



The U.S. in the World to 1945 (HIST-2806-20)

Instructor: Rosie Click (she/her)

Class Times: M/T/W/R 10:45 am-12:40 pm

Main Second Session: July 7-August 7, 2025

Office Hours: (Location and time TBD) and by appointment

vrc10@georgetown.edu

Location: White-Gravenor 202

COURSE DESCRIPTION

Born in 1776 as a loose confederation of former British colonies on the periphery of the Atlantic World, the United States rose to a position of world superpower over the course of 170 years. How can we account for this remarkable development in world history? While we tend to take an exclusive look at the United States to understand its history, we cannot understand its evolution without understanding its complex and multilayered interactions with the rest of the world. In this course, we will explore how the United States' security environment, government capabilities, economic interests, social changes, and cultural forces changed over time and powerfully shaped the shifting course of U.S. foreign relations through 1945. We will also examine how the United States developed and exercised hard power, soft power, and economic power in achieving its key policy objectives. The key events covered in the course include: the American Revolution, US-Native American relations, the War of 1812, continental and overseas territorial expansion, the Civil War, the Spanish-American War, the entry into the China market, and the two world wars. In examining these events, we will ask: What drove U.S. foreign policy? Why did the United States go to war? How did it make peace? Was the United States isolationist before 1945? If not, what was it?

COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

- Explain key historical events, actors, decisions, and consequences that have shaped U.S. foreign policy through 1945
- Identify, evaluate, and compare different interpretations of the past
- Analyze actual policy documents and other primary sources
- Formulate questions, construct arguments, support them with evidence, and communicate them effectively in both written and oral formats

COURSE READINGS

The most recently updated syllabus, all course and debate readings, exam instructions, handouts, and presentation slides used in class will be available on Canvas.

Textbook: Herring, George C. *From Colony to Superpower: U.S. Foreign Relations since 1776*. New York: Oxford University Press, 2008.

I will post all readings from the textbook on Canvas, so you do not need to purchase it unless you'd like to. It is also [available electronically](#) through the Georgetown University library. If you're looking for additional context for some of our other readings or lectures, I encourage you to consult the textbook (in addition to coming to office hours, of course!).

COURSE ASSIGNMENTS AND GRADING CRITERIA

Graded Assignments

- Participation and Attendance: 20%
- Debate Reports: 5 x 7% each = 35% total
- Field Trip Reflection: 10%
- In-class Exam/"Celebration of Knowledge" (highest grade only): 15%
- Final Take-Home Exam/"Celebration of Knowledge": 20%

Participation and Attendance

Your participation grade is based on your engagement in in-class discussions and debates as well as your attendance. Class attendance is an essential part of your learning. In this course, we will do many in-class discussions and debates, and all the major exams/"celebrations" will build upon these in-class exercises. However, I also understand that there are circumstances beyond our control, and it is equally essential that you take care of your own and others' health. Here are some basic attendance guidelines, but please feel free to reach out to me in the case of an event not covered below.

1. You must be physically present on a debate day. Please communicate with me and the other members of your group ahead of time if you know you are going to be absent, and I will strive to accommodate you.
2. You may be absent once, except the debate days, no explanation needed.
3. I will approve additional absences on a case-by-case basis.

Absences beyond those detailed above will affect your participation grade. Missing up to three classes without communicating with me will result in lower grades, down to and including an F. Please note that an approved absence DOES NOT exempt you from coursework that is due on that date, such as debate reports or field trip reflections.

Debate Reports

We will have five debates throughout the course that mirror actual debates about US foreign policy in the 18th, 19th, and 20th centuries. You will each be assigned to a group of three (2 debaters and 1 moderator) that will remain the same for the entire semester, and your roles will rotate. If you are a debater, write and submit a 2-page, double-spaced position statement (~500

words) on Canvas **by 9 am of the debate day**. The statement must represent your assigned perspective and cite relevant course material. The other debater and moderator will have access to your statements and will be expected to read them before the debate. If you are a moderator, write a 2-page, double-spaced reflection paper (~500 words) and submit it on Canvas **by 11:59 pm the day after the debate**. Both moderators and debaters must cite all evidence from written sources using [Chicago-style full note footnotes](#); we will review this in class before your debate papers are due, and there will be a guide on Canvas. Your response should be double spaced and use 12-pt Times New Roman font. On the day of the debate, all moderators from each group of three will run the debate, asking questions of debaters from both sides and allowing rebuttals. Debaters will split into their two sides and will take turns responding to questions.

For debaters: Unlike the actual debate, where rhetoric and persuasiveness matter, your position statement is meant to be an analytical document that explains the logic of your position based on evidence taken from course materials. Feel free to write in either a first-person or third-person narrative. You are welcome to include some rhetorical flair to recreate the atmosphere of the time, but make sure to prioritize answering the prompt. Specifically, your position statement must 1) identify and put forth **two major unique arguments in support of your position**; and 2) briefly but concretely illustrate and demonstrate each argument based on primary sources and scholarly texts. Both the arguments and evidence described in the statement (and discussed in the debate) must be directly derived from the historical debate. In other words, make sure your position statement presents (in your own words as well as using brief quotes and paraphrases) **what historical figures actually thought and/or said about the issue** rather than forming and declaring your own position from today's point of view. If you find some important arguments objectionable (i.e. racist or misogynistic), please include them in the written statement but feel free not to mention them in the actual debate in class.

For moderators: Your reflection paper must 1) identify **two unique core issues** during the historical (not in-class) debate and **compare and contrast both positions regarding each issue**; and 2) evaluate to what extent and how the in-class debate successfully addressed the core issues in historically faithful, analytically rigorous ways. Like the position statement, the reflection paper also needs to briefly but concretely illustrate and demonstrate the issues and arguments based on primary sources and scholarly texts.

Exams, or “Celebrations of Knowledge”

You will have three exams throughout the course, two in-class and one final take home exam. My dad is a college professor, and he always refers to exams as celebrations of the knowledge you've gained throughout the course! You will have ample time to prepare, and nothing I ask on the exam will be a surprise.

Before each in-class exam, I will provide you with four potential prompts. Two of them will be on the exam, and you will choose one to answer. You will have 45 minutes for the in-class exams, which you will write in Blue Books. You will need to include some specific examples, but not direct quotations or citations (unless you'd like to!). Only the highest of your two in-class exam grades will count towards your final grade.



For the take-home final exam, you may select any of the four prompts I provide, and will submit a 5-7 page (~1200-1500 word) essay via Canvas. For this essay, you will need to include direct quotations and Chicago-style footnotes, but no bibliography is required. Your essay should be double spaced and use 12-pt Times New Roman font.

Field Trip Reflection

For **one** of our two field trips (National Museum of African American History and Culture and the Woodrow Wilson House), you will write a 1-2 page reflection on what you learned at the site and how it connects to what we learned in class. Some questions you can consider: Did anything you learned at the site contradict a reading we did for class? How can the information from the site help you think differently about a topic in this course or one of our debates? Why is it valuable to learn about history in different mediums (primary and secondary source readings, class lectures and discussions, visits to museums and historic sites, etc.)? You don't need to cite specific sources or examples, though you can if you want. This assignment is meant to help you think about the relationship between the study of history in a university setting and history as it is presented at museums and historic sites. Regardless of the field trip you choose to write about, your reflection is due on Monday, August 4, though you can submit it earlier if you'd like.

AI Policy

My primary concern as your instructor is your development as a historical thinker, which is a process that can't be outsourced. To that end, you may not submit any text generated by an AI program as your own, and I strongly recommend against using AI at any stage in the research and writing process. I ask you to keep in mind that the material generated by these programs may be flat-out wrong, correct but mediocre, biased, or otherwise problematic. It can even generate phantom citations to sources that don't exist, but seem real.

Most AI tools also exploit the labor of millions of workers worldwide, much of it within prisons and throughout the Global South. ChatGPT and other generative AI run on this underpaid labor. While developers want you to think these algorithms smoothly integrate, edit, and produce knowledge on their own, they are in fact dependent on this under-paid labor. Additionally, most AI is incredibly energy intensive, often using vast amounts of fossil fuels to power computing capabilities. For more on the environmental impacts of AI, see this UN overview, this *Scientific American* article, and this article from the Brookings Institute.

(adapted from Profs. Kate McNamara and Crystal Luo's AI Policies)

Grading Scheme

93 – 100 = A	83-86.9 = B	73-76.9 = C	63-66.9 = D
90 – 92.9 = A-	80-82.9 = B-	70-72.9 = C-	60-62.9 = D-
87 – 89.9 = B+	77-79.9 = C+	67-69.9 = D+	Below 60 = F

COURSE SCHEDULE

*Note: Please complete all readings listed for a given date **before** class that day!*

Week 1

- Monday, July 7 Introductions and Syllabus Review
Lecture: The American Revolution and the early Republic
Review of Citing Sources
- **Read:** Syllabus and review the Canvas site; **and** Herring 1-10; **and** Excerpts from the Constitution of the United States (1787)
- Tuesday, July 8 Lecture: The War of 1812 and the Jeffersonian Vision
Review of Effective Outlining
Reading and Interpreting Historical Maps Activity
- **Read:** Rosie’s outline of chapters 2 and 3 of Herring (56-133); **and** Selection from Ablavsky, Gregory. *Federal Ground: Governing Property and Violence in the First U.S. Territories*. New York: Oxford University Press, 2021.
- Wednesday, July 9 Debate 1: Should the United States support the French Revolution?
Lecture: The Monroe Doctrine
- **Read:** Herring 56-92 (review); **and** Monroe’s Message to Congress (1823)
 - **Submit:** Debate position papers via Canvas by 9 am
 - **Other:** Additional debate readings/materials available on Canvas
- Thursday, July 10 Lecture: Manifest Destiny
Analyzing historical artwork activity
- **Read:** Witgen, Michael John. “Introduction,” in *Seeing Red: Indigenous Land, American Expansion, and The Political Economy of Plunder in North America*, 17-34. Williamsburg, Virginia: Omohundro Institute of Early American History and Culture, 2022.; **and** Herring 180-194
 - **Submit:** Debate moderator papers via Canvas by 11:59 pm

Week 2

- Monday, July 14 Lecture: Pacific Incursions and the Guano Trade (Potential Guest Lecturer Andrew Ross)
Mapping movement activity
- **Read:** Ross, Andrew J. “Fertilizing Southern Empire: The Pacific Guano Trade and Agricultural Modernization in the Chesapeake South, 1850–1860.” *Journal of Southern History* 90, no. 4 (2024): 671–98.; **and** Chang, David A. “Borderlands in a

World at Sea: Concow Indians, Native Hawaiians, and South Chinese in Indigenous, Global, and National Spaces.” *Journal of American History* 98, no. 2 (September 2011): 384–403.

- **Other:** Study questions for First Exam/Celebration distributed

Tuesday, July 15

Debate 2: Should the United States annex Texas?

Lecture: US-Native American Relations in the 19th century

- **Read:** Selection from Crandall, Maurice. *These People Have Always Been a Republic: Indigenous Electorates in the U.S.-Mexico Borderlands, 1598-1912*. Chapel Hill: University of North Carolina Press, 2019 or Schulze, Jeffrey M. “Are We Not Foreigners Here?” *Indigenous Nationalism in the Twentieth-Century U.S.-Mexico Borderlands*. Chapel Hill: University of North Carolina Press, 2018. **and** Herring 194-207.
- **Submit:** Debate position papers via Canvas by 9 am
- **Other:** Additional debate readings/materials available on Canvas

Wednesday, July 16

Lecture: The US Civil War

Gilded Age discussion and political cartoon analysis activity

- **Read:** Karp, Matthew. *This Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy*. Cambridge, MA: Harvard University Press, 2016, 125-149.; **and** Brady, Steven. “‘Its Peculiar Moral Force’: Lincoln, Emancipation, and Colonization.” In *Chained to History: Slavery and US Foreign Relations to 1865*, 153–79. Cornell University Press, 2022.
- **Submit:** Debate moderator papers via Canvas by 11:59 pm

Thursday, July 17

Field Trip!

- **Visit** the Museum of African American History and Culture (MAAHC), Double Victory Exhibit. Meet at the main gates of the University at 10:45 am. Bus returns to Georgetown by 12:30 pm.
- **Read:** One article of your choice from the Special Issue of *The Journal of the Civil War Era*, “Black Internationalism in the Age of Emancipation” (by Byrd, Dang, Payne, Davidson, or Mount)

Week 3

Monday, July 21

First in-class Exam/“Celebration of Knowledge”
Chinese Exclusion Act Activity

Tuesday, July 22

Lecture: The Spanish-Cuban-Filipino-American War
Pro- and Anti-Imperialist Movements Activity

- **Read:** Russell, Timothy D. “‘I Feel Sorry for These People’: African American Soldiers in the Philippine-American War,

1899–1902.” *The Journal of African American History* 99, no. 3 (2014): 197–222.; **and** Herring 309-329

- **Other:** Prompts for Second Exam/Celebration distributed

Wednesday, July 23 Debate 3: Should the United States annex the Philippines?/Hawai’i? (multiple groups)
Lecture: Teddy Roosevelt as war hero, president, and idea

- **Read:** McFarland, Philip James. “Imperialist America.” In *Mark Twain and the Colonel*, 39-46. Plymouth, UK: Rowman & Littlefield Publishers, 2012.; **and** Excerpt from Theodore Roosevelt’s Annual Message to Congress (The Roosevelt Corollary, 1904).
- **Submit:** Debate position papers via Canvas by 9 am
- **Other:** Additional debate readings/materials available on Canvas

Thursday, July 24 Lecture: Field Trip!

- **Visit** the President Woodrow Wilson House. Meet at the main gates of the University at 10:45 am. Bus returns to Georgetown by 12:30 pm.
- **Read:** Herring 378-398
- **Submit:** Debate moderator papers via Canvas by 11:59 pm

Week 4

Monday, July 28 Lecture: Woodrow Wilson and WWI

- **Read:** Herring 398-435; **and** Wilson’s Declaration of Neutrality (1914); **and** Wilson’s Address to the Senate (1917).

Tuesday, July 29 Debate 4: Should the United States join the League of Nations?
Lecture: Isolationism and the 1920s

- **Read:** Brooke L. Blower, “From Isolationism to Neutrality: A New Framework for Understanding American Political Culture, 1919-1941,” *Diplomatic History* 38, no. 2 (2014): 345-376.
- **Submit:** Debate position papers via Canvas by 9 am
- **Other:** Additional debate readings/materials available on Canvas

Wednesday, July 30 Lecture: Depression Diplomacy (Guest Lecturer Stewart Huntsman)
Immigration Policy as Foreign Policy Activity

- **Read:** Herring 478-497 (top of page); **and** reading provided by guest lecturer
- **Submit:** Moderator papers via Canvas by 11:59 pm

Thursday, July 31 Second in-class Exam/“Celebration of Knowledge”
In-class office hours

Week 5

- Monday, Aug. 4 Lecture: The Good Neighbor Policy and Shifting Priorities in Latin America
Analyzing Media Activity
- **Read:** Ratzlaff, Adam. “Birds of a Feather?: Lessons on U.S. Cultural Diplomacy from Walt Disney during the Good Neighbor Policy.” *International Journal of Cultural Policy* 29, no. 4 (June 2023): 415–30.; **and** FDR “Good Neighbor Policy” (1936); **and** Herring 497-501
 - **Submit:** Field Trip Reflection via Canvas by 10:30 am
 - **Other:** Prompts for Final Exam/Celebration distributed
- Tuesday, Aug. 5 Debate 5: Should the US send weapons to Britain?
Lecture: WWII and the Grand Alliance
- **Read:** Herring 538-top of 555
 - **Submit:** Debate position papers via Canvas by 9 am
 - **Other:** Additional debate readings/materials available on Canvas
- Wednesday, Aug. 6 Lecture: WWII outside of Europe and the Pacific
Discussion: US Colonialism and Imperialism since 1776
- **Read:** Herman, Rebecca. “Introduction.” In *Cooperating with the Colossus: A Social and Political History of US Military Bases in World War II Latin America*, 1-11. Oxford University Press, 2022.; **and** Coates, Oliver. “African American Journalists in World War II West Africa: The NNPA Commission Tour of 1944–1945.” *Journal of Asian and African Studies* 57, no. 1 (February 1, 2022): 93–112.; **and** Herring 555-578
 - **Submit:** Debate moderator papers via Canvas by 11:59 pm
- Thursday, Aug. 7 Lecture: Looking Beyond 1945
Course Review/Preparation for our final “Celebration”
- **Read:** Herring 579-594
 - **Submit:** Bring a one-page rough outline of your final paper to class

Final Exam/“Celebration of Knowledge” due Friday, 8/8 at 11:59 pm via Canvas

COURSE POLICIES AND EXPECTATIONS

Communication Expectations

Please feel free to email me with your questions, concerns, and/or to schedule a time to meet during my regular office hours in person or over Zoom. When sending emails please remember to follow the guidelines outlined below.

- *Check the syllabus.* Before sending your email or message, be sure that your question has not already been addressed in the syllabus or announcements.
- *Be patient.* If you have a concern and send me a message, you can expect a response within **one (1) business day**. Please allow up to **seven (7) business days** for assessment submission feedback.
- *Specify subject.* Subject line should include the topic of the message.
- *Check writing.* Proofread (i.e. grammar and spelling) your message before sending.

To promote the highest degree of learning possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. Students should be respectful and considerate of all opinions. In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

ACCOMMODATIONS

Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the [Academic Resource Center](#), the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; <https://academicsupport.georgetown.edu/disability/>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Accessibility and Inclusion

One of the central tenets of Georgetown's educational mission is *cura personalis*, a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

ACADEMIC INTEGRITY

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of [Georgetown's Honor System](#) and to take the Honor Code Pledge.

Honor Code Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system; to live out a commitment to integrity in all my words and actions; to be honest in every academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together; to live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement; To care for this venerable campus and all of those with whom I share it; and to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the [Honor Council website](#).

Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

SUPPORT SERVICES

Georgetown offers a variety of support services for students that can be accessed online and has put together [this newsletter](#) which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus. Below are some resources available to you:

- [Academic Resource Center](#)
202-687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#)
202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
(202) 687-4798

Title IX/Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.].

Please note that University policy requires faculty to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who

can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

- Jen Schweer, MA, LPC, Associate Director of Health Education Services for Sexual Assault Response and Prevention (202) 687-0323 | jls242@georgetown.edu
- Erica Shirley, Trauma Specialist, Counseling and Psychiatric Services (CAPS), (202) 687-6985 | els54@georgetown.edu

More information about reporting options and resources can be found on [the Sexual Misconduct Website](#).

Title IX/Pregnancy and Parenting Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical needs and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out on the [Title IX website](#).

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Georgetown Library

If you have a question for a librarian you can go to their [“Ask Us”](#) page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library's Homepage](#) by using your NetID and password.

Learning Resources

Georgetown offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- [The Writing Center](#) offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the [Canvas Student Guide](#).

ACKNOWLEDGEMENTS

Thank you to Toshihiro Higuchi and Susan Perlman for providing the blueprint of this syllabus and sharing their time, insights, and resources with me. As noted above, my AI statement is adapted from those of Kate McNamara and Crystal Luo.