The Freshman Seminar is designed to introduce first-year students to the University at Albany community and to engage you in a topic that interests you while clarifying the academic expectations, intellectual challenges, and personal opportunities available to you as learners. Through this class, students will:

1. Understand the basic underlying structure of political interaction from a political science perspective with a focus on International Relations Perspectives
2. Understand the basics of negotiation strategy
3. Understand academic expectations and opportunities for education in a research university
4. Identify academic behaviors and learning strategies essential to their success, including tools for time management and study skills, etc. as well as an understanding of University requirements and procedures
5. Reflect on personal, academic and career goals and develop a preliminary plan to achieve those goals
6. Learn about resources of the University
7. Become aware of and engage in University community activities and learning opportunities beyond the classroom
8. Establish a more personal connection with other first-year students and instructor in a small-class setting

In this course, in addition to studying the theories that have been developed to explain the basic underlying structure of political interaction, students will have an opportunity to participate in simulation exercises designed to sharpen their analytic skills in the subject area. These simulations and their analysis are critical to the course and your participation will play a large part in how well you do in the course. Because so much time will be devoted to simulations reading is fairly light some weeks with some weeks having no reading at all and some weeks will have heavier reading. The reading that is assigned is required and you need to read it and read it carefully in order to do well in the class and on quizzes. **If you do not want to put in this effort: DO NOT TAKE THIS CLASS – REALLY.**

**On the other hand if you are willing to put in the effort I will put in the effort to make sure that it is worth your time.**

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1 The following description in MS Mincho font is adapted from Anne Hildreth’s 2008 UFSP syllabus with appropriate modification
Ground Rules It is important that the class is fair for all the students and that everyone plays on an even playing field. In order to insure that the policies of the class are clear they are spelled out below. If you have any questions about what the policy means please ask before it becomes personally relevant.

Questions. Education is about learning. This class is about material you have probably not covered before in this context. If you have questions or things are unclear – ask questions. Ask them in class, ask them in office hours and feel free to email or call (if I am in my office at 10pm I will answer the phone). When you email me, please send me your phone number and I will be happy to call you back. This includes any problems you might have about e-reserve, blackboard or any other technical aspect of the course. (Please note – I always respond to emails. If I do not respond to your email within a reasonable time please email me again because I did not get your first email.)

Attendance. This is a labor intensive course. The course has a great deal of in-class and collaborative work. Each person is allowed one unexcused absence. Any other absence must be excused before the absence or excused afterwards based on a medical note. Any unexcused absence after the second one will result in a half grade penalty per absence for the course. Really. Repeated late arrivals will result in a warning and then also result in a half grade penalty per absence.

Accommodations. “Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations (http://www.albany.edu/studentlife/dss/Accommodation.html).” If you wish to discuss academic accommodations for this course please also inform the instructor as soon as possible. In addition, the instructor will make every effort to accommodate difficulties arising from religious observance. You are asked to bring any possible conflicts to the instructor’s attention as soon as possible. “Students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately (Harwood 2003).”

If you are sick in order to make up an exam or to remove an absence for section please bring in a note from the dean of undergraduate studies (Lecture Center 30 Phone: 518-442-3950) who is responsible for excused absence certification. Without such a note any absence from section or missed exams will count against you.

Plagiarism Please familiarize yourself with the description in the undergraduate bulletin http://www.albany.edu/undergraduate_bulletin/2003-2004/regulations.html if you are involved in plagiarism the penalty will be failure in the course and you will be reported to judicial affairs. In this one regard there are no second chances. If you are not sure if something violates standards – ask. If you are not sure whether to cite or not to cite – cite. Every Student is expected to go through the following tutorial http://library.albany.edu/usered/plagiarism/index.html All papers will be judged with the knowledge that you have taken the online tutorial. NOTE – ALL PAPERS WILL BE SUBMITTED TO SAFE ASSIGN.
**Late Assignments.** Unless you have gotten prior approval through email or have a note from the undergraduate dean, all late work will be penalized. All grade appeals should be made in email and should explain exactly why you think the grading was mistaken.

**Office hours.** Office hours are your opportunity to get personalized guidance for assignments as well as help better understanding the course material. Take advantage of it. I will have weekly office hours and will meet with you as long as necessary to help you understand the material. If these times are not good then please email me your phone number and I will call you to set up a time that works in order to meet.

**Ombudsperson.** “A government official, especially in Scandinavian countries, who investigates citizens' complaints against the government or its functionaries ([www.answers.com](http://www.answers.com)].” One student will be asked to volunteer to act as an ombudsperson and will meet with me on a regular basis to offer feedback from students in terms of the direction the course is going and to bring to my attention any problems with reading, assignments or other material.

### Assignments and credit

<table>
<thead>
<tr>
<th>Due date</th>
<th>Assignment</th>
<th>Points 1000</th>
</tr>
</thead>
<tbody>
<tr>
<td>No date</td>
<td>Participation – attendance, reading, active participation and short response papers in class</td>
<td>400</td>
</tr>
<tr>
<td>No date</td>
<td>2 to 4 quizzes pop quizzes averaged</td>
<td>Total 200</td>
</tr>
<tr>
<td>Tuesday September 6th</td>
<td>Plagiarism <a href="http://library.albany.edu/usered/plagiarism/index.html">http://library.albany.edu/usered/plagiarism/index.html</a> Website Evaluation <a href="http://library.albany.edu/usered/webeval/index.html">http://library.albany.edu/usered/webeval/index.html</a></td>
<td>0 (unless you don’t do them in which case you lose participation points )</td>
</tr>
<tr>
<td>September 13th</td>
<td>University Library Virtual Tour <a href="http://library.albany.edu/usered/tuttour/index.html">http://library.albany.edu/usered/tuttour/index.html</a> Using Library Catalogs <a href="http://library.albany.edu/usered/tut/index.html">http://library.albany.edu/usered/tut/index.html</a></td>
<td>0 (unless you don’t do them in which case you lose participation points )</td>
</tr>
<tr>
<td>October 5</td>
<td>Abstract blitz summary</td>
<td>100</td>
</tr>
<tr>
<td>November 2</td>
<td>1 page paper</td>
<td>100</td>
</tr>
<tr>
<td>November 16</td>
<td>2 page paper</td>
<td>100</td>
</tr>
<tr>
<td>December 7</td>
<td>3 page paper</td>
<td>100</td>
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</tbody>
</table>

**Participation**

Participation is more then attendance, it includes **active and thoughtful participation in discussions in class as well as in all the exercises, games and simulations and home assignments** that are part of the course. Active and thoughtful participation is dependent on a **thorough reading** of the material as well as preparation for exercises and games to be conducted in class as well as debriefing or analysis reports.

**Quizzes**

2-4 quizzes. Quizzes will be made up of short answer questions or multiple choice questions and occasionally short essay questions. Each quiz will be about 10 minutes and you should plan your answers accordingly. The two lowest grades will be dropped when the grade for this component is tallied but make ups will not be given except in exceptionally extenuating circumstances. Please note the quizzes will focus on whether you are reading and coming to lecture – i.e. it will test whether you are taking notes and remembering the facts and theories from the material covered in reading or lectures. Four quizzes are listed in the syllabus – the rest will be unannounced.
**Library Assignments**

**Library Tutorials:** In addition to the graded assignments there are three library tutorials that you need to complete. You do not get a grade for completing them but completing them by the date cited is a requirement of the class.

**Abstract Blitz**
- Identify a topic
  - Read through 10 abstracts
  - Read through two of the most interesting articles
- Compile a list of tested hypotheses or arguments and the type of support they have from abstracts and your reading of one article
- Write two paragraphs summarizing the state of the literature
  - What are the key questions
  - What are the answers
  - What is the evidence for the different answers
  - Synthesize (i.e. don't just make a laundry list)
- Write one paragraph about a specific question you would like to pursue (knowing that in the future you will have to do another blitz on this tighter question

**1 page paper, 2 page paper & 3 page paper**

Papers provide you with an opportunity to demonstrate your understanding of the material in a less pressured format and for us to provide you with feedback on your application of theory to reality. Each of your papers will build on the one before and you will have a chance to revise the papers.

**NOTE – ALL PAPERS NEED TO BE SUBMITTED TO SAFE ASSIGN ON BLACKBOARD.**

1. SOFT COPIES OF ALL PAPERS NEED TO BE EMAILED AND SENT TO SAFE ASSIGN BY TUESDAY AT 930AM
2. A hard copy must also be submitted in class.

<table>
<thead>
<tr>
<th>date</th>
<th>Topic</th>
<th>Exercise</th>
<th>Readings, Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Sept 14</td>
<td>How to Find Stuff</td>
<td>Online scavenger hunt</td>
<td>Finding articles, <a href="http://library.albany.edu/usered/research/anbib.html">http://library.albany.edu/usered/research/anbib.html</a></td>
</tr>
<tr>
<td>Sept 28</td>
<td>No class</td>
<td>No class</td>
<td>No class</td>
</tr>
<tr>
<td>5. Oct 5</td>
<td>How to read (and summarize a paper)</td>
<td>Review of how to read</td>
<td>How to Read (then try to apply to Soft targets article-not for discussion of advantages of going to a research institution), SOFT TARGETS, <a href="http://library.albany.edu/usered/research/anbib.html">http://library.albany.edu/usered/research/anbib.html</a> Assignment due October 5 in class A: Abstract blitz summary</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Description</td>
<td>Resources</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td>6. Oct 12</td>
<td>Collecting &amp; using evidence</td>
<td>One of these things is not like the other</td>
<td>Comparing to learn – Lim</td>
</tr>
<tr>
<td>7. Oct 19</td>
<td>Rationality</td>
<td>Prisoner’s dilemma &amp; money auction</td>
<td>The Northern Ireland Case</td>
</tr>
<tr>
<td>9. Nov 2</td>
<td>Dictatorship or Democracy</td>
<td>Stealing or investing roving bandits game</td>
<td>Dictatorship, Democracy, and Development Assignment due October 5 in class A: 1 page paper</td>
</tr>
<tr>
<td>10. Nov 9</td>
<td>Negotiation I</td>
<td>Housing game</td>
<td>Negotiation 2005 Strategies for Negotiating Table</td>
</tr>
<tr>
<td>11. Nov 16</td>
<td>Negotiation II</td>
<td>The Real estate Exercise</td>
<td>Assignment due November 16 in class A: 2 page paper</td>
</tr>
<tr>
<td>12. Nov 23</td>
<td>Paper revisions</td>
<td>Peer feedback</td>
<td>Read partners 2 page papers</td>
</tr>
<tr>
<td>13. Nov 30</td>
<td>Thinking ahead</td>
<td>Jennifer Williams</td>
<td>Material from speakers: Internships &amp; grad school Study abroad</td>
</tr>
<tr>
<td>14. Dec 7</td>
<td>Four years and beyond – planning</td>
<td>planning what to do to get to where you want to go- the need for real skills</td>
<td><a href="http://www.usnews.com/blogs/professors-guide/2009/12/16/10-questions-to-ask-before-picking-a-major.html">URL</a> <a href="http://www.usnews.com/blogs/professors-guide/2010/01/06/10-steps-for-thinking-about-graduate-school.html">URL</a> Assignment due December 7 in class A: 3 page paper</td>
</tr>
</tbody>
</table>

Online Resources worth looking at

**UAldy specific**

[URL](http://www.albany.edu/usersuccess/docs/ALBANY_Handbook2010.pdf)

**Getting textbooks**

[URL](http://bucks.blogs.nytimes.com/2010/08/03/how-to-find-cheaper-college-textbooks/?src=me&ref=homepage)

**General tips about college**

[URL](http://lifehacker.com/5335215/10-must-dos-for-the-first-week-of-college)
[URL](http://lifehacker.com/tag/backtoschool/)

**technology**

[URL](http://lifehacker.com/5611484/spend-a-semester-without-microsoft-office)
[URL](http://lifehacker.com/5587074/preparing-for-college-tech-essentials-for-your-first-year)

**interacting with Professors**

[URL](http://www.usnews.com/blogs/professors-guide/2010/01/06/10-warning-signs-of-a-bad-professor.html)
[URL](http://www.professorsguide.com/usnews/ProfGuide-Ch12-DoDont.pdf)

**studying and note taking**

[URL](http://lifehacker.com/202418/geek-to-live--take-study+worthy-lecture-notes)
[URL](http://lifehacker.com/5335881/five-classic-ways-to-boost-your-note-taking)

**time management**

[URL](http://www.usnews.com/blogs/professors-guide/2009/10/14/top-12-time-management-tips.html)

**career planning and financial aid**

[URL](http://library.albany.edu/usered/findmore/financial.html)
[URL](http://library.albany.edu/usered/findmore/career.html)