Course Overview

The purpose of the Hinckley Institute of Politics Forum Series is to expose students to important ideas and perspectives from academics, policy makers, diplomats, politicians, public servants, writers, and observers on relevant local, national and international affairs. This writing-intensive course provides students with the opportunity to improve their writing skills and hone their public speaking skills.

Students are required to attend the weekly class meetings on Fridays from 11:50-1:10 and 10 Hinckley Forums. Students can select any 10 forums to attend throughout the semester. The forums will serve as the basis for our class discussions and the source material for writing assignments. You must sign in before the forum begins and attend the entire forum to receive credit for attendance. Students arriving more than 10 minutes late to a forum will not receive credit.

Students can find the forum calendar at www.hinckley.utah.edu/calendar

Course Objectives

At the end of the course, students will be able to:

- Write substantive, well-organized, and cohesive papers
- Apply correct mechanics in writing
- Gain a greater understanding of policy and current affairs at the local, state, and national level
- Actively engage in political dialogue
- Deliver a compelling two-minute speech
**Course Requirements**

Course grades are calculated based on the following: class participation, assignments, and attendance at the Hinckley Forums.

**Class Participation**

Students are expected to attend class and contribute to class discussions.

**Assignments**

Assignment instructions for the editing exercise, my legislator briefing paper, legislative policy paper, policy memo, and 2-minute speech will be loaded onto Canvas several weeks prior to the due date. The instructor will also provide an overview of the assignment and answer any questions several weeks prior to the due date. All assignments, except the 2-minute speech, should be turned in through Canvas.

**Hinckley Forum Attendance**

Students are expected to attend 10 Hinckley Forums this semester. Students must sign in before the forum begins and attend the entire forum to receive credit for attendance. Students arriving more than 10 minutes late to a forum will not receive credit.

**Extra Credit**

Students can earn up to 50 extra points for attending additional forums and filling out a forum summary sheet that is available on Canvas (1 forum will count for 10 extra points).

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<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Class Participation:</td>
<td>25</td>
<td>(5%)</td>
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<tr>
<td>Editing Exercise:</td>
<td>25</td>
<td>(5%)</td>
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<tr>
<td>My Legislator Briefing Paper:</td>
<td>50</td>
<td>(10%)</td>
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<tr>
<td>Legislative Policy Paper:</td>
<td>100</td>
<td>(20%)</td>
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<tr>
<td>Policy Memo:</td>
<td>100</td>
<td>(20%)</td>
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<tr>
<td>2-Minute Speech:</td>
<td>100</td>
<td>(20%)</td>
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<tr>
<td>Hinckley Forum Attendance:</td>
<td>100</td>
<td>(20%)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
<td>(100%)</td>
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<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
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<td>F</td>
<td>0-59%</td>
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University and Course Policies

Academic Honesty
I expect academic honesty in this course. This means, among other things, that the written work you submit in this course must be your own. Any work you submit should be the product of your individual effort and not the work of others. Work submitted for this course must not have been submitted in a previous course nor may it be submitted concurrently without the knowledge and approval of all instructors concerned. An act of academic dishonesty is a violation of the University’s regulations regarding student conduct. As such, an act of academic dishonesty may result in a failing grade for the course and may result in a recommendation to University officials for additional disciplinary action. The following definition is from the University of Utah’s Code of Student Rights and Responsibilities (policy 8-10, rev. 3, July 1997): “Academic dishonesty includes, but is not limited to cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information…It also includes facilitating academic dishonesty by intentionally helping or attempting to help another commit an act of academic dishonesty.”

Plagiarism
Plagiarism, in any form, is absolutely unacceptable in this class. A few guidelines should help students avoid plagiarism. All course work should be completed individually. If referencing information from another’s work, you must provide full and accurate citation to the source. Any student who commits plagiarism will automatically fail this course and will be subject to University disciplinary procedures. Students are welcome to consult the instructor about academic honesty or plagiarism in particular.

Late Assignments
All assignments are due at the beginning of the class period on the due date indicated on the assignment. Although late assignments will be accepted up to one week after the due date, there will be a deduction of one-third of a full grade every day the assignment is late (i.e., if a one-day late assignment would have received a grade “A”, it will be penalized one-third of a grade to a grade “A-“). Late assignments can be left with Molly Wheeler at the Hinckley Institute.

Attendance and Tardy Policy
The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor.

ADA Notice
The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). The Center for Disability Services will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or
genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Student Names and Personal Pronouns

Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.
Class Schedule

January 11
Discussion: Overview of the syllabus, writing expectations, and forum schedule

January 18
Discussion: Writing Workshop
Readings:

January 25
Discussion: Writing Workshop
Assignment Due: Editing Exercise

February 1
Discussion: Legislative Overview
Readings:
   • A Bill Becomes Law
   • About Committees
   • About the Organization of the Legislature
     (all available at: https://le.utah.gov/lrgc/civiceducation.htm)

February 8
Discussion: Air Quality
Readings:
   • “Why Oslo’s ‘greedy method’ may be the answer to Utah’s air pollution woes” in the Deseret News (available at: https://www.deseretnews.com/article/900037024/special-report-does-norway-hold-the-key-to-utahs-air-pollution-problem.html)
Assignment Due: My Legislator Briefing Paper

February 15
Discussion: Immigrants and the Economy
Readings:
   • Chapter 1 in Issues for Debate in American Public Policy, 19th edition
   • “What has been the impact of globalization on Utah?” (available at: http://gardner.utah.edu/wp-content/uploads/GlobalizationReport-FINAL.pdf)
February 22
Discussion: Reviving Rural Economies
Readings:
- Chapter 2 in Issues for Debate in American Public Policy, 19th edition

March 1
Discussion: Universal Basic Income
Readings:
- Chapter 3 in Issues for Debate in American Public Policy, 19th edition

March 8
Discussion: Sports & Sexual Assault
Readings:
- Chapter 14 in Issues for Debate in American Public Policy, 19th edition
Assignment Due: Legislative Policy Paper

March 15
Spring Break – No Classes

March 22
Discussion: High-Tech Policing
Readings:
- Chapter 16 in Issues for Debate in American Public Policy, 19th edition

March 29
Discussion: Trust in the Media
Readings:
- Chapter 10 in Issues for Debate in American Public Policy, 19th edition
- Boston Globe editorial “Journalists are not the enemy” (published August 15, 2018)
- 1st Amendment

April 5
Discussion: Speaking Well Workshop
- Guest Lecture: Jason Perry
Readings and Videos:
- On Speaking Well by Peggy Noonan
- Tear Down this Wall, a speech by Ronald Reagan
- The Assassination of Dr. King, a speech by Robert Kennedy
Assignment Due: Policy Memo
April 12: Presentation Day for Group A
  Reading: No readings
  Assignment due: Group A turn in a copy of your speech

April 19: Presentation Day for Group B
  Reading: No readings
  Assignment due: Group B turn in a copy of your speech