

Fall semester start/end dates: Sep. 1 ~ Dec. 8

Class meeting day, time: Wednesday, 1:00 pm ~ 4:00 pm

Classroom: ACB 101

Syllabus:

Economy, Politics, and Social Welfare – The Contemporary Role of a Central Bank

School of Politics and Economics

Claremont Graduate University

Course Number: PESM-A301:

Fall 2021

Class Instructor: Dr. Charles Chen

About me and contact information:

I am your professor on this course. My Ph.D. is an interfield Ph.D. in Political Science and Economics, together with my other three master's degrees, Master of Business Administration (M.B.A.), Master of Science of International Administration (M.S.I.A.), Master of Art in Economics (M.A.E.).

I focus more on the issues of international finance, global economic crisis, international political economics, central bank independence, and international relations, especially the risk-related topics. Earlier, I worked as a consultant on legal contracts, business strategic planning, and political and economic risk analysis. I also have experience conducting teaching, coaching, training, and public speech for executives and/or the general public; most topics were business, politics, and economy-related subjects. Welcome to my classes and my research interests.

My role in this course will be the Educator, Coach, Facilitator, Multi-Disciplines Bridger, Academy-&-Real-World-Practice Bridger, Possible New-World-Windows Discloser. Pedagogy for The Course will adapt inclusive opened multi-directional interactional environment together with anonymous available real-time feedback responses instruments and technology.

Furthermore, one of the primary values of my courses is to identify feasible ways to bridge our differences after we acknowledge the diversifications among economics, politics, and social welfare. That is also saying that the spirits of diversity, equity, and inclusion are essential regardless of race, gender (including pronouns), ethnicity, sexual orientation, age, socioeconomic status, religion, and disability. Therefore, I sincerely invite you to join me in the buildup and maintain our ethical educational learning environment.

My connection with you is as follows:

My Website (School): <https://www.CGU.edu/people/Charles-Chen/>

My Website (Personal): <https://www.econxpolitics.org>

https://www.econxpolitics.org/about_me/Charles-Chen/

Skype ID: CharlesChen

Facebook ID: CharlesChen

Messenger ID: CharlesChen

Research Gate ID: CharlesChen

Phone: (626) 861-8198

Email: Chenchin@cgu.edu

Zoom Meeting ID: xxx-xxxx-xxxx

Zoom Meeting Link: xxx-xxxx-xxxx

Google Classroom Meeting ID: xxx-xxxx-xxxx

Information of Office, Office Hour and TA:

Office: Harper East # 201

Office Hour:

Regular Office Hour: 2:00 pm ~ 4:00 pm, Tuesday.

Regular Lunch Meeting: 12:00 pm ~ 1:00 pm, Tuesday. (Free to join, not mandatory)

Phone/Video Conference: By appointment.

Teaching Assistant: Norman Anderson (TBD)

Email: Norman.Anderson@cgu.edu (TBD)

Phone: (626) 111-1111 (TBD)

Zoom Meeting ID: xxx-xxxx-xxxx

TA Office Hour: TBD

Instructor Feedback and Communication

Please feel free to contact me through email, social media, or text message. In general, questions related to course materials will be answered within 2~3 days. For some cases if you need immediate response, please describe it in a vivid way. Please reach me again if you do not receive a response within 2~3 days. Communication between you and me will be inclusive opened multi-directional interactional environment together with anonymous available real-time feedback responses instruments and technology.

Class Schedule

Class Schedule Details: (Dates are subject to change.)

Date	Topics	Background Readings	Assignment & Due Date
1 Wed, Sep 1	<p>Welcome: Economy and politics: Interactions, advantages, and conflicts – Competitiveness or errors of human efforts?</p> <p>(1) Free trade under globalization vs. domestic specialty: (a) Global vs domestic; (b) National wide vs. domestic locally</p> <p>(2) Natural endowments vs. economic inputs dampening (Human resource, capital and technology)</p> <p>(3) Small open economy vs. large economy</p> <p>(4) Ambitions of a government: (a) Level of government (Federal, state, and county); (b) Branch of government (Executive branch and legislative branch)</p>	<p>Mandatory</p> <ul style="list-style-type: none"> ■ TBD ■ TBD <p>Recommended</p> <ul style="list-style-type: none"> ■ TBD ■ TBD 	<ul style="list-style-type: none"> ■ Self-introduction letter (due) ■ One-page critique paper (due Sep.5) ■ Short Quizzes 1 (due Sep.5)
2 Wed, Sep 8	<p>The role of a central bank, and its influential powers.</p> <p>(1) CB's missions: (a) Core missions, (b) Economic growth, inflation, and unemployment.</p> <p>(2) CB's instruments and tools</p> <p>(3) The dual rate policy: interest rate and exchange rate</p> <p>(4) Decision making of a central bank</p>	<p>Mandatory</p> <ul style="list-style-type: none"> ■ TBD ■ TBD <p>Recommended</p> <ul style="list-style-type: none"> ■ TBD ■ TBD 	<ul style="list-style-type: none"> ■ One-page critique paper (due Sep.12) <p>Choose one topic of four from Week1.</p> <ul style="list-style-type: none"> ■ Short Quizzes 2 (due Sep.12)
3 Wed, Sep 15	<p>Central bank independence (CBI) and its impact</p> <p>(1) What is the CBI</p> <p>(2) The determinates of CBI</p> <p>(3) The influences of CBI</p> <p>(4) The political arena of CBI: A pure economic matters or a pure political issue?</p>	<p>Mandatory</p> <ul style="list-style-type: none"> ■ TBD ■ TBD <p>Recommended</p> <ul style="list-style-type: none"> ■ TBD ■ TBD 	<ul style="list-style-type: none"> ■ One-page critique paper (due) <p>Choose one topic of four from Week2.</p> <ul style="list-style-type: none"> ■ Short Quizzes 3 (due Sep.19) ■ Mid-term 10-Mins Group Project Presentation (due Sep.15)

4	Wed, Sep 22	<p>Social welfare: Benefit and Cost</p> <p>(1) Views of macro and micro social welfares (2) The conflict between efficiency and distribution (3) Voters' views among political spectrums (4) Views/values and actions of a central bank</p>	<p>Mandatory</p> <ul style="list-style-type: none"> ■ TBD ■ TBD <p>Recommended</p> <ul style="list-style-type: none"> ■ TBD ■ TBD 	<ul style="list-style-type: none"> ■ One-page critique paper (due Sep.26) Choose one topic of four from Week3. ■ Short Quizzes 4 (due Sep.26) ■ 10-Mins Group Project Presentation
5	Wed, Sep 29	<p>The diverse central banks: Case study – U.S., EU, Japan, Taiwan, Korea, etc.</p>	<p>Mandatory</p> <ul style="list-style-type: none"> ■ TBD ■ TBD <p>Recommended</p> <ul style="list-style-type: none"> ■ TBD ■ TBD 	<ul style="list-style-type: none"> ■ One-page critique paper (due Oct.3) Choose one topic of four from Week4. ■ Short Quizzes 5 (due Oct.3)
6	Wed, Oct. 1	<p>Final Group Project Presentation</p> <p>(Assigned roleplay group as a lobbyist or a policymaker to defend or advocate your belief or responsibility) [Teamwork, Knowledge, Insights & FUN]</p>		<ul style="list-style-type: none"> ■ One-page critique paper (due Oct. 6) Choose one topic of four from Week5. ■ Group Presentation (due Oct. 1) Choose one topic from your learning subjects. ■ Individual analytic paper (5 pages) (due Oct. 13)

Student/Audience Learning Objective (SLOs) of this Course:

An overall brief *insight* of issue-framing regarding the following elements related to this presentation topic.

[Note] Advanced: refer to for the integration of complexity and multi-disciplines

[Note] Insight: refer to the facts and the cases of the interactions in a real world

(SLO A) You will be able to analyze and evaluate the complexity of multi-disciplines involvements (view of context and content),

(SLO B) You will be able to analyze and evaluate for the diversification of endowments and resources (view on combinations of possibilities, limitations, and restrictions for various issue alternatives),

(SLO C) You will be able to analyze and evaluate for the dilemma of overall social welfare (view of trade-off: matters of distribution and efficiency among all stakeholders)

Advanced Detailed Student Learning Objective (SLO):

(SLO 1) You will be able to analyze and evaluate an overall relatively in-depth idea of the complexity of involvements on the considerations of economy, politics, and social welfare regarding a Central Bank's actions and behaviors.

(SLO 2) You will be able to analyze and evaluate an overall relatively in-depth idea of the pros and cons of a Central Bank's actions and behaviors in a general simple analytical level for oneself position as one of the stakeholders.

(SLO 3) You will be able to analyze and evaluate the dilemma of overall social welfare in the matters of distribution and efficiency among all stakeholders regarding a Central Bank's actions and behaviors. Identifying and acknowledging the diverse consensus between each individual and different groups regarding this topic.

- **(SLO-3A)** You will be able to analyze and evaluate the power structure related to a Central Bank
- **(SLO-3B)** You will be able to analyze and evaluate why the **Central Bank Independence (CBI)** is important

Course Description: Credit/Units: 4 units

Background Preparation (Prerequisites):

For School official prerequisites, there is no particular prerequisite required. However, it will be beneficial if you have more related experiences or knowledge regarding these following inter-disciplines, political science, economics, management, sociology.

Context and Content Outline: (Please refers to my website for more details.)

<https://www.econxpolitics.org/CGU/EPM/PESM-A301>

(I strongly encourage you to explore the "Context and Content Outline" section from this syllabus in detail to enhance your learning journey with me for this complex multi-disciplined course.)

This course is one of the brief advanced introductions sets for the contingent series training and learnings regarding inter-disciplines of Political Science, Economics and Social Welfare. Therefore, this course is the first course of the advanced course series of Department of Political Science, Economics and Sociology, PESM-A301. (Please refers to the website of Department of Political Science, Economics and Sociology of CGU for more details.) Hence, this course is designed for advanced knowledge regarding Central Bank's actions and behaviors that shaped by the interactions of politics and economic matters. The audiences could be the general public, investors (portfolios, stocks, real estate, etc.), firm position (export, import, etc.), consumer/household position, potential advanced learners interested or from the fields of Economics, Political Science, Business Administration, and Public Administration. Therefore, the potential students could be the general public, the stakeholders, and the potential advanced learners.

Learning Guidelines: The following points of (A) and (B) will explore the center issues and journey of our course: I have prepared this outline for you to understand well our learning journey for this multi-disciplined course.

(A) The key factors which shape the related actors' behaviors:

(A1) 'Why and how we are involving in the matters of "efficiency" and "distribution" among the interactions of economy, politics, and social welfare?

•What are the meanings of "efficiency" and "distribution"?

(A2) Who are the "stakeholders" among the matters of the interactions from the economy, politics, and social welfare?

•The "stakeholders": narrow definition view

•If one is a consumer/household, how does the price of import goods and services relate to you? How about the price of domestic goods and services matter to you?

•If one is an investor, in what factors does the investor look most on one's investment? The investment could be stocks, real estate, bonds, foreign currencies, etc.

•If one is a businessman/businesswoman, does the trade industries on export or import business make difference regarding the "price" of its products? Does the profit come from foreigners or domestic matters too?

•Is there any other stakeholders? Governments? What kinds of government?

(B) Topic by weekly schedule:

(B1) Economy and politics: Interactions, advantages and conflicts – Competitiveness or errors of human efforts?

(B1a) View from the “economy”:

‘Economists’ “efficiency”, and “The business cycle”

(B1b) View from the “politics”: The economic growth and influences from diverse “political preferences”

‘Representation of diverse voters;

‘Politicians’ “distribution”

‘A wide concept of “the political-economic cycle”

(1) Free trade under globalization vs. domestic specialty: (a) Global vs domestic; (b) National wide vs. domestic locally

(2) Natural endowments vs. economic inputs dampening (Human resource, capital and technology)

(3) Small open economy vs. large economy

(4) Ambitions of a government: (a) Level of government (Federal, state, and county); (b) Branch of government (Executive branch and legislative branch)

(B2) The role of a central bank, and its influential powers.

(1) Central Bank’s missions: (a) Core missions, (b) Economic growth, inflation, and unemployment.

‘What does a Central Bank do?

‘What does a Central Bank care about, economy, politics, or social welfare?

(2) CB’s instruments and tools

(3) ‘The dual rate policy: interest rate and exchange rate

‘The four major indicators: interest rate, exchange rate, inflation rate, and unemployment rate

‘The meanings of interest rate, exchange rate, inflation rate, unemployment rate, and economic growth

‘How do these indicators made an impact on us?

(4) Decision makings of a central bank

(B3) Central bank independence (CBI) and its impact

(1) What is the CBI

(2) The determinants of CBI

- (3) The influences of CBI
- (4) The political arena of CBI: A pure economic matter or a pure political issue?
 - Central Bank Independence (CBI): The power structure related to a Central Bank
 - Who is in charge of the Central Bank?
 - Who is the boss or supervisor of the central bankers?
 - Does the Central Bank Independence (CBI) matter to us?
 - In a normal period
 - In a trouble period: Views of economic crisis, financial crisis, natural disasters, pandemics, etc.

(B4) Social welfare: Benefit and Cost

- (1) Views of macro and micro social welfares
 - What kinds of “**social welfare**” we are talking about?
 - Does it matter to us? Who we are in this sense? Investors (portfolios, stocks, real estate, etc.), firm position (export, import, etc.), consumer/household position
 - **The benefit and cost in views of macro and micro social welfares**
- (2) The conflicts between efficiency and distribution
- (3) Voters’ views among political spectrums
- (4) Views/values and actions of a central bank
 - For the “**social welfare**”: The role of a Central Bank and the **Central Bank Independence (CBI)**
 - An overall framework of above all regarding a Central Bank: The interest rate, exchange rate, inflation rate, unemployment rate and economic growth among the economy, politics, and social welfare
 - How do a contemporary Central Bank’s behaviors make an impact on the “social welfare” overall or individually?

(B5) The diverse central banks: Case study – U.S., EU, Japan, Taiwan, Korea, etc.

Grading: Assignments & Assessments

Detailed instructions for doing and submitting assignments are on Canvas.

Deadlines are also reflected in the work schedule below.

Assignment or Assessment	Due Date
(1) Learning Community Contributions: This includes preparation for class, writing contributions, discussion contributions, and any other suitable format.	On-going. Each class.
(2) Critique papers: 1 one-page critique per week for a total of 5 papers. Choose one topic from each week	Date 1: Sep.5 Date 2: Sep.12 Date 3: Sep.19 Date 4: Oct.3 Date 5: Oct. 6
(3) Content Quizzes: 1 short quiz each week for a total of 5 quizzes. [Multiple attempts allowed before quiz closes, (Best grade used)] [Answer only three out of ten questions for each quiz]	Date 1: Sep.5 Date 2: Sep.12 Date 3: Sep.19 Date 4: Oct.3 Date 5: Oct. 6
(4) Mid-term: 10-Mins Group Project Presentation [Teamwork, Knowledge, Insights]	Date: Sep.15
(5) Final Group Presentation (Assigned roleplay group as a lobbyist or a policymaker to defend or advocate your belief or responsibility) [Teamwork, Knowledge, Insights]	Date: Oct. 6
(6) Individual analytic paper (5 pages)	Date: Oct. 13
(7) Extra Credit: You may submit the specific credit assignments or quizzes for extra credits	Date: no specific date (Final deadline is Oct. 13)

Grading

Item	Points Per Item	Total Points	Weight
(1) Learning Community Contributions (preparation for class, discussion posts, active listening, and contribution in class work)	-	100	20%
(2) 5 one-page Critique papers: 1 one-page critique per week for a total of 5 papers. Choose one topic from each week	10	50	10%
(3) 5 short quizzes: 1 short quiz each week for a total of 5 quizzes. [Multiple attempts allowed before quiz closes, (Best grade used)] [Answer only three out of ten questions for each quiz]	20	100	20%
(4) Mid-term: 10-Mins Group Project Presentation	50	50	10%
(5) Final Group Presentation (Assigned roleplay group as a lobbyist or a policymaker to defend or advocate your belief or responsibility)	100	100	20%
(6) Individual analytic paper (5 pages)	100	100	20%
(7) Extra Credit: You may submit the specific credit assignments or quizzes for extra credits	-	(50)	(10%)
Total Credits [Maximum is 500 (100%)]	-	500	100%

Your grade will be calculated using the following scale.

Percentage	Letter Grade	GPA	Percentage	Letter Grade	GPA
98-100%	A+	4.33	77-79%	C+	2.33
93-97%	A	4.00	73-76%	C	2.00
90-92%	A-	3.67	70-72%	C-	1.67
87-89%	B+	3.33	67-69%	D+	1.33
83-86%	B	3.00	63-66%	D	1.00
80-82%	B-	2.67	60-62%	D-	0.67
			0-59%	F	0.00

The minimum grade point average (GPA) for continual matriculation at Example College is 3.0. Read details of Example College's policy in the student handbook: [web page URL](#)

CGU grading policies, including registration, enrollment and incomplete grades can be found on the Registrar's webpage: <http://www.cgu.edu/registrar>

Assignment Descriptions:

I will give you detailed assignment sheets and rubrics as we launch each assignment. These are also available on Canvas in each Assignment tool. Submit writings. Times New Roman. 12-point font. Single-spaced. You must submit your marked-up text along with your essay. *Deadlines: date 1, date 2, date 3, date 4, date 5.*

(1) Learning Community Contributions: This includes preparation for in-class and off-class, writing contributions, discussion contributions, and any other suitable format.

Introduction of Yourself: You will write a one-page letter of introduction of yourself include a photo in hard copy or e-format. As your first assignment, please submit it to me according to our course schedule. In this assignment, include your name and any other information about yourself that you may like to share with me. The letter of introduction will not be graded but for part of participation grade.

(2) 5 one-page Critique paper: You will submit your critique paper on one subject you choose from the topics each week *to critically analyze the key ideas of a topic to show your understanding, perspectives, and critical questions on the topic.* There is a total of five Reflection notes for a total of five weeks.

(3) 5 short quizzes: 5 short quizzes on topics form each week. *(Multiple attempts allowed before quiz closes, (Best grade used)*

(4) Mid-term 10-Mins Group Project Presentation: You will expect to join a group for a 10-mins project presentation as your mid-term to demonstrate your teamwork and knowledge of our lectures. The topic could be from all the subjects we will cover before mid-term.

(5) Final Group Presentation (Assigned roleplay group as a lobbyist or a policymaker to defend or advocate your belief or responsibility): You will expect to join an assigned roleplay group as a lobbyist or a policymaker for a 20-30 mins group project presentation to demonstrate your teamwork and knowledge of our lectures. The topic could be from all the subjects we will cover. The difference between the Mid-term 10-Mins Group Project Presentation and the Final Group Presentation is that you will have a specific position to defend or advocate your belief or responsibility. You will also expect to submit a one-page individual reflection paper regarding this final group presentation after your group presentation.

(6) Individual analytic paper (5 pages): You will submit a five-page individual analytic paper by your choice of topic as your final exam.

(7) Extra Credit: Paper or presentations of Article/topics insight contributions (Maximum 2 tasks):

You may choose to do extra coursework to make up or enhance your learning performance or experience. This possible coursework could be either in a paper or a presentation of the topics we covered. The maximum coursework for extra credit is two tasks. Please consult with me regarding this part.

Textbooks and Course Materials:

Required Materials: (Some materials may be downloaded from Canvas)

- **Textbooks:** Refers to course schedules for details. (TBD) (Some materials may be downloaded from Canvas or [Honnold Library eBook](#))
- **Articles:** Refers to course schedules for details. (TBD)
- **Websites:** Refers to course schedules for details. (TBD)

Recommended Materials: (Some materials may be downloaded from Canvas)

Some chapters from books: Refers to course schedules for details. (TBD). (Some materials may be downloaded from Canvas or [Honnold Library eBook](#))

- [Politics, economics, and welfare](#)

RA Dahl, CE Lindblom – 2017

- [Welfare Economics and the Theory of the State](#)

WJ Baumol - The encyclopedia of public choice, 2004

- [Party competition and welfare policies in the American states](#)

CF Cnudde, DJ McCrone - American Political Science Review, 1969

- [Welfare and Work in the Open Economy: Volume I: From Vulnerability to Competitiveness in Comparative Perspective](#)

FW Scharpf, VA Schmidt – 2000

- [The politics of welfare state retrenchment: A literature review](#)

[P Starke](#) - Social policy & administration, 2006

- [Global transformations: Politics, economics and culture](#)

D Held, A McGrew, D Goldblatt, J Perraton - Politics at the Edge, 2000

- [The new politics of the welfare state](#)

[P Pierson](#) - World politics, 1996

- [Economic perspectives on the politics of regulation](#)

[RG Noll](#) - Handbook of industrial organization, 1989

- [The boundaries of welfare: European integration and the new spatial politics of social protection](#)

[M Ferrera](#) – 2005

- [Notes on the post-industrial society \(II\)](#)

D Bell - The Public Interest, 1967

- [The welfare state in historical perspective](#)

A Briggs - The welfare state reader, 2006

- [Government by the market?: the politics of public choice](#)

P Self – 2021

- [Inter-party competition, economic variables, and welfare policies in the American states](#)

RE Dawson, JA Robinson - The Journal of Politics, 1963

- [The moral economy of welfare states: Britain and Germany compared](#)

[S Mau](#) – 2004

- [The possibility of politics: a study in the political economy of the welfare state](#)

[S Ringen](#) - 2017

Articles: Refers to course schedules for details. (TBD)

- [The behavioural economist and the social planner: to whom should behavioural welfare economics be addressed?](#)

[R Sugden](#) - Inquiry, 2013

Websites: Refers to course schedules for details. (TBD)

Course Slides: There will be course slides available to you via our course web-based platform each course. (Download from Canvas)

Instructor's Notes:

There will be Instructor's Notes available to you via our course web-based platform each course. (Download from Canvas)

Pre-recorded Content Videos:

There will be brief Pre-recording content videos available to you via our course web-based platform each course. These videos will help you to understand our lecture contents in advance. (Find these video clips from Canvas)

Course Policies & Expectations

Beyond my own class expectations and policies, Example College's policies apply to all our courses. A few are detailed below. In addition, please review all policies within the college bulletin on the Registrar's pages: <https://my.cgu.edu/registrar/>, as well as the Student Handbook at www.cgu.edu.

Instructor Feedback and Communication

You may refer to the earlier section of "Contact Information".

Class Procedures and Expectations

- **Consistent effort.** The secret of achievement is consistent effort throughout the semester. To do make up work to improve
- **Lecture preparation.** Our learning process will always be active and so I will not just lecture at you, but work interactively with you to build knowledge. View the lecture slides on Canvas before coming to class so you are better prepared to participate in interactive lectures to maintain your participation grade.
- **Learning Community Contributions** is more than speaking in class. Class participation is also: Coming to class prepared, doing polls and discussions on Canvas, in-class writing and quizzes, listening actively when others speak, working with others collaborative. **Even if you are shy or not confident about speaking,** I encourage you to try a bit at a time so that by semester's end you will be speaking more than when you began.
- **Discussion posts.** We will be using the Canvas discussion tool. This is your opportunity to practice critical thinking, reading and responding to ideas, and to check how well you have prepared. I will count 3 discussion posts in your participation grade.

Timeliness: Attendance and Work Submission

Attendance:

You are expected to attend all classes and do your best to be on time. Students who may not be able to attend class must seek permission for an excused absence from the course instructor or teaching assistant in advance or later on. Each class connects to the next one and so missing class will make it hard for you to keep up. We begin promptly at 2 pm. If you know you are going to be late or absent, let me or the TA know via text or email. If you miss a class, make arrangements with your classmates and with me to catch up.

Submitting work and Unexpected Situations:

Submit work on time so I can give you good feedback to help you improve your work. If you need flexibility with deadlines, please talk to me as far in advance of the deadline as possible. The night before (barring emergencies) does not give me any opportunity to help you. However, for some reason, if you need to request extensions on late assignments or rescheduled/missed exams, contact me for possible alternatives.

Learning Management System: Canvas

Our Learning Management System (LMS) is called Canvas. If you are not familiar with using Canvas, please ask the TA to show you the ropes or let me know. It is important that you are comfortable and competent in using this as all course material and communication will be done via Canvas. You can also view a simple How To Guide that I have made here: *LINK*.

Use of Digital Tools

I understand that you might want to use a digital device like your tablet or computer, your cell phone, or an e-book reader in class. Please only use these for active engagement in our work together. Be aware that these devices can be distracting for your classmates so use them with discretion and consideration of others. If there is an emergency and you need to use your phone, please step away or out of the room to take that call.

Scientific and Professional Ethics – And Plagiarism:

For all the coursework, you are expected to work on your own or group studies. However, you will be expected to explicitly acknowledge when your works are built on someone else's tasks, including ideas, drafts, papers of your classmates, professors, and authors of articles.

Additional information on CGU academic honesty and questions about drawing the line between others' work and your own, ask me. is available on the Student Services webpage (<http://www.cgu.edu/pages/1132.asp>) and *on Example College's academic honesty is available on the Dean's webpage: <http://www.examplecollege.edu/dean>*.

An excellent tutorial on avoiding plagiarism can be found on the university's Library Website: URL.

Resources

Writing Center (Center for Writing & Rhetoric)

Use the Writing Center for help with all aspects of writing for this course as well as for all your other academic work. <http://www.cgu.edu/writecenter>. Please use the Writing Center for developing ideas, planning outlines and reviewing drafts. You can also use the Writing Center to work on elements of grammar, structure, and academic documentation style. “The Writing Center is committed to fostering an intellectually stimulating and supportive environment for CGU students, staff, and faculty during all phases of the writing process. We seek to augment the graduate experience by offering student-centered programs that encourage collaboration, communication, and education.”

Library

I expect you to use the library's resources from reserved items, the excellent collection on English Literature, as well as consult with the librarians to help you with your project. You can access the library resources from off campus including using the library's chat function.

Library website: <http://libraries.claremont.edu/#gsc.tab=0>

Subject Area Literature Research Guide: <http://libguides.libraries.claremont.edu/literature>

Computer Labs on Campus

The main computer lab is the ACB Computer Lab located in the Academic Computing Building (ACB).

Digital Learning Lab:

The Digital Learning Lab (DLL) pay attention to and integrate technology skills. DLL offer learning opportunities to help you understand and master technology that will support the work you do and develop your academic and professional knowledge and skills. Services are free to all CGU students, alumni, faculty, and staff.

<https://my.cgu.edu/digital-learning-lab/>

Food Pantry

At Example College we recognize that students can sometimes go hungry. To address this, we have a number of resources on campus. Check out the Food Pantry at Wholesome Cafe, as well as the campus CalFresh program that gives you cash for food if you qualify. To see if you qualify, fill out this simple form and then contact the Dean of Students' office at studentdean@examplecollege.edu

Well-Being and Mental Health Resources

College is hard. Your sense of well-being and positive mental health are important in helping you juggle many different roles and responsibilities. However, It is normal to feel overwhelmed and anxious. So, if you ever find yourself struggling, please do not hesitate to ask for help. I encourage you strongly to use the following excellent resources on campus:

- **Free Exercise Classes** - at Gold Gym. Exercise is great for stress release. Check out their offerings and schedule at goldgym@examplecollege.edu.
- **Yoga and Meditation** - at Student Center. Learn to take charge of your sense of relaxation and well-being. Schedule at studentcenter@examplecollege.edu.
- **Monsour Counselling and Psychological Services.** <http://www.cuc.claremont.edu/monsour/>): “Monsour Counseling and Psychological Services (MCAPS) is committed to promoting psychological wellness for all students served by the Claremont University Consortium. Our well-trained team of psychologists, psychiatrists, and postdoctoral and intern therapists offer support for a range of psychological issues in a confidential and safe environment.”

Phone: 909-621-8202 • **Fax:** 909-621-8482 • **After hours emergency:** 909-607-2000

Address: Tranquada Student Services Center, 1st floor, 757 College Way, Claremont, CA 91711

Accommodations for Students with Disabilities

I design my courses to make them as inclusive as possible to all learners in terms of abilities, disabilities, backgrounds, learning modes, and interests. My goal is to make this class fully accessible and as meaningful as I can to you. If you have specific circumstances or needs, whether documented officially or otherwise, please feel free to approach me so we can work out how best to make adjustments for you.

In addition, I encourage you to request official academic accommodation for temporary or permanent disabilities by contacting the Dean of Students and Coordinator for Student Disability Services

at DisabilityServices@cgu.edu (link) or 909-607-9448. Appropriate accommodations are considered after you have conferred with the Office of Disability Services (ODS) and presented the required documentation of your disability to the ODS.

Title IX

If I learn of any potential violation of our gender-based misconduct policy (rape, sexual assault, dating violence, domestic violence, or stalking) by any means, as a reporting member of this community, I am required to notify the CGU Title IX Coordinator at Deanof.Students@cgu.edu or (909) 607-9448. You can request confidentiality from the institution, which I will communicate to the Title IX Coordinator.

If you want to speak with someone confidentially, the following resources are available on and off campus: EmPOWER Center (909) 607-2689, Monsour Counseling and Psychological Services (909) 621-8202, and The Chaplains of the Claremont Colleges (909)621-8685. Speaking with a Confidential Resource does not exclude you from also making a formal report to the Title IX Coordinator if and when you are ready. Confidential resources can walk you through all of your reporting options. They can also provide you with information and assistance in accessing academic, medical, and other support services you may need.