Politics’,” *The China Journal*, no. 34 (1995): 55–94.

**12 The moment of truth: Moscow 1991 and Beijing 1989 (week one) (October 2, Friday)**

Maria J. Stephan and Erica Chenoweth, “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict,” *International Security* 33, no. 1 (June 2008): 7–44.

Serhii Plokhii, *The Last Empire: The Final Days of the Soviet Union* (New York: Basic Books, 2014), 79–130.

**13 The moment of truth: Moscow 1991 and Beijing 1989 (week two) (October 6, Tuesday)**

Joseph Torigian, excerpts from book manuscript on Tiananmen Square.

**14 Fall Break (October 9, Friday) [change]**

**15 Midterm (October 13, Tuesday)**

**16 Russian and Chinese Authoritarianisms after the Cold War (week one) (October 16, Friday)**

Michael McFaul, “Choosing Autocracy: Actors, Institutions, and Revolution in the Erosion of Russian Democracy,” *Comparative Politics* 50, no. 3 (April 2018): 305–25.

Karrie J. Koesel and Valerie J. Bunce, “Diffusion-Proofing: Russian and Chinese Responses to Waves of Popular Mobilizations,” *Perspectives on Politics* 11, no. 3 (September 2013): 753–68.

OPTIONAL: Brian D. Taylor, *State Building in Putin’s Russia: Policing and Coercion after Communism* (New York: Cambridge University Press, 2011).

**17 Russian and Chinese Authoritarianisms after the Cold War (week two) (October 20, Tuesday)**

Andrew J. Nathan, “Authoritarian Resilience,” *Journal of Democracy* 14, no. 1 (2003): 6–17.

Bruce Dickson, *The Dictator’s Dilemma: The Chinese Communist Party’s Strategy for Survival* (New York: Oxford University Press, 2016), 6–17.

OPTIONAL: David L. Shambaugh, *China’s Communist Party: Atrophy and Adaptation* (Washington, DC: Woodrow Wilson Center Press, 2008).

**18 Russia, China, and Minority Regions (week one) (October 23, Friday)**

Terry Martin, *The Affirmative Action Empire: Nations and Nationalism in the Soviet Union, 1923-1939* (Ithaca: Cornell University Press, 2001), Chapter 1.

Henry Hale, *The Foundations of Ethnic Politics: Separatism of States and Nations in Eurasia and the World* (New York: Cambridge University Press, 2008), Chapters 5 and 6.

OPTIONAL: Mark Beissinger, “Nationalism and the Collapse of Soviet Communism,” *Contemporary European History* 18, no. 3 (2009): 331–47.

**19 Russia, China, and Minority Regions (week two) (October 27, Tuesday)**

Minglang Zhou, “The Fate of the Soviet Model of Multinational State-Building in the People’s Republic of China,” in *China Learns from the Soviet Union*, ed. Thomas P. Bernstein and Hua-yu Li (Plymouth: Lexington Books, 2011), 477–503.

Melvyn C. Goldstein, *The Snow Lion and the Dragon: China, Tibet and the Dalai Lama* (Berkeley: University of California Press, 1999), 37–99.

Chris Buckley, “The Leaders Who Unleashed China’s Mass Detention of Muslims,” *New York Times*, October 13, 2018.

OPTIONAL: Tsering Shakya, *The Dragon in the Land of Snows: A History of Modern Tibet Since 1947* (New York: Columbia University Press, 1999).

OPTIONAL: Justin Jacobs, *Xinjiang and the Modern Chinese State* (Seattle: University of Washington Press, 2016).

**20 Interlude: the study of Russia and China in the US (October 30, Friday)**

David Engerman, *Know Your Enemy: The Rise and Fall of America’s Soviet Experts* (New York: Oxford University Press, 2009), 2–10.

Richard Baum, *China Watcher: Confessions of a Peking Tom* (Seattle: University of Washington Press, 2010), 26–60, 232–53.

**21 Russia, China, and Nuclear Weapons (November 3, Tuesday)**

Campbell Craig and Sergey Radchenko, “MAD, Not Marx: Khrushchev and the Nuclear Revolution,” *Journal of Strategic Studies*, June 2017, 1–26.

M. Taylor Fravel and Evan S. Medeiros, “China’s Search for Assured Retaliation: The Evolution of Chinese Nuclear Strategy and Force Structure,” *International Security* 35, no. 2 (September 17, 2010): 48–87.

**22 Russia, China, and Religion (November 6, Friday)**

Karrie J. Koesel, *Religion and Authoritarianism: Cooperation, Conflict, and the Consequences* (Cambridge: Cambridge University Press, 2014), 1–31.

Ian Johnson, “Pastor Charged with ‘Inciting Subversion’ as China Cracks Down on Churches,” *New York Times*, December 13, 2018.

**23 Ideas and Ideology (November 10, Tuesday)**

Cheng Chen, *The Return of Ideology: The Search for Regime Identities in Postcommunist Russia and China* (Ann Arbor: University of Michigan Press, 2016), Chapters 1 and 2.

Gilbert Rozman, *The Sino-Russian Challenge to the World Order: National Identities, Bilateral Relations, and East Versus West in the 2010s* (Washington, DC: Woodrow Wilson Center Press, 2014), 1–32.

**24 Corruption (November 13, Friday) (SECOND RESPONSE PAPER DUE)**

Cheng Chen, “Comparing Post-Communist Authoritarianism in Russia and China: The Case of Anti-Corruption Campaigns,” in *Comparative Area Studies: Methodological Rationales and Cross-Regional Applications*, ed. Ariel I. Ahram, Patrick Kollner, and Rudra Sil (New York: Oxford University Press, 2018), 133–51.

Minxin Pei, “How Now to Fight Corruption: Lessons from China,” *Daedalus* 147, no. 3 (Summer 2018): 216–30.

OPTIONAL: Andrew Wedeman, “The Intensification of Corruption in China,” *China Quarterly* 180 (December 2004): 895–921.

OPTIONAL: Melanie Manion, *Corruption by Design* (Cambridge: Harvard University Press, 2004).

OPTIONAL: Karen Dawisha, *Putin’s Kleptocracy: Who Owns Russia?* (New York: Simon & Schuster, 2014).

**25 Russia, China, and the Role of Individual Leaders (November 17, Tuesday)**

Brian Taylor, *The Code of Putinism* (New York: Oxford University Press, 2018), 1–41.

Joseph Torigian, “Historical Legacies and Leaders’ Worldviews: Communist Party History and Xi’s Learned (And Unlearned) Lessons,” *China Perspectives*, no. 1–2 (2018): 7–15.

OPTIONAL: Andrew Bingham Kennedy, *The International Ambitions of Mao and Nehru: National Efficacy Beliefs and the Making of Foreign Policy* (Cambridge: Cambridge University Press, 2012).

**26 How did US-Russia relations get where they are today? (November 20, Friday)**

John Mearsheimer, “Why the Ukraine Crisis Is the West’s Fault: The Liberal Delusions That Provoked Putin,” *Foreign Affairs*, October 2014.

Michael McFaul, Stephen Sestanovich, and John Mearsheimer, “Faulty Powers: Who Started the Ukraine Crisis?,” *Foreign Affairs*, December 2014.

**27 How did US-China relations get where they are today? (November 24, Tuesday)**

Kurt Campbell and Ely Ratner, The China Reckoning: How Beijing Defied American Expectations, Foreign Affairs, March/April 2018

Wang Jisi et al., “Did America Get China Wrong?,” *Foreign Affairs*, August 2018.

Peter Mattis, “Contrasting China’s and Russia’s Influence Operations,” *War on the Rocks*, January 16, 2018, <https://warontherocks.com/2018/01/contrasting-chinas-russias-influence-operations/>.

**28 Russia, China, and the Wider World (December 1, Tuesday)**

Jeremy Friedman, *Shadow Cold War: The Sino-Soviet Competition for the Third World* (Chapel Hill: University of North Carolina Press, 2015, 2015), 1–24, 215–24.

Andrew Scobell et al., *At the Dawn of Belt and Road* (RAND Corporation, 2018), 1–10, 21–36, 299–302.

**29 Should the US worry about Russian-Chinese cooperation? (December 4, Friday)**

Lorenz M. Luthi, *The Sino-Soviet Split: Cold War in the Communist World* (Princeton: Princeton University Press, 2008), 1–17, 340–52.

James B. Steinberg, “China-Russia Cooperation: How Should the United States Respond?,” ed. Richard J. Ellings and Robert Sutter (Seattle and Washington: National Bureau of Asian Research, 2018), 145–70.

OPTIONAL: Robert Ross, ed., *China, the United States, and the Soviet Union: Tripolarity and Policy Making in the Cold War* (Armonk: M.E. Sharpe, 1993).

**Additional Information and Policies**

**Academic Integrity**

Standards of academic conduct are set forth in the University's Academic Integrity Code (<http://www.american.edu/academics/integrity/code.cfm>). By registering for classes, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

**Human Subjects Research / Responsible Conduct of Research**

All students are required to adhere to the standards for the Responsible Conduct of Research (covered in ethics modules and in Human Subject Research training in SISU-206). Any project that might involve human subjects research and/or research with vulnerable populations must be discussed with the professor before conducting any data collection (e.g. interviews, focus groups, surveys, etc.). Student research plans may be subject to review by the American University Institutional Review Board (IRB - <http://www.american.edu/irb/)>.

**Safe Assign**

Assignments for this course may be submitted to SafeAssign as part of the assignment submission process on Blackboard. SafeAssign is a tool for plagiarism detection that is integrated directly into Blackboard. Instructions on how to submit your work to SafeAssign on Blackboard will be provided with your assignments.

**Early Warning Notices**

Undergraduate students may receive Early Warning Notices within the first month of classes.  These notices are designed for you to contact your faculty, receive assistance, and develop strategies to improve your performance in the class.  Please note that you should seek help throughout the semester whenever you have questions, fail to submit an assignment, fail to attend class, or receive an unsatisfactory grade.

**Requests for Extensions or Special Accommodations**

Students anticipating any difficulty in completing assigned work on time should consult with their professors well in advance of any course deadlines.  Any student seeking exceptions to course policies or requesting special accommodations due to medical or familial issues must first consult with the Office of the Dean of Students (Butler Pavilion, Room 408; <http://www.american.edu/ocl/dos/>).  Should the Office of the Dean of Students determine that accommodations are appropriate, a letter will be issued from the Office of the Dean of Students to the student’s professors.  Students must then follow up with their professors either in person or via email as soon as circumstances permit in order to discuss new arrangements for required work and deadlines.  Simply providing a letter from the Office of the Dean of Students does not constitute a waiver for course requirements or deadlines, nor does such a letter excuse work missed prior to the provision of documentation unless the Office of the Dean of Students specifically indicates that the accommodations are retroactive.  Late penalties and other course policies will apply to any revised assignment arrangements or deadlines.

**Student Support Services at AU**

If you experience difficulty in this course for any reason, please notify your academic advisor and me as soon as possible. American University provides numerous services that help students maximize their academic success and their social and emotional wellbeing.  If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center so that we can make arrangements to address your needs.

[**Academic Support Center**](http://www.american.edu/ocl/asac/index.cfm)(x3360, MGC 243): supports the academic development and educational goals of all AU students while also providing support to students with disabilities. We offer workshops on topics of interest to all students such as time management, note taking, critical thinking, memory skills, and test taking. Additional support includes free private and group tutoring in many subjects, supplemental instruction, The Math Lab and [The Writing Lab](http://www.american.edu/ocl/asac/Writing-Lab-About-Us.cfm).

[**Writing Center**](http://www.american.edu/cas/writing/) (x2991, Bender Library, 1st Floor): offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. Hours: 11 a.m. to 9 p.m. Monday through Thursday; 11 a.m. to 6 p.m. Friday. Handouts, information, and a weekly writer's blog are available via the Writing Center website and on Facebook.

[**Counseling Center**](http://www.american.edu/ocl/counseling/index.cfm) (x3500, MGC 214): is here to help students make the most of their university experience, both personally and academically. We offer individual and group counseling, urgent care, self-help resources, referrals to private care, as well as programming to help you gain the skills and insight needed to overcome adversity and thrive while you are in college. Contact the Counseling Center to make and appointment in person or by telephone, or visit the Counseling Center page on the AU website for additional information.

[**Center for Diversity & Inclusion**](http://www.american.edu/ocl/cdi/) (x3651, MGC 201): is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy.

[**OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence**](http://www.american.edu/ocl/wellness/sexual-assault-resources.cfm) (x7070): provides free and confidential advocacy services for anyone in the campus community who is impacted by sexual violence (sexual assault, dating or domestic violence, and stalking). American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is and equal opportunity, affirmative action institution that operated in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws in its programs and activities.  
  
If you experience any of the above, you have the option of filing a report with the [AU Department of Public Safety](http://www.american.edu/finance/publicsafety/index.cfm) 202-885-2527 or the [Office of the Dean of Students](http://www.american.edu/ocl/dos/index.cfm) 202-885-3300 [dos@american.edu](mailto:dos@american.edu). Please keep in mind that all faculty and staff - with exception of counselors in the Counseling Center, victim advocates in the Wellness Center, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center - who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident.

[**International Student & Scholar Services**](http://www.american.edu/ocl/isss/Student-Resources.cfm) (x3350, Butler Pavilion, Room 410): offers resources to support academic success and participation in campus life including academic counseling, [support for second language learners](http://www.american.edu/ocl/isss/supportteam.cfm), response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources.

**Sharing of Course Content**

Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes and any classroom discussions online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course. Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center (see above).

**Emergency Preparedness**

Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency.

Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies.   In the event of an emergency, students should refer to the AU Student Portal, the AU Web site (<http://www.prepared.american.edu>) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/ college-specific information.

**Additional Research and Learning Opportunities**

**Undergraduate Research Website**

The SIS Undergraduate Research website lists numerous conference, publication, funding, and other research-related resources and opportunities for SIS undergraduates. Visit <http://www.american.edu/sis/undergradresearch/index.cfm> for more information.

**SISU-306 Poster Conference**

Each spring selected students from all sections of SISU-306 will have the opportunity to present their research at a poster conference. The Spring 2018 SISU-306 Poster Conference will be held on Friday, April 20. You are strongly encouraged to apply to present your work at the poster conference (details will be provided in class) and to attend the poster conference to view and discuss the work that your peers are conducting and to expand your research network.

**SIS Undergraduate Research Symposium**

This Symposium is organized and run by SIS Undergraduates. The 2018 SIS Undergraduate Research Symposium will be held on Wednesday, April 25. The Symposium is an excellent opportunity for you hear about the research that your peers have been conducting. Next year, the Symposium will be an excellent opportunity for you to revise and present your research from SISU-306 (or from other classes). You might also consider becoming involved in the Symposium as a student organizer or volunteer.

**Center for Teaching, Research, and Learning (CTRL) & Virtual Computer Lab (VCL)**

The Center for Teaching Research and Learning Lab (CTRL Lab) is a multi-functional and multi-faceted facility providing quantitative and technology research expertise across various disciplines including international relations and economics. CTRL Lab consultants provide support for analytical software packages such as NVivo, SAS, SPSS, STATA and many others. The CTRL Lab (<http://www.american.edu/ctrl/lab.cfm>) is located on the 2nd floor of Hurst Hall.

The Virtual Computing Lab (VCL) allows faculty and students to remotely access software applications that they don't have installed on their personal computers. The benefit is the ability to run these programs “anywhere, anytime”, off-campus or on campus, with 24/7 access, and without the need to visit an on-campus computer lab.  You can use VCL from anywhere you have an established and reliable Internet connection. See <http://www.american.edu/vcl/> for additional information.

**Clocks and Clouds**

Clocks and Clouds is the American University undergraduate research journal that publishes articles on the cutting edge of political science, international relations, and public policy. Through the journal, authors contribute to the intellectual dialogue both within the American University community and in broader academia. After completing SISU-206 and SISU-306 you may wish to join the editorial team or submit your research for publication. For more information, see: <http://www.american.edu/clocksandclouds/index.cfm>