POLS 281: UNITED STATES FOREIGN POLICY
CRN: 33434
Spring 2022
Tuesday/Thursday 11:00am – 12:15pm
Lecture Center D-002

Instructor Information

Dr. Katharine M. Floros
- Please address me as 'Professor Floros'

Office: BSB 1170-B
Office phone: 312-996-8778
email: kmfloros@uic.edu
Student Drop-in Hours:
- Tuesday/Thursday, 12:30-1:30
- I prefer to meet with students in person; however, I understand that circumstances may arise that will make an in-person meeting undesirable. If you want to attend drop-in hours virtually, you can do so at https://uic.zoom.us/j/3129968778
- If your schedule does not allow you to attend my regularly scheduled drop-in hours, you can email me to schedule an appointment for another time.
  - When you email, please suggest a day/time that is convenient for you to meet. If I cannot accommodate your request, I will inform you and suggest a time I am available.

TEACHING ASSISTANT:

Ms. Yasmine Haiti
email: yhaiti2@uic.edu
Drop-in Hours:
- By appointment
- In your email to Ms. Haiti, please suggest a day/time you are available to schedule an appointment.

Contents

Course Overview

- The goal of this course is to introduce you to the history of US foreign policy and tools leaders use to conduct foreign policy.
- We will begin with an investigation of the founding and expansion of US territory within the context of US foreign policy. We will then explore the motivations of US foreign policy historically and discuss the contradictions between US actions abroad and US policy domestically. Finally, we will evaluate possible foreign policy challenges expected to face the United States in the future.

Policies for On-Campus Instruction

Vaccination Requirement
- Students, faculty, and staff coming to campus or engaging in academic and clinical activities or field placements off-campus, are required to be vaccinated and to obtain a COVID-19 booster shot <u>once they are eligible</u>. This guidance will be implemented consistent with the legal rights of unionized employees. If you still need to obtain your vaccine or booster, you can do so <u>on campus</u> or at a <u>location near you</u>.

Vaccination Exemption
- In the interest of the health and safety of our entire UIC community, COVID-19 vaccination exemptions are limited to specific medical conditions with physician documentation and religious exemptions. You may request an exemption online.
- Unvaccinated students who obtain an exemption will be required to participate in symptom monitoring via UIC Healthcheck, on-campus COVID-19 saliva testing at least once weekly and continue to wear a face-covering indoors to participate in classes, activities, or events on campus.

Accommodations for Attending On-Campus Class Remotely
- A vaccination exemption is not the same as an accommodation to attend an on-campus class remotely.
- Students may request this type of accommodation by contacting the Disability Resource Center.

Face Masks
- All students, faculty, and staff are expected to **WEAR A MASK** that is tight-fitting and covers both the mouth and nose when inside any building at UIC including classrooms, regardless of vaccination status. Individuals may remove their masks when alone in a private office or personal residence hall room, or if they have a medical condition, disability or other reason that prevents them from safely wearing a face mask. The university recommends using two-layer cloth (utilize the filter insert, if applicable), KN95 or procedural masks to cover your mouth and nose at all times. Also, consider double masking to provide a snugger fit. Single-ply masks, neck gaiters, and masks with exhaust valves are not acceptable masks on campus.

Technology
- Because we know that at least the first two weeks of the semester will be online, you will need regular access to a computer that runs on a broadband Internet connection. Please contact Learning Solutions (https://teaching.uic.edu/ed-tech/equipment-lending/extended-laptop-loan/) to request and borrow a laptop or be assigned a hotspot for the semester if you do not have the required hardware and internet capabilities.

Recording Lecture Sessions
- We will be recording the class sessions for students who are unable to attend. The recording feature for others is disabled so that no one else will be able to record this session. Recording by other means is not permitted. The recorded class sessions will be posted on our Blackboard class website unless otherwise notified.
- If you have privacy concerns and do not wish to appear in the recording, turn OFF your video and notify me in writing (via email) prior to the next class session. If you prefer to use a pseudonym instead of your name, please let me know what name you will be using, so that I can identify you during the class session. If you would like to ask a question, you may do so privately through the chat feature by addressing your question to me or the TA only (and not to "everyone"), or you may email me. If you have questions or concerns about this video recording policy, please contact me before the end of the first week of class.

Evaluation

Timeliness of Assignment Submission
- Students are expected to turn in assignments on the day they are due as listed in the Course Schedule below. If some circumstance prevents you from meeting the listed deadline, please contact me by email to ask for an extension. The request should explain why an extension is necessary, and it should include a date by which you expect the assignment to be completed (i.e., a new deadline).
- No assignments or extra credit will be accepted after May 6, 2022 (the final day of the final exam period). If you cannot complete all of the graded assignments before that date, please speak to me about the possibility of an incomplete grade. Any conversation about an incomplete grade must happen by April 29, 2022 (the final day of the semester).

5% Lecture Attendance
- **ALL** classes will be recorded an available to review through Zoom or Lecture Capture.
- Attendance will be taken in every class beginning January 25. You may miss four (4) classes on/after this date before absences will begin to affect your grade.
- Attendance will be recorded via the Acadly app. Students will need to download the app for their in-person attendance to be recorded.
    - o iOS: https://apps.apple.com/us/app/acadly/id1161073387
    - o Android: https://play.google.com/store/apps/details?id=co.acetone.acadly
- Excused absences
    - o University- or military-*required* events or a Covid-positive member of the household are the only activities that will warrant an excused absence. If a

student is going to miss class for any other reason, neither the professor nor the TAs need to be informed that the student will miss class or why the student missed class.

- o All university- and military-required events or Covid-related issues should be disclosed to the student's TA as soon as possible, and students are responsible for any material missed and to make up any work missed in class.
- o Unless explicitly approved by the instructor, university- or military-required events do not absolve students from turning in assignments on time.

10% Map Quizzes

- It is my belief that students studying international topics should be familiar with the location of countries throughout the world. Therefore, map quizzes will be given throughout the semester. Blank maps are available on Blackboard to assist with studying.
  - o Quizzes will be conducted on Kahoot! Apps are available in both the Apple and Google Play stores.

35% Invited Lectures (5% Questions; 30% Journal reflections)

- **ATTENDANCE IS STRONGLY EXPECTED AT INVITED TALKS**
  - o As 30% of your grade is based on the journal reflection you write in response to the invited talks, it is very important for you to attend the talks. Recordings of the talks should be available; however, you will not be able to ask your questions if you are not there.
  - o If you cannot attend, please let the TA know *in advance*.
- **Questions**
  - o By 6:00 pm on the day BEFORE an invited talk, please submit a question as a thread on the discussion board forum on Blackboard that corresponds to the speaker. Fora can be found under the "Assignments" tab on Blackboard.
    - Once you open the forum, create a new thread. Put your name in the "Name" line and list your question(s) in the main text box. After you submit your thread, you will be able to see the questions posed by other students.
  - o The question posed in the thread should be one that the student would like to ask the guest if given the opportunity. Questions will be graded on complexity and relevance to class concepts or outside reading.
    - Foreign consuls general
      - Your question should be respectfully phrased, and it should get to the heart of US relations with that country or internal events that may affect US relations in the future.
      - Questions can cover military, security, economic, or cultural issues. Students can also ask questions of the consul general

about their route to their current position or their duties in Chicago.

- American diplomats
  - Questions to US diplomats should also be respectfully phrased.
  - For the event with Ron Packowitz, the Diplomat in Residence for the Midwest, students should gear their questions to aspects of the US Foreign Service and US diplomacy. Such questions might include the education/language skills necessary to join the Foreign Service, what types of careers are open to those interested in a career overseas, etc. Students may also ask about the DIR's career or general questions about US foreign policy.
  - Ambassador Ian Kelly served as the US Ambassador to Georgia and the Permanent Representative (ambassador status) to the Organization for Security and Cooperation in Europe. He is an expert on Russia.
- Students are advised to have access to their question if called upon to ask.
- You may comment on other students' questions, but you do not need to do so.

- **Journal reflections**
  - Under the Assignments tab in Blackboard, I will post Journals for each talk. Following a talk, I will post questions specific to the content of the talk, and students will answer the questions. (Unlike with a discussion board, other students will not be able to read your journal answers.)
  - Answer each questions/set of questions in paragraph form. This is not an essay but the answers to a series of questions. However, each question should be addressed with sufficient information to explain the reason behind your response. Since sentence responses are not sufficient.

50% Group Overthrow case presentation (5% Division of responsibility justification; 10% Outline of presentation; 25% Group presentation; 10% Group evaluation and reflection)

- **Project**
  - Groups will present the story of the overthrow of a foreign government by (or with major support of) the United States *from the US perspective AND the perspective of the country whose government was overthrown*.
    - US: Justification for overthrow
      - What was the problem that needed to be solved (at least according to the US)?
      - Who in the US government was involved in the decision making?

- What options were considered to solve the problem? Who made the final decision? Why did they choose overthrow rather than another option?
- Did US policymakers consider the overthrow to be a success?
- What lessons did the US learn from this action?
- Have policymakers, looking back at the overthrow, questioned its wisdom?
    - Other country/territory: consequences of overthrow from then to now
        - How did the people of the country/territory view their government? Were they hoping for outside intervention to overthrow their government?
        - Did the people help the US or resist the US?
        - What happened after the overthrow? What type of government took power and were people's lives better as a result?
        - Are there problems in the country/state today that can be traced back to the overthrow? What role does the US play in dealing with those problems?
        - Looking back at the overthrow from 2022, was it a net positive for the country or net negative?
    - Presentation is encouraged to employ multiple forms of media, including PowerPoint, podcast, radio or television interview, video, art installation, "found footage," etc.
- **Parts of the project**
    - **Jan. 25:** students will be randomly assigned to one of six (6) groups
    - **Feb. 1:** groups will be randomly assigned on of six (6) cases of the US government's involvement in the overthrow of a foreign government
    - **Feb. 22:** Division of responsibility justification (one document per group)
        - This document will lay out all the parts of the final presentation and the tasks that need to be accomplished to complete the assignment and **who in the group is responsible for each task**.
        - Tasks should be split (and can be shared) so that each member of the group is contributing a relatively equal amount of work/effort.
            - For example, Ayesha is great at research, writing, and organization, but she has an anxiety condition that makes speaking in front of others very difficult. Moises is taking a course overload this semester and works on the weekend to pay for college, but he loves creating TikTok videos in his spare time. Ayesha can do a big portion of the research and outlining the script while Moises can record and edit the video footage of the "news report" they plan to create.

Ayesha will do voice over work on the video since she won't need to appear on camera, and Moises will identify images and video clips to use in the report and provide most of the on-camera commentary.

- This assignment is meant to accomplish **three goals**:
  - The group is actively working on the project early in the semester, rather than waiting until the last minute to start.
  - Each member of the group is clear what they are expected to do.
  - Group members can assess whether the work is being shared equally among all group members.
  - This will probably be a living document, meaning that as the group gets more into the project, they will discover new tasks that need to be divided up among the group members.
- **March 15:** Outline of presentation (one document per group)
  - This document will detail the order of the presentation, including any media that will be used and who will be responsible for each part.
  - The **goal** of this assignment is for the group to develop a plan of action for the presentation and ensure that all of the pieces of the presentation fit together.
    - This can also provide an opportunity for the group to reassess the division of labor among group members.
  - I will consider this document to be the road map of the presentation itself, and I will expect to be able to follow it during the presentation itself.
    - If the plan of the presentation changes after this document is submitted, an updated, final outline should be submitted before the presentation for me to reference during the presentation.
- **Weeks 13, 14, 15:** *Overthrow* presentations
  - Each group will have approximately one hour to present their case of overthrow and its consequences. The remaining 15 minutes of the class will be reserved for questions from the rest of the class.
  - Each student will receive an individual grade, based on performance, effort, and the reflections of group members (see group evaluation).
- **May 2:** Group evaluation and reflection (each group member submits their own)
  - Evaluation
    - In this document students will assess the quantity and quality of contribution of each member of their group, including the student completing the evaluation.

- - o Students have a tendency to say on evaluations that everyone did the same amount of work, everyone was easy to work with, and everyone deserves an A. This is almost never the case in practice. The presentation is worth 25% of the final grade. If someone made it shine, they should be acknowledged. If someone else barely participated at all, I need to know that. If someone did a ton of work behind the scenes but wasn't very visible on presentation day, that "hidden" work should be credited.
    - ▪ Reflection
      - • After evaluating all members of the team, you should include a paragraph or two about what you learned during the project, what surprised you, and what you will take into future classes/careers, etc.

Extra Credit (4 opportunities)
- Because I am a shameless self-promoter of my UIC Radio podcast, The Politics Classroom, students can earn extra credit for listening to podcast episodes and writing a one-paragraph reaction to something they learned during the podcast. (Do not expect extra credit for mean, disrespectful, or spiteful assessments; however, I will accept, "I wish you would have talked about…" statements after pointing out something you learned.) Podcast episodes can be found at https://www.thepoliticsclassroom.org/episodes. New episodes are released every Sunday morning during the semester.
- These three extra credit opportunities must be completed by April 29, 2022 unless given an extension by the professor.
  - o Listen to and reflect on an episode with a female guest
    - ▪ **5 points** added to your lowest journal reflection
  - o Listen to and reflect on an episode with a guest who identifies as a person of color
    - ▪ **5 points** added to your group presentation **outline** score
      - • Only the person who does the reflection will receive the bonus, not the entire group
  - o Listen to and reflect on an episode in which the guest is not employed by the University of Illinois (Urbana-Champaign, Chicago, Springfield, or System administration)
    - ▪ **5 points** added to your group **evaluation and reflection** score
- Every semester, students are asked to complete course evaluations. For my classes, I challenge students to solve a collective action problem. If 75% or more students complete course evaluations, *everyone* in the class will receive **5 bonus points** on their group presentation grade. If fewer than 75% of students submit their evaluation, *no one* will receive bonus points on the group presentation.

- o I will notify the class when I receive the participation rate from the University administration.

Regrading Policy
- The TAs and I will do our best to grade all assessments promptly and fairly; however, sometimes mistakes are made. If you believe that a mistake was made or you were unfairly assessed, please wait *at least* 24 hours to submit a request for a regrade. In that time, reread the assignment instructions and your submission, plus the comments provided to confirm that you completed the assignment correctly.
- Any request for a regrade must be made **within one week of the assignment being returned to you**. If you think there has been a simple arithmetic error on your assignment, email an explanation of the error to your TA. If the error is confirmed, then the points will be added to your score before the end of the semester. If you think there was an error in grading that is not an arithmetic error, email a justification for your belief that more points should be awarded to the **professor**. All regrade requests (except arithmetic errors) will be reviewed at the end of the semester after final grades are calculated. If the points you request will affect your final grade, then I will reevaluate the assignment for the contested points.

Grade Distribution

90-100: A   80-89: B   70-79: C   60-69: D   <60: F

Our Inclusive Learning Environment

UIC values diversity and inclusion. Regardless of age, disability, ethnicity, race, gender, gender identity, sexual orientation, socioeconomic status, geographic background, religion, political ideology, language, or culture, we expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of our class. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, engagement, accurate assessment or achievement, please notify me as soon as possible.

Disability Accommodation Procedures
- UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. If you face or anticipate disability-related barriers while at UIC, please connect with the Disability Resource Center (DRC) at drc.uic.edu, via email at drc@uic.edu, or call (312) 413-2183 to create a plan for reasonable accommodations. In order to receive accommodations, you will need to disclose the disability to the DRC, complete an interactive registration process with the DRC, and provide me and your TA with a Letter of Accommodation

(LOA). Upon receipt of a LOA, your TA and I will gladly work with you and the DRC to implement approved accommodations.

Community Agreement: Ground Rules for a Respectful Space (In person)
- Be present (turn off cell phones and remove yourself from other distractions)
- Listen to others
- Assume good will
- Challenge with care - approach discussion as a "think out loud"
- Take space/make space
  - Some of us might feel more comfortable speaking in public or answering questions or sharing our experiences than others. If we've been sharing too much, **MAKE SPACE** and turn the stage over to someone else who hasn't had a chance to shine yet. If you haven't been participating very much or at all, then **TAKE SPACE** and take the stage.
- Try not to make assumptions; seek to understand, not to judge
- Be open to challenges as an opportunity to learn something new
- Be open to different perspectives
- Debate the concepts not the person
- Be flexible when things don't work
- Share helpful tips
- Use preferred names and gender pronouns
- No side conversations
- Be willing to work together

Community Agreement: Online Etiquette
- Be in a quiet place and use headphones
- Mute microphone unless talking
- Video on when speaking or engaging in group activities
- Quit all other screens (email, text, social media) to create a classroom "presence" (also helps with internet stability)
- Actively participate in class
- Raise hand if you have a question to ask verbally
- Use Chat feature if you prefer to type your question

Academic Integrity: Student Community Standards
- UIC is an academic community committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. In this community, all members including faculty, administrators, staff, and students alike share the responsibility to uphold the highest standards of academic honesty and quality of academic work so that such a collegial and productive environment exists.
- As a student and member of the UIC community, you are expected to adhere to the Community Standards of integrity, accountability, and respect in all of your academic endeavors. When accusations of academic dishonesty occur, the Office

of the Dean of Students investigates and adjudicates suspected violations of this student code. Unacceptable behavior includes cheating, unauthorized collaboration, fabrication or falsification, plagiarism, multiple submissions without instructor permission, using unauthorized study aids, coercion regarding grading or evaluation of coursework, and facilitating academic misconduct. Please review the UIC Student Disciplinary Policy for additional information about the process by which instances of academic misconduct are handled towards the goal of developing responsible student behavior.

- By submitting your assignments for grading you acknowledge these terms, you declare that your work is solely your own, and you promise that, unless authorized by the instructor or proctor, you have not communicated with anyone in any way during an exam or other online assessment.

Notes about Plagiarism, Consequences…and How to Avoid it

- The University of Oxford defines **plagiarism** as "presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional."[1]
- Oxford's comments on **unintentional plagiarism**: "Not all cases of plagiarism arise from a deliberate intention to cheat. Sometimes students may omit to take down citation details when taking notes, or they may be genuinely ignorant of referencing conventions. However, these excuses offer no sure protection against a charge of plagiarism. Even in cases where the plagiarism is found to have been neither intentional nor reckless, there may still be an academic penalty for poor practice. It is your responsibility to find out the prevailing referencing conventions in your discipline, to take adequate notes, and to avoid close paraphrasing…If ever in doubt about referencing, paraphrasing or plagiarism, you have only to ask your tutor."[2]
- Students found to be plagiarizing a paper will receive the following penalty:
    - For a first offense: A "0" grade will be awarded to the offending assignment and the student's final grade (after calculating in the "0") will be lowered one letter grade.
    - For a second offense: The student will receive an "F" for the final grade of the course.
- Students should reference the document, Oxford University's Examples of Plagiarism, in Blackboard for examples of acceptable and unacceptable paraphrasing and attribution

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[1] See "Plagiarism," University of Oxford, accessed August 17, 2021, https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism.
[2] Ibid.

Tips for Success

- There are many ways for you to show what you know or can do and how you are learning, through your effort, interaction and class participation, application of critical thinking skills to solve real world problems, and performance on assignments. This class has been structured to help all students get the support and guidance needed to succeed in your learning. The following tips will help you be successful in this class and in other classes throughout your career at UIC.
    - Ask questions during lecture in the chat, or to your TA in discussion section
    - Be self-motivated and self-disciplined, keeping up with assignments and completing coursework on time
    - Participate in class discussions
    - Individually review your notes after class
    - Ask questions during student hours about concepts or procedures that seemed confusing
    - Attend / engage in student hours with me and your TA
    - Speak up if problems arise because non-verbal communication not possible in an online setting

Course Schedule

Required Readings

- Kinzer, Stephen. 2006. *Overthrow: America's Century of Regime Change from Hawaii to Iraq.* New York: Henry Holt and Company.
- Mahbubani, Kishore. 2020. *Has China Won? The Chinese Challenge to American Primacy.* New York: Public Affairs.
- Other readings will be available on Blackboard under "Weekly Readings/Videos" tab.

Week	Date	Topic	Readings	Group project	Quizzes	Journal
1	Jan. 11	Course Introduction				
	Jan. 13	Myth of American Exceptionalism	Mahbubani, Appendix (pp. 287-296) Kinzer, pp. 315-322			
2	Jan. 18	Doctrine of Discovery & Creation of the United States:				
	Jan. 20					

Week	Date	Topic	Readings			
3	Jan. 25	US relations with Indigenous Peoples Role of slavery in expansion of the US		**Assign groups**		
	Jan. 27	Establishing a Sphere of Influence: the Monroe Doctrine & Corollaries				
4	Feb. 1	Spanish-American War & Acquiring Territories	Kinzer, Ch. 2; pp. 78-85; 88-100; 103-108	**Assign *Overthrow* case**		
	Feb. 3	World Wars: Making the World Safe for Democracy… Except at Home				
5	Feb. 8				**Latin America map quiz**	
	Feb. 10	Bipolar Rivalry: The Cold War and the Contradictions of Containment				
6	Feb. 15				**Europe map quiz**	
	Feb. 17					
7	Feb. 22	The US' Unipolar Moment: What Does a Superpower Do Without a Rival?		**Division of respon-sibility justifica-tion**		
	Feb. 24	**Ron Packowitz, State Department Diplomat in Residence**				
8	Mar. 1	The War on Terrorism: Non-state Actors			**Africa map quiz**	
	Mar. 3	**Lithuania CG Sigrida Mulevičienė**				**Packo-witz journal reflection**
9	Mar. 8	Future of US Foreign Policy: Reliable Alliance Partner?			**Central/ South Asia map quiz**	
	Mar. 10	**Argentina CG Beatriz Vivas**				**Lithuania journal reflection**

Week	Date	Topic	Readings			
10	Mar. 15	Future of US Foreign Policy: Russia		Outline of presentation		
	Mar. 17	**Ambassador Ian Kelly**				**Argentina journal reflection**
		SPRING BREAK – NO CLASS				
11	Mar. 29	Future of US Foreign Policy: Climate Change			**MENA map quiz**	**Kelly journal reflection**
	Mar. 31	**India CG Amit Kumar**				
12	April 5	Future of US Foreign Policy: The Challenge of a Rising China	Mahbubani book		**East Asia map quiz**	
	April 7					**India journal reflection**
13	April 12	Hawaii (1893)	Kinzer, Ch. 1; pp. 85-88			
	April 14	Iran (1953)	Kinzer, Ch. 5; pp. 200-203			
14	April 19	Guatemala (1954)	Kinzer, Ch. 6; pp. 203-207			
	April 21	Chile (1973)	Kinzer, Ch. 8; pp. 210-214			
15	April 26	Afghanistan (2001)	Kinzer, Ch. 12; pp. 307-311			
	April 28	Iraq (2003)	Kinzer, Ch. 13; pp. 311-315			
	Mon. May 2			**Final group project evaluation & reflection**		

Political Science Writing Prizes
- In the Spring semester of every year, the Department of Political Science announces competitions for 'best undergraduate paper' in several categories, such as international relations, urban politics, public policy analysis or comparative politics, and constitutional law and ethics. Any paper written for a POLS class during the academic year, Fall or Spring semester, is eligible for submission for one of these awards, if it fits with the broad scope of one of the

topics. Students are encouraged to keep these awards in mind when developing papers for their classes.

- o The writing assignment for this class is not appropriate for the 'best paper' awards, but if you are also enrolled in another political science course this semester, please keep these awards in mind.

UIC Resources Supporting Student Wellness and Academic Success

- As an undergraduate at UIC, you may experience challenges such as struggles with academics, finances, student life, or your personal well-being. Please know this is completely normal and that you shouldn't hesitate to ask for help. Come to me, or if it is about an issue beyond the scope of this class, please contact your college advisors, or get help from any number of other support services and resources available to all UIC students:
  - o Student Academic Resources
  - o UIC Tutoring Resources
  - o Student Success Units in the Office of Undergraduate Affairs and Academic Programs Supporting the Academic Experiences of UIC Undergraduates
  - o Current Student Resources (General, Academic, Student Support, Student Life, Technology, Health and Safety, Getting Around Campus)
- Importantly, if you are in immediate distress, please call the UIC Counseling Center at (312) 996-3490 to speak directly with a counselor or to schedule an appointment with a counselor. If calling after business hours (which at UIC are typically from 9 am - 5 pm, M-F), press 2 to be connected to a crisis counselor. You can find additional online mental health resources on the Counseling Center Resources page.

Please check out the following resources available to UIC students

- The **Writing Center** offers friendly and supportive tutors who can help you with reading and writing in any of your courses, not just English. Tutors are ready to help other writing as well, such as job applications, personal statements, and resumes. The tutor and you will work together to decide how to improve your writing. If you have not started your assignment, that is OK. A tutor can help you brainstorm or make an outline. Tutors understand that you might be using the Writing Center for the first time. They are ready to guide you through your first session. You can choose to work with a tutor in real time using chat and a white board, or submit up to 5 pages of text and receive written feedback within 48 hours. For more information and to schedule an appointment, visit the Writing Center website.
- The **Math and Science Learning Center**, located in the Science and Engineering South Building (SES) at 845 W. Taylor St. 3rd Floor, Room 247, is a meeting place

for students in Math, Biological Sciences, Chemistry, Earth and Environmental Sciences, and Physics. At the MSLC, students can meet with graduate teaching assistants for tutoring in 100-level courses, arrange informal group study sessions with other students, or meet up with friends to attend one of the workshops, seminars, or other activities sponsored by the SLC during the semester. Visit the website at https://mslc.uic.edu/, call 312-355-4900, or email at mslc@uic.edu.

- The **UIC Library** is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at http://library.uic.edu/. To find research materials in specific subject areas view the Research Guides at http://researchguides.uic.edu/.

- The **Academic Center for Excellence (ACE)** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Please call (312) 413-0031 or visit https://ace.uic.edu/ for more information.

- **Counseling Services** are available for all UIC students. You may seek free and confidential services from the Counseling Center at www.counseling.uic.edu. The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490 during normal business hours (M-F, 9 am - 5 pm). If calling after hours, press 2 to be connected to a crisis counselor. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535.
  - Services are also available from the Office of Applied Psychological Services (OAPS); Behavioral Sciences Building, Room 3011A; Phone: 312.996.2540. See https://psch.uic.edu/research-programs/clinical/office-of-applied-psychological-services/ for more details.

- The **Campus Advocacy Network** provides information and offers resources to all UIC students, faculty, and staff. Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy, contact UIC's Campus Advocacy Network at 312-413-1025 or visit http://can.uic.edu/. To make a report to UIC's Title IX office, email TitleIX@uic.edu or call (312) 996-5657.

- **Campus Security**
  - As a UIC student, you've chosen to live in one of the nation's largest cities. But, as at any university, crime is a reality. At UIC, we are strongly committed to our public safety programs, and we encourage students to be

proactive in learning what programs and services are available in case of an emergency. You are DISCOURAGED from staying in university buildings alone, including lab rooms, after hours and are ENCOURAGED to use the POLICE/STUDENT patrol escort if you are uncomfortable traveling anywhere on campus. You may request an escort to accompany you to your campus destination on foot by calling (312) 996-2830, and between 11:00 pm and 7:00 am you can dial the Red Car service (312) 996-6800 if you are alone and need to leave the building. Through Red Car, the university has established a safe evening transportation service for university employees, students, visitors, and other authorized individuals. The car travels between university facilities within the following general boundaries: Clinton Street on the east; Western Avenue on the west; Jackson Boulevard on the north; and, 16th on the south. This service is available only to individuals possessing a valid UIC i-card. The i-card is required to ensure the safety of the driver and other passengers. Navigate to <u>Life at UIC</u> for more information.

- o Also, you can download the UIC SAFE app, a free personal security tool for students, faculty, and staff. It allows you easy contact with dispatchers and first responders in case of emergency. Navigate to the <u>UIC SAFE Toolkit</u> to download the app.
- o Finally, by dialing 5-5555 from a campus phone, you can summon Police or Fire for any on-campus emergency. You may also set up the complete number, (312) 355-5555, on speed-dial on your cell phone.

- **Emergency Response Systems and Guides**
  The emergency response guide can be found at the <u>UIC Ready</u>. Please review and acquaint yourself with the guide and recommendations for various emergency situations.