

(Note, this was the spring 2015 syllabus; the requirements will be the same, but the syllabus will be updated to reflect the actual dates of lectures closer to the start of spring 2016 semester.)

History 498: New World Orders? The US, Europe, and the USSR/Russia, 1914-Present
Syllabus Part 1 of 2

25-Word Catalogue Description: *The US, European states, and the USSR/Russia have all tried to instill order upon modern transatlantic and international relations. This course critically examines their attempts.*

Course Objectives and Major Themes:

"We forget that [the past] had any other future than our present.
As if it were not as near to the future as ourselves!"
– *The Journal of Henry David Thoreau (1841)*

The United States and major European powers have long sought to institute varying kinds of political order across borders. This course will provide a critical examination of such attempts in the twentieth and early twenty-first centuries. The class looks at US and European attempts to compel, institute or promote "new world orders" as empires waned, Communist regimes assumed power, new forms of European integration emerged, the Cold War unfolded, and technological advances reshaped politics. The course also explores the legacy of such attempts for global politics in the twenty-first century.

In particular, the class will focus on the three times in the twentieth century that the United States competed in conflicts of European origin and subsequently tried to construct new forms of political order – first in 1918, then again in 1945, and yet again in 1989. Students will compare these episodes in the three parts of the course and evaluate their legacies for the 1990s and the twenty-first century. The class will also set these episodes in their broader context, contrasting them with (1) the actions of Germany and other major European states; and (2) the Communist challenge and the Putinism of the post-Soviet space. The course will assess the impact of global events (such as those in Afghanistan, China, Japan, Korea and Vietnam) and of technological developments on transatlantic relations. Finally, it will examine the failure on the part of both the US and European states to create actual "world order" and the consequences for transnational challenges such as the September 11 attacks, twenty-first century genocide, and human trafficking.

The goals of the course are as follows: To show how knowledge of the past can enable students to understand the origins of, and the responses demanded by, today's political challenges. To present a wide range of materials in order to show students the ways in which historical analysis can provide a powerful means of understanding both the recent past and the present. To employ numerous online and video materials and suggest that students think broadly about the nature of historical sources and analysis. Finally: to emphasize the impact of chance and human choice on the course of history in order to challenge the assumption that the past had any other future than our present.

Basic Course Information:

Administrative: Course ID 37244; 4.0 Units; D-clearance required, capped at 19.
Instructor: Professor Mary Elise Sarotte
Course time: Tuesday / Thursday, 9:30 – 10:50 a.m.
Course location: VKC 255
Prof.'s office location: SOS B-4, in the Center for International Studies (CIS)
Prof.'s office hours: Tuesdays, 11:00 a.m. – 12:00 p.m., and by appointment other times
Prof.'s office phone: 213-740-3480
Prof.'s email: sarotte@usc.edu

The course requirements, grading details, and plagiarism policy, along with other requirements, are all spelled out in detail on part 2 of the syllabus (below), but here is a brief overview. There will be an average over the entire course of about one hundred pages of reading per week, sometimes a little more or a little less. The grade will result from timely completion of the readings as shown by participation in, and at times leadership of, seminar discussions (10%); two exams (50%); and a final research paper (40%). The course Blackboard website (hereafter "the site") is the most up-to-date source of information for the class. In the case of any discrepancy between the site and earlier versions of this syllabus or other course



documents, the information currently on the site is definitive.

Course Schedule

Part I, The 1918 Ordering Moment and Its Legacy

Week One

Jan. 13 Overview of Course Requirements and Major Topics

Jan. 15 A Century of German Order?

Required Reading: Howard, Chapters 1-5, pp. 1-67.

Week Two

Jan. 20 The Great War and the Struggle for a US Ordering Strategy

Jan. 22 Challenges to a Fragile Order

Required Reading: Howard, Chapter 6-9 and appendices, pp. 68-122; Kennedy online excerpt; Merrill, Chapter 2, pp. 28-68.

Week Three

Jan. 27 Another World War

Jan. 29 The Struggle for a US Ordering Strategy, Again

Required Reading: Hitchcock, Introduction and Chapter 1, pp. 1-39; Ikenberry online excerpt; Merrill, Chapter 5, pp. 153-185.

Part II, The 1945 Ordering Moment and Its Legacy

Week Four

Feb. 3 The Struggle, continued

Feb. 5 Asian Conflicts and Technological Challenges

Required Reading:

Merrill, Chapters 6-7, pp. 186-275; NSA online documents:

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB162/index.htm>

Read start page and documents 3a-d.

Week Five

Feb. 10 **First Exam**

Feb. 12 Post-WWII Ordering Strategies

Required Reading: Review previous readings for exam.

Week Six

Feb. 17 Integration and Division in the Cold War

Feb. 19 Integration and Division, continued

Required Reading: Hanhimäki, Introduction and Chapters 1-2, pp. 1-44; Hitchcock, Chapter 4, pp. 98-125; NSA online documents:

<http://www2.gwu.edu/~nsarchiv/nukevault/ebb480/>

Read start page and document 3.

Week Seven

Feb. 24 Interventionism and Its Costs

Feb. 26 Interventionism, continued

Required Reading: Hanhimäki, Chapters 3-4, pp. 45-85; Hitchcock, Chapter 6, pp. 162-192; Merrill, Chapter 11, pp. 406-446; Williams online excerpt.

Week Eight

Mar. 3 Rethinking the Cold War Context

Mar. 5 Rethinking, continued

Required Reading: Hanhimäki, Chapters 5-6, pp. 86-121; Hitchcock, Chapters 11-12, pp. 288-341; Merrill, parts of Chapter 13, pp. 500-507 and 524-545; NSA online documents:

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB203/>

Read start page and document 15.

Part III, The 1989 Ordering Moment and Its Legacy

Week Nine

Mar. 10 Ending the Division of Europe

Mar. 12 The Struggle for a US Ordering Strategy, Again

Required Reading: Sarotte, Introduction and Chapters 1-3, pp. 1-118.

Week Ten

Mar. 24 From the Cold War to the Post-Cold War Era

Mar. 26 From the Cold War to the Post-Cold War Era (continued); *note, topic question and initial source list due in class in hard copy.*

Required Reading: Sarotte, Chapter 4-Conclusion, pp. 119-214, and Afterword to the New Edition, pp. 215-229.

Week Eleven

Mar. 31 Twenty-First Century Violence

Apr. 2 Twenty-First Century Violence, continued

Required Reading: Hanhimäki, Chapters 7-8, pp. 122-155; Merrill, parts of Chapter 13, pp. 514-523 and 545-550; Politkovskaya online excerpt; Power online excerpt.

Week Twelve

Apr. 7 Contemporary Challenges

Apr. 9 Contemporary Challenges, continued, and Review of Course Themes for Exam

Required Reading: 9/11 Commission Report (on Content section of website; click on Report and read Executive Summary); Hanhimäki, Chapter 9, pp. 156-175; Hitchcock, Afterword, pp. 465-474; Merrill, parts of Chapter 14, pp. 551-565 and 578-595; Taguba; and NSA online documents (readings 1 and 2, below): <http://www2.gwu.edu/~nsarchiv/NSAEBB/NSAEBB116/> Read start page and PDB of Aug. 2001; and <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB418/> Read start page and document 12.

Week Thirteen

Apr. 14 Review for Second Midterm Exam

Apr. 16 **Second Exam**

Required Reading: Review previous readings for exam.

Part IV, Conducting Your Own Research Into Ordering Moments and Their Legacies

Week Fourteen: Writing and Editing

Apr. 21 and 23 *individual research and advising sessions with instructor instead of class meeting*

Required Reading: Read the Rampolla (complete), and do individual reading needed to write paper draft; email PDF of complete draft, including notes and bibliography, to sarotte@usc.edu by 12:00 p.m., noon, on Fri., Apr. 24.

Week Fifteen: Peer Review

Apr. 28 Class Peer Review of Paper Drafts, Part I

Apr. 30 Class Peer Review of Paper Drafts, Part II

Required Reading: Read all of the drafts of the papers submitted for this class by the due date (drafts will be posted on the course website on the afternoon of Fri. Apr. 24). Come to class Apr. 28 prepared to offer and receive constructive criticism about all of the drafts. (Enrollment in this class signifies your willingness to allow a draft of your work to be posted on the course Blackboard for the purpose of peer review.)

Final Research Paper due Tuesday, May 5, by 12:00 p.m.: Put the paper in Prof. Sarotte's mailbox in the SIR office, VKC-330, in hard copy no later than 12:00 p.m., noon, on May 5.

Final Exam: Date and more information about the final to be announced.

Three Kinds of Required Reading

Books

The following titles (all paperbacks) are the required books for the course. Please buy or rent the correct editions of these books at the university bookstore, and/or download/order/rent them online in time to read them by the required weeks, and/or read them in the library.

Hanhimäki: Jussi M. Hanhimäki, Benedikt Schoenborn and Barbara Zanchetta, *Transatlantic Relations since 1945* (New York: Routledge, 2012), ISBN-13: 978-0-415-486989.

Hitchcock: William I. Hitchcock, *The Struggle for Europe: The Turbulent History of a Divided Continent 1945 to the Present* (New York: Random House, 2003), ISBN-13: 978-0-385-497992.

Howard: Michael Howard, *The First World War* (New York: Oxford University Press, 2007), ISBN-13: 978-0-199-205592.

Sarotte: Mary Elise Sarotte, *1989: The Struggle to Create Post-Cold War Europe*, new and revised ed. (Princeton: Princeton University Press, 2014), ISBN-13: 978-0-691-163710

Required Collection of Primary Sources:

Merrill: Dennis Merrill and Thomas G. Paterson, eds., *Major Problems in American Foreign Relations*, 2nd Volume, 7th Edition (Boston: Houghton Mifflin Company, 2009), ISBN-13: 978-0-547-218236.

Required Reference Work for Writing the Paper:

Rampolla: Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, Seventh Edition (Boston: Bedford, 2012), ISBN-13: 978-0-312-610418.

Website Excerpts and Additional Readings

Excerpts from the titles below and/or additional readings are on the course website under “readings.” Please note, additional and/or newly released items may be added in the course of the semester.

Ikenberry: G. John Ikenberry, *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars* (Princeton: Princeton University Press, 2001).

Kennedy: Paul Kennedy, *The Rise and Fall of the Great Powers* (New York: Vintage Books, 1987).

Politkovskaya: Anna Politkovskaya, *Is Journalism Worth Dying For? Final Dispatches* (New York: Melville House, 2007).

Power: Samantha Power, *“A Problem from Hell”* (New York: Harper, 2002).

Taguba: Antonio Taguba, “Stop the C.I.A. Spin on the Senate Torture Report,” *New York Times*, August 5, 2014.

Williams: William Appleman Williams, *The Tragedy of American Diplomacy* (New York: Delta, 1972).

Weblinks

Required readings in the form of weblinks are listed in the syllabus by week above, and posted on the course website; again, additional materials may be added in the course of the semester.

History 498, Sarotte
Syllabus, Part 2 of 2
Grading, Collaboration Policy, and Other Course Requirements

By enrolling in this course, you agree to abide by the following course requirements (as well as all relevant university policies). This course is an undergraduate course for USC undergraduates only; graduate students, auditors, and students from other universities may not enroll without written permission from the course instructor. Visitors may be permitted, but only after advance notice to, and with the permission of, the course head.

Grading

There will be four components to your grade: (1) *participation*; (2) *a midterm exam*, (3) *a final exam*, and (4) *a paper*.

(1) *Participation*: Regular attendance, preparation, reading, and participation in lecture and discussions (and at times leadership of discussion) will count for 10% of your total grade (exact dates for discussion leadership sessions to be confirmed once class enrollment finalizes).

(2 and 3) *Exams*: The two examinations of the course and the final exam will count for 50% of your grade.

(4) *Paper*: The paper is a whole-semester assignment, since you are required to submit components of it throughout the term. The body of the final paper should be 2000 words, not including the bibliography. It will count for 40% of your grade.

Topic Question. You are free to choose any question about twentieth and twenty-first century ordering moments and international history relevant to the course's themes, but you must submit your (a) topic question and initial source list to the instructor(s) in hard copy (email or other formats not accepted) no later than **Mar. 26 in class** in order to receive approval for it. Be sure to put some thought into your selection, since you cannot change it after that date. The goal of the exercise is to spend the semester working in-depth and consistently on one topic. You may choose a topic from any time period covered in the course, so consider all of your options, not just the topics mentioned during the first few weeks of class (although those are fine if they interest you).

Draft. Next, you must email (b) a complete PDF-format draft of your paper, including a bibliography AND footnotes or endnotes, as an attachment to an email to sarotte@usc.edu by **12:00 p.m., noon, on Fri., Apr. 24**. Note, this is the ONLY assignment for this course that you submit via PDF and/or email; all other requirements must be submitted in hard-copy print-out. It is your responsibility to ensure that the instructor receives a PDF by this due date. If you do not know how to send a PDF as an attachment to an email, you must notify the instructor in advance of the due date of this problem in order to receive instructions on how to do so in time to submit the draft. For the draft, format the citations according to the required Rampolla book. Please note that you can only submit one draft and that it must be on time; the goal of the assignment is to give both the instructor(s) and yourself time to edit the draft. The instructor(s) will not read late drafts; instructor(s) will read the final paper instead.

The paper preparatory work, that is, (a) the topic statement and initial source list, and (b) the draft, will be marked both (1) on time/not on time (OT/NOT) and (2) acceptable/not acceptable (A/NA). If all of your preparatory work is acceptable and on time, there will be no deductions to your final paper grade. If your preparatory work is late and/or not acceptable, the instructor(s) will make deductions from your final paper grade. Unapproved topic changes may also result in a deduction. The amount will depend on the severity of the problems with your preparatory work; please see the attached gradesheet, at the end of this syllabus, for specific deductions.

Final Paper. The final paper is due Tuesday, May 5, by 12:00 p.m.; put the paper in **Prof. Sarotte's mailbox in the SIR office, VKC-330**, in hard copy no later than 12:00 p.m., noon, on May 5. It is your responsibility to ensure that a printed-out paper is in the professor's VKC mailbox by this due date.

You may turn the paper in earlier if you wish, but you are solely responsible for its timely submission in hard copy, and may not submit the final paper via email or other online methods. The final paper must be 2000 words in length (not including bibliography). Put the word count on the final paper cover page, and, as with the draft, format the endnotes/footnotes and bibliography according to the Rampolla booklet. Immediately after 12:00 p.m. on the due date, any paper not in the professor's mailbox will be deemed late, and will immediately receive a one-letter-grade reduction. After 24 hours, the paper will receive another one-letter-grade reduction, and so forth, until either a paper is submitted or it becomes a moot point because the paper automatically will receive a failing grade. (These one-letter-grade reductions will be in addition to any reductions caused by failure to submit acceptable preparatory work, as noted on the gradesheet.)

Plan to have your work ready at the very latest the day before the due dates, in order to prevent any last-minute problems (illness, printer issues) from causing you to submit your hard-copy work late. Since the paper is a whole-semester assignment, the instructor(s) will not accept last-minute excuses as sufficient reason for failure to submit the final paper on time.

Attendance and Participation

Attendance is required; this is not online course. Students repeatedly missing classes or scheduled meetings with the course instructor(s) will receive grade reductions. A student who misses eight (8) classes will fail the course regardless of any work completed and any grade(s) received. The readings are also required; you are still responsible for the reading and work for any week in which you miss a class, whether with or without an excuse.

Exam-Taking

The exams may cover any component of the course. They may cover the lectures, the discussions, and/or the readings. Students will be expected to have completed all readings and assignments due before the start of the relevant exam and show knowledge of them on that exam. Exams in this course are closed-book, empty-desk. They will take place in the classroom; they are not "take-home" exams. You may not use anything during the exam other than a pen or pencil. Cell phones, iPads, Kindles, laptops, translation devices (and/or any other electronic device) are not allowed and must be completely powered off and stored out of sight for the duration of the exam. The answers to the questions written in to the exam booklet are your final answers. You may not change answers given to the exam questions given during the exam period at a later date. You must complete your own preparation for the exams. Taking answers from other students, from a teaching assistant, or from any other source (or offering to buy, or buying such answers) is a violation of USC's academic rules and will result in failure of the course.

Language and Communications

Course communication may take place only via one of the following means: in person during class and office hour times, during appointments, via office phone, via USC email, and via the course website. Students wishing to communicate with the instructor(s) are required to use one of these options and are responsible for any communications from the instructor(s) sent via these means. Be sure to keep your USC email inbox clear if you are using another email account (gmail, etc.) so that course communications do not bounce back to the sender and leave you uninformed but still accountable. Communications via other means (Facebook, Twitter, etc.) are not acceptable for this course and will not be acknowledged or recorded.

In classes and office hours, and in all forms of communication, students must ask questions and conduct discussions in a respectful fashion, using appropriate language. Email correspondence and/or other online communications must also be conducted in an appropriate manner. Inappropriate and/or aggressive behavior, dishonesty, grammatical mistakes, misspellings and insulting language and poor writing are never acceptable, whether in email, other online formats, in person and/or in course work, and may result in grade reductions and/or failure of the course, if severe. The course instructor(s) will not respond to inappropriate comments, emails, and/or phone calls, and may pursue academic integrity violation proceedings if the problem is severe.

Students should be aware that this course deals with the history of conflict, racism, terrorism, war, and violence, and that some of the primary sources used in this course contain disturbing language and images from earlier time periods in history. Your enrollment in this course signals your awareness of, and acceptance of, the fact that such sources are part of the historic materials for this course. The course instructor(s) provide these materials solely for educational purposes and do not endorse such language or images in any way.

The instructor(s) will respond to requests for information within three business days at the latest (although usually much sooner), and ask you to do the same. Repeated failure to respond to instructor(s) within this time frame will be considered a failure of participation and will result in a grade reduction.

Lecture and Class Conduct

Students are required to prepare for, and to attend, all classes. In doing so, they must turn off cell phones, Blackberries, and other such devices. If a student's laptop, phone, or any other device makes a noise during lecture, that student will be required to either sing or recite poetry (instructor's choice) in front of the class.

Make-up Requirements

There are no make-ups of any kind in this course. If you are seeking an excused absence, excuses must be provided to your instructor(s) on email or by phone either before an absence (or failure to complete work) or as soon as possible in writing afterwards in order to be considered. After reading the written documentation, the instructor(s) will discuss your request for an approved excuse with you. If you are seeking a medical exemption for an illness, the instructor(s) will need written documentation from the specialist who is treating you in order to consider an excuse, or a residential dean. No excuses will be given without written documentation.

Plagiarism and Cheating

The teacher(s) of this course, and USC as a whole, are committed to the principles of academic honesty. These principles include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed in writing by the professor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. By taking this course, students are expected to understand and abide by these principles. If you are in doubt as to what these principles are, just ask! The instructor(s) would greatly prefer to clear up any questions or problems in advance, rather than later via administrative proceedings.

In particular, all submitted work for this course may be subject to an originality review as performed by Turnitin technologies (<http://www.turnitin.com>) to find textual similarities with other Internet content or previously submitted student work. Students of this course retain the copyright of their own original work, and Turnitin is not permitted to use student-submitted work for any other purpose than (a) performing an originality review of the work, and (b) including that work in the database against which it checks other student-submitted work.

Students must avoid plagiarism and cheating on all work and communication in this course, including but not limited to exams, drafts of papers, papers, presentations in class and/or section, and any potential study guides. This includes, but is not limited to, copying and/or offering to buy or buying exam answers from other students, whether on any midterm/final exam study guide or the midterm/final itself; looking at another student's answers during an exam; communicating with another student during an exam; and/or offering to buy, buying, or letting another person write part or all of any exam, draft, or paper.

Plagiarism on the draft and the final paper includes (but is not limited to) copying text from the web (for example, from Wikipedia) and pasting it without attribution, implying that it is your own work.

Study groups are not required for this course and, if they involve behavior that constitutes plagiarism, expressly prohibited. If students choose to form and participate in study groups, they must ensure that

such groups do not commit plagiarism. If such groups begin to engage in plagiarism nonetheless, a student must immediately exit such groups and inform the instructors.

This list is not comprehensive; any behavior that the university holds to be plagiarism is unacceptable in this course. Fuller details on what the university considers to be plagiarism are available from the relevant USC offices and it is your responsibility to understand them. You will automatically be failed in the course if you are caught cheating on an exam, plagiarizing the term paper, or engaging in any behavior prohibited by the university.

Please note in particular the USC university-wide rules on general academic conduct, pasted in below, which apply to this course:

Required USC statement: Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Collaboration Policy

Discussion and the exchange of ideas are essential to academic work. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices and properly cite any books, articles, websites, lectures, and/or any other items that have helped you with your work. The required Rampolla reading provides the citation rules. If you receive any help with your writing (feedback on drafts, etc.), you must also acknowledge this assistance.

In other words, you must do your own work for every single component of this course, whether it is preparing for class, studying for the exams, taking the exams themselves, and/or writing the draft and the final paper. Submitting work that you completed in high school or in college courses (whether at USC or elsewhere) is not acceptable. Submitting work copied, plagiarized, taken, or purchased from other students or any other source at any time is an academic integrity violation and also not acceptable. Students who do

not observe these requirements will fail the course and be subject to academic integrity violation proceedings.

Recordings

Recordings of any type (including but not limited to iPhone photos, camera photos, sound and/or video recordings) are prohibited except by written permission of the instructor(s).

Travel

The instructor(s) will not accept traffic, travel, interviews, the purchase of plane tickets, absence from Los Angeles and/or USC campus, and similar events (except for university-approved travel, as signified by written documentation from a university administrator directly to the instructor) as excuses for failing to fulfill course requirements. If you have made travel or interview plans before the start of this semester, make sure they will allow you to fulfill all course requirements and change them if they do not, or do not enroll in the course. Do not make any new plans that conflict with the course once the semester starts. In particular, you must ensure the delivery of required work in hard copy by the due date; if it is impossible for you to deliver a hard-copy version yourself, either submit it early, or arrange to have another member of the course deliver it for you (but you are, of course, still solely responsible for its submission). Email and/or other online formats are not an acceptable way to submit required assignments in this course, with the single exception of the paper draft as stated above.

Additional Information, Regulations, and Requirements for Students with Disabilities

Students needing academic adjustments or accommodations because of a documented disability must present written documentation from the USC campus disability office and speak with the instructor about it by the dates below. All discussions will remain confidential, although instructor(s) may contact relevant university officials to discuss appropriate implementation. Failure to contact the instructor(s) and provide the instructor(s) with written notification by the deadline below means that you will not receive adjustments, because last-minute, short-notice changes for individual students violate the overall academic integrity of the class. In other words: The instructor(s) are happy to make adjustments for students with disabilities; but in order to do so, they need to know as soon as possible about your disability and your requirements in advance.

As stated on the USC Disability Services and Programs [DSP] website: "In K-12 education, the school district must identify children with disabilities and provide appropriate services to help them achieve free appropriate public education. In the post-secondary setting, it is the responsibility of the student to self-identify to receive accommodations. Some students may not realize this and expect the college to come to them." **If you are a disabled student, it is your responsibility to fulfill the requirements listed below on time; if you do not, you have indicated to the instructor that you do not wish adjustments for this course.**

To repeat: The course instructor(s) must ensure that the adjustments they make do not compromise the academic integrity of the course. To do so, the instructor(s) need two things from you, both (1) sufficient information and (2) sufficient time, to consider, discuss and implement adjustments that are fair to you and other disabled and non-disabled students. (1) To give the instructor(s) sufficient information, you must follow the DSP procedure: register with DSP each semester. Once adequate documentation is filed, you will receive a letter of verification for approved accommodations. As stated on the DSP website: Students "...will need to share and discuss their DSP recommended accommodation letter(s) with their faculty and/or appropriate departmental contact person at least three business weeks (note, spring break is not a university business week) before the date the accommodations will be needed." In other words, you must **share and discuss** this letter with the professor in person. Leaving the letter under a door or in a mailbox is not sufficient, as it does not allow us to discuss your needs, so the instructor will not be able to make adjustments if you do this.

(2) To give the instructor(s) sufficient time, the instructor(s) need your letter as soon as possible and, as mandated by DSP, at least three business weeks (ideally more) before the type of test or assessment for which you are requesting alterations. As a result, the deadlines for giving the instructor(s) your hard-copy letter(s) are **the end of lecture on Feb. 26, 2015**, if you are requesting adjustments to the paper assignment; and/or **the end of lecture on Jan. 27, 2015**, if you would like accommodation on, or a note-taker to help you prepare for, examinations; finally, on or before the earlier of the two dates if you are requesting both kinds of alterations. After these dates, in order to maintain the academic integrity of the class, adjustments **can only be made for new diagnoses**, so be sure to file your paperwork by that time.

GRADESHEET (The criteria by which your paper will be graded):

Criteria	%	Comments	Score
Quality of research: *Quality of primary source(s) *Quality of secondary sources *Quality of any other sources *Incorporation of sources into paper	50		
Argument, analysis and logic: *Clarity of writing (clearly asks and answers a question about international history) *Clear conclusions (draws argument to conclusion, shows its significance) *Development of thought (goes beyond chronology to develop ideas) *Use of evidence (choice of sources appropriate to research question) *Sophistication and logic of argument (goes beyond description of others' ideas) Final Score before Deductions, if any:	50		

POTENTIAL DEDUCTIONS

Preparatory work, maximum deductions: <i>Topic Question and Initial Source List: 5. Draft: 5.</i> (Maximum of five on topic question-no late drafts accepted at all-2 points for "not on time," 1 point deduction for "not acceptable,"	20		
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2 more points if not submitted at all) <i>Unapproved Topic Change: 10.</i>		
Presentation, maximum deduction: (for poor grammar, punctuation, and/or spelling; sloppy, unstapled submission; no page numbers, other drawbacks)	5	
Technical aspects, maximum deduction: (for no bibliography, no footnotes/endnotes, or notes not formatted according to Rampolla)	20	

Final Grade after Deductions, and Additional Comments, if any: