Course Instructor
Instructor: Bradley T Knott  
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Phone: C. (301) 379-0644  
Email: Knottbk@msn.com (preferred)  
btknott@uiowa.edu  
Skype:bradleyknott  
Office Hours: MWF 9 to 10 AM CST & By appointment via phone, video conference or by email

Class Meeting Times
This course will meet online via ZOOM (Virtual Classroom) Wednesdays 5:30-8:00 PM (CST)

Course Site
To access the course site, log into Iowa Courses Online (ICON) using your Hawk ID and password. http://icon.uiowa.edu/index.shtml

Academic Course Home
College of Liberal Arts and Sciences

Course Goals, Objectives and Method
The goal of this course is to teach students to be effective observers and communicators in the public square. We live in a democracy and that form of government requires citizen participation through primarily communication. (As you will learn I use a broad definition of communication.) We will study political communication in many of its forms and from different perspectives - candidate, interest group, historical and contemporary actors, and various mediums including the ubiquitous social media. But whether the channel is social media, TV, radio, mail or in-person, the communication genre is persuasion. Persuasion has been analyzed and taught for a long time. We will go back to the Greeks and use Aristotle’s definition of persuasion to understand the persuasive elements of a Facebook posting.

But first we are going develop a working definition and vocabulary for political communication. We will analyze political communication from scores of campaigns, including some of the iconic political speeches in US history. We will follow the ongoing gubernatorial campaigns in Iowa to see how its political strategists use rhetorical acts and actors use language, visual arts and specific mediums to persuade the electorate. Students will learn to identify and use rhetorical devices to condense and reshape a message for the multiple mediums utilized in modern political communication.

After successfully completing this class students will:
1. Be able to name and define key concepts in political communication
2. Analyze, evaluate and compare political actions for their persuasiveness and function in the context of a campaign’s evolution.
3. Write persuasively, and
4. Confidently and competently work as a communications specialist in a political campaign.

Prerequisites

Media/System Requirements
Listed below are the media/system requirements applicable to this course:

- **System requirements.** Computer with Internet access and a sound card.
• The latest version of ZOOM, Adobe Reader and Adobe Flash Player must be installed in your computer in order to access the course materials posted on ICON (i.e. Study Guide, video clips). For a free download of these applications, visit the Center for Credit Programs Internet Connection Test/Download Page.
  o Once on this page, scroll down to “Test Sample Files/Download Software,” and
  o Test the file related to the media player listed above.
  o Download media player if needed.

• Need Technical Support? Contact the Division of Continuing Education technical support staff at dce-techsupport@uiowa.edu.

Required Textbook/Media

The required textbooks for this course are:

4. Various readings, videos and recordings to be assigned—see the syllabus

Grading Criteria and the Use of +/-

Final course grades will be assessed based on the student’s performance in the following items:

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<thead>
<tr>
<th></th>
<th>Points</th>
<th>% of final grade</th>
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<tr>
<td>Class participation</td>
<td>30</td>
<td>30%</td>
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<tr>
<td>(not just attendance)</td>
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<tr>
<td>Paper #1</td>
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<td>10%</td>
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<td>Paper #2</td>
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<td>Paper #3</td>
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<td>Paper #4</td>
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<td>Paper #5</td>
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<tr>
<td>Final Exam/Project</td>
<td>25</td>
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<td>Total Points:</td>
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<td>100%</td>
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Final course grades will be assigned as follows:

Grade:  A    B    C    D    F
We will **not** use the +/- grading scheme.

**Course Structure**

This course is being offered over the World Wide Web as a Distance Education offering. Students will **login to the course site** on ICON to access the course materials (syllabus, assignments, schedules), and the discussions forum. For details of the course assignments and activities, see the **“Course Work”** section of this syllabus. Course content consists of the textbook, some additional articles, and several websites.

Students will be expected to visit the course site regularly in order to:

- **Review the “Content” page** and get familiarized with all course materials. Among other things, this page contains links to media and web-activities to be completed as part of this course.
- **Review the course homepage regularly** for any updates related to the course **“Events”**.
- **Submit** assignments to the course instructor via the ICON **“Dropbox”**.

**Staying in Touch**

There is no one way we will communicate in this course. We will meet via video conference on Wednesday nights. We will use primarily ZOOM. A link to ZOOM is on ICON. The course page/site on ICON will have frequent updates in the NEWS section. We will use ICON’s DISCUSSION section for discussing assigned topics and breaking events in presidential (and other) campaigns as well as short writing assignments. We will also use email. Students are expected to check their university email account and the course page frequently. Note: That does not mean there will be daily updates but I want you to check for when they will be there. You can also subscribe to the Discussion section and get “pinged” when I, or others respond to your post. You have to decide if that makes sense for you. Personally I will subscribe to Discussions for each of the assignments.

**Wag the Dog** starring Robert De Niro and Dustin Hoffman

The course structure described above assumes that students have basic computer skills and are knowledgeable about the various programs and hardware they will need to use during this session (e.g. Microsoft Word). **For information and computer support geared toward distance education students, access:**

- the **Student Guide to ICON** - [http://icon.uiowa.edu/support/onlinehelp/students/guide/](http://icon.uiowa.edu/support/onlinehelp/students/guide/)

**Course Work**

This is a graduate level class on communication. That means, relative to undergraduate course, there will be more reading and writing. The writing assignments are designed to 1) ground you in the language and thought process of a communications director and speechwriter and 2) simulate the writing done in a modern campaign. The papers are short because candidates, campaign staff, and the media are busy. In this environment you must be able to write and edit fast and be concise. Campaign writing builds on itself and is derived from earlier work. Once the research has been done and the

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<th>Points:</th>
<th>90-100</th>
<th>80-89</th>
<th>70-79</th>
<th>60-69</th>
<th>below 60</th>
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We will not use the +/- grading scheme.
campaign themes worked out and articulated in the announcement speech much of the strategy and writing is around how to repeat, repackage and redistribute these themes.

**Quizzes (0 pts)**
There will be occasional online quizzes covering material from the readings. Each quiz will be composed of five multiple-choice questions on the readings listed for that week. The system will immediately generate the correct responses but the quizzes are not scored for final grade purposes. They are part of participation.

**Participation, Attendance and Team Assignments: (30 points)**

**Participation means contributing** (not just attendance) in our virtual meetings and in the Weekly Discussion sections of class. In these mandatory meetings (live and asynchronous) you will be expected to ask and answer questions with the class. There will be interactive discussions about the weekly topics and short writing assignments – some on your own and some as member of an assigned team. There will be writing and/or editing during class under time limits to simulate a campaign environment. We sometimes will work in teams because campaigns are team efforts. There will be at weekly discussion topics based on the reading, breaking political news or short scenarios I will post and you are to respond to. Students are required to respond to my topics and sometimes reply to two other students. Occasionally, I will ask students to write weekly topic questions and to summarize the “takeaways” for the week. Students will know one week in advance if they are write topic questions but will not know if they are to summarize until the weekly discussions are about to close.

It is your responsibility to be in attendance within the first 5 minutes of class. If you have not checked into the class, you will be counted as absent. At my discretion if you have 2 or fewer unexcused absences, you will earn 25 attendance points. If you have 3 or more unexcused absences, you will earn 0 attendance points. An unexcused absence is any absence for which you cannot account with a note detailing to me why it was necessary for you to miss. If you are sick, get a note from a doctor. This is important: I will not accept documentation of absences more than a week after the absence. You will not be allowed to make up any assignments missed due to an unexcused absence.

**Assigning Points for Participation in Discussions**
You will be asked to answer a set of questions and or have short writing assignments that will flow from our weekly discussions. These questions may ask you look for additional information online, or consider an issue that we may or may not discuss more in depth during class. You will reply to those questions in Discussion section on ICON. I will evaluate your answers according to the criterion of a “good faith effort” to answer the questions. A “good faith effort” is one in which you have made a substantial effort to address the question posed and your answers demonstrate “critical thinking.” I will post more on critical thinking in class but it means you are not just telling me what you read. I want your responses to reflect your thinking supported by what your sources and a commentator said (when appropriate) This is in contrast to a perfunctory effort, which means you briefly looked at the question answered it in an “off the top of your head” manner.

**Paper Assignments**
There are 5 papers in this class plus in class writing as listed above. The papers are described below. **BUT these descriptions are subject to change.** A more comprehensive and up-to-date paper description will be issued before the papers are due.
Paper #1: (10 pts) (approx. 5 pages) Critique a speech of (your choice) taken from the Safire text. First, tell us about the audience and the occasion (Who is the speaker – their name, but more important his/her relationship to the audience. Tell us about the audience and the situation. This requires a little research. Safire provides great samples of “explaining the situation.” Then identify each of Safire’s ten parts of a great speech in the speech you selected. (There may or may not be 10 in your speech) Finally, identify the persuasive appeals using the Aristotelian analysis.

Paper #2: (10 pts) (approx. 5 pages) In 1964 President Lyndon Johnson ran the Daisy Attack ad that is widely seen as the most effective political ad in US History. The ad ran one time. The ad claimed a vote for his opponent, Senator Barry Goldwater, was a vote for war. In 2015 President Obama spoke at American University and argued that opposing the Iran Nuclear Treaty would inevitably lead to war. Compare and contrast these two speeches using the Aristotelian analysis.

Review Daisy Ad  https://www.youtube.com/watch?v=dDTBnsqxZ3k
Obama at American University: https://www.youtube.com/watch?v=FOHOw2izlbU

Paper #3: 10 pts (4 -7 pages total)

1. Find a speech – it can be a current Iowa gubernatorial – or anyone from the Safire text. But the speech should be political – clearly asking for action: 
   a. Do an analysis using E/P/L (Aristotelian) or the Safire approach include some lines from the speech. (2-3 pages)
2. Write a press release preceding the candidate’s speech – who, where and what the speech is about. (approx. 1 page)
3. Choose a surrogate for your candidate– explain why you chose that surrogate: what is the R/S, who is your audience, what is the goal of having that person speak.
4. Five talking points for the surrogates. (Items 3 and 4 should be approx. one page)
5. Three persuasive email messages to leadership of various organizations you want to support your candidate.
   a. Email #1 – fundraising message
   b. Email #2 & 3 are to groups that support your candidate on issues: The goal is to mobilize their members to volunteer on the campaign.
   c. In each email use the strategies and techniques you have learned about political communication.

Paper #4: TBD

Paper #5: (5 pts) (2-3 pages) This will be a self-reflection on the semester paper. What did I learn? What surprised me? What more would I like to learn about? What should the professor keep and what should he get rid of in the course.

Final Exam/Project: (25 points) 15 - 20 pages
The final project will be a cumulative effort of what we have discussed in class. Assume (working with one partner) you are the communications director(s) for a campaign. You are to write a communication
plan for the 2018 gubernatorial candidate of your choice. You can choose any of the current candidates or from history. The audience is the candidate and the campaign’s kitchen cabinet. Your plan should cover all the forms of political communication (see below) we discussed this semester:

1. Justification to insiders for running to
   a. donors (how I will win) (1 page)
   b. supporters (what I will do) (1 page)
2. Announcement speech (2-3 pages)
3. Stump Speech (2 pages)
4. Identify key constituencies (2 pages)
   a. Target messages to each group
   b. How you will reach them
5. Scripts for 1 TV and 1 radio ad – one positive TV, one negative radio) (2 pages)
   a. Include overview of who the audience is and how you will reach them (specific TV shows/channels and type of radio station (country, blues, conservative talk etc.) your using to reach your audience.
6. Content and concept description for a direct mail persuasion piece (1 page)
   a. Who are you mailing
   b. Why that group
7. Strategy memo for surrogates (1-2 page)
   a. Who are the surrogates
   b. Why these
   c. 5 talking points
8. Press release preceding your announcement speech (1-2 pages)
9. Overview of social media strategy fundraising and persuasion (2-3 pages) include
   a. Topics raised
   b. Sample messages for Tweets
# Course Calendar (Bulworth) starring Warren Beatty and Hale Barrie

## Week 1: Introductions/What is political communication? | August 21- to August 27th

### Reading
- Read everything on navigation bar found at [https://owl.english.purdue.edu/owl/resource/625/01/](https://owl.english.purdue.edu/owl/resource/625/01/)
- Rhetorical strategies and devices
- Using Rhetorical Strategies for Persuasion
- Ethos, Pathos and Logos
- Fallacies etc
- Read Preface and Introductory Address in Safire text (p 21-37?)
- Read article on Presidential Logos for Wednesday discussion [http://wapo.st/1JBinU4](http://wapo.st/1JBinU4)
- Politics of Resentment Chapters 1-3 (p 1-89)

### To Do
- Read the syllabus (find movie titles and send to me)
- Participate in class lecture
- Post Introduction Discussion Topics Due 8/23,
- Post Discussion answers: Due 8/24

## Week 2: Purpose, Styles and Strategies of Pol Comm | August 28th to September 3rd

### Reading
- Chapters 1 -2 in Trent
  - Politics of Resentment Chapters 4-6 (p 90-168)
  - Chapter 1: Principles of Pol Comm (p1-20)
  - Chapter 2 Functions of Pol Comm (p 21- 67)
  - Linked: 10 Steps of Effective Copywriting
  - Data Analytics: [https://datafloq.com/read/big-data-obama-campaign/516](https://datafloq.com/read/big-data-obama-campaign/516)

- Found at [http://www.entrepreneur.com/article/200220](http://www.entrepreneur.com/article/200220)
  - [http://www.localvictory.com/fundraising/political-fundraising-direct-mail.html](http://www.localvictory.com/fundraising/political-fundraising-direct-mail.html)

### To Do
- Respond to Discussion topics
- Online assignment: Write direct mail fundraising letter supporting a candidate or cause. (TBD)
- Guest Speaker (TBD)

## Week 3: Mass Channels of Political Campaigning/ Sept 4 to September 10th

### Reading
- Politics of Resentment Chapters 7& 8 (p 91-226)

- Chapters 3, & 4 in Trent
  - Chapter 3: Styles & Strategies of Pol Comm (69 - 116)
  - Chapter 4: Mass Channels (p 117-141)

### Negative Campaigning
- [http://pcl.stanford.edu/research/books/goingnegative/](http://pcl.stanford.edu/research/books/goingnegative/)
  - review [www.catalist.us/](http://www.catalist.us/) and have a question

### To Do
- Respond to Discussion topics
- Finish DM discussion
- Online discussion topic -TBD

Guest Speaker - Guest speaker: Bob Blaemire of Catalist
Week 4: TV Ads in Political Campaigns | Sept 11 to September 17th

Reading

- Chapters 5, 6 & in Trent
  - Chapter 5 Types & Functions of TV ads (p 145 -176)
  - Review Willie Horton https://www.youtube.com/watch?v=Io9KMSSEZ0Y
  - Review Daisy Ad
    - https://www.youtube.com/watch?v=dDTBnsqxs3k
  - Obama at American University
    - https://www.youtube.com/watch?v=FOHOw2izlbU
  - Chapter 6: Public Speaking in Campaigns (p 177-206)
  - Including role of Speechwriters
  - Guest Speaker: Robert Becker: Senior Advisor Sanders for President (tentatively)

TO DO

- Discussion topics
- Quiz #2 TBD
- Online Assignment Find a political TV ad from a PAST campaign and analyze using your E/L/Ps analysis. Include link to ad

Week 5: Genres of Political Communications/ September 18 to September 24

Reading

- Chapter 7: Recurring Forms of Campaign Speeches
  - Announcement, Acceptance, Stump Speech, News Conferences, Apologia
  - Apologia
    - Ted Kennedy Chappaquiddick
      - https://www.youtube.com/watch?v=2M92JkUlzVM
  - Nixon’s Checkers speech
    - https://www.youtube.com/watch?v=EqjwBDH-vhY
  - Clinton 1992 response to Jennifer Flowers on 60 minutes

TO DO

- Respond to Discussion topics
- Paper #2

Week 6: | Genres of Political Comm continued /September 25 to October 1

Reading

- Stump Speech
  - Safire: Harry Truman Stump Speech (p )
  - Nixon Secret Plan to End the War

To DO:

- Respond to Discussion topics
- Quiz #4
- Online assignment – write the stump speech for a candidate (TBD)
### Week 7: The Role of Big Data, Direct Mail & Phones in Political Campaigns / October 2 to October 8th

**Reading**

- **Direct Mail Persuasion**
  - [http://www.wellstone.org/resources/tips-direct-mail-and-campaign-literature](http://www.wellstone.org/resources/tips-direct-mail-and-campaign-literature)

- **Telephones**

**Writing**

- Respond to Discussion topics
- Team Assignment: Write direct mail persuasion piece against a current gubernatorial candidate
- Quizz # 4

### Week 8: Debates in Political Campaigns / October 9th to October 15th

**Reading**

- Chapter 8 in Trent (P 257-294)
  - Debate History
  - Strategies
  - From Substance to Style
    - [http://content.time.com/time/nation/article/0,8599,2021078,00.html](http://content.time.com/time/nation/article/0,8599,2021078,00.html)

- **Kenney v Nixon**
  - [http://content.time.com/time/nation/article/0,8599,2021078,00.html](http://content.time.com/time/nation/article/0,8599,2021078,00.html)

- **Big Moments in Debates**

- Guest Speaker: Donn Stanley – Debate coach for political candidates and former Big Ten Champion debater

**Writing**

- Respond to Discussion topics
- Paper #3

### Week 9: Social Media and Campaigns / October 16th to October 22nd

**Reading**

- Chapter 11 in Trent (p 365 to 379)
  - Campaigns and New Technologies
  - Internet Tools and Strategies

- Guest Speaker: Matt Hildreth from Political Haymaker (tentative)

**Writing**

- Respond to Discussion topics
- Quizz #5
- **Online Assignment**: Write candidate talking points into Twitter messages

### Week 10: Interpersonal Communication in Campaigns / October 23rd to October 29th
**Reading**

Effects Chapters 9 in Trent (p 295 to 323)
- Chapter 9: Interpersonal Comm in Campaign
- With Voters
- With Contributors
- GOTV

**Writing:**
- Respond to Discussion topics
- **Online Assignment:** Write 3 email messages: one to generic supporters, one to potential contributors and a GOTV message.

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**Week 11: Writing the Communication Campaign Plan / October 30th to November 5th**

**Reading**

Chapters 10 in Trent (p 323 to 378)
- Master Plan
- Strategies
- Political Consultants

**Writing:**
- Respond to Discussion topics

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**Week 12: Role of Outside Groups: November 6th to November 12th**

**Reading**

THIS WILL BE A CLEAN UP WEEK IF WE ARE BEHIND. IF not then

**Writing:**
- Respond to Discussion topics
- **Paper #4**

**Super PACs**
- [https://www.brennancenter.org/publication/shadow-campaigns-shift-presidential-campaign-funding-outside-groups](https://www.brennancenter.org/publication/shadow-campaigns-shift-presidential-campaign-funding-outside-groups)
- Rhetoric of Outside Groups
  - National Rifle Association [http://home.nra.org](http://home.nra.org)

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**Week 13: Role of Outside Groups/ November 13th to November 19th**

**Team assignment:** Read the links and write talking

- Role of Political Communication in National Security
- Reading material to be provided
- Guest Speakers; Joe Goldberg, former CIA agent and Professor Jefferson Morley, author of “Our Man in Mexico,” The Ghost: Life of James Angelton and other articles and books on role of CIA in politics
### Week 14: Campaign Ethics – Keeping the campaign and yourself out of trouble / November 26th to December 3rd

**Reading**
- Brad Knott notes on Campaign Ethics (TBD)

**Writing:**
- Respond to Discussion topics
- Paper #5 Due – reflection paper

### Week 15: Final Project / December 4th to December 10th

**Reading**
- Final Project Due 12/10/17

**Writing:**
- Final project
Resources for Students

Students will find the Writing Center and the Speaking Center very useful for this course; the Tutor Iowa site is also very valuable for students seeking extra help:

- Writing Center: http://writingcenter.uiowa.edu/
- Speaking Center: http://speakingcenter.uiowa.edu/
- Tutor Iowa: http://tutor.uiowa.edu/

Continuing Education Policies and Instructions:

As a registered student in a Continuing Education course through The University of Iowa, you are responsible for the policies and instructions posted below. This information is also provided on your ICON course site under Content > Policies and Procedures.

Teaching Policies & Resources — Syllabus Insert

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at https://clas.uiowa.edu/students/handbook.

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences (Operations Manual, III.15.2, k.11).

Accommodations for Disabilities

The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which includes but is not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See https://sds.studentlife.uiowa.edu/ for information.

Nondiscrimination in the Classroom

The University of Iowa is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and
classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity, diversity@uiowa.edu, or visit diversity.uiowa.edu.

Academic Honesty
All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

CLAS Final Examination Policies
The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

Making a Suggestion or a Complaint
Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS Academic Policies Handbook).

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Office of the Sexual Misconduct Response Coordinator for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom
if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.

**Academic Misconduct:** All forms of plagiarism and any other activities that result in a student presenting work that is not his or her own are academic fraud. All academic fraud is reported to the departmental DEO and then to the Associate Dean for the Office of Academic Programs and Student Development. All incidents of academic misconduct (plagiarism and cheating) will be subject to the rules and regulations of the College of Liberal Arts and Sciences as defined and stated in section IX of the Academic Policies Handbook ([http://clas.uiowa.edu/students/handbook](http://clas.uiowa.edu/students/handbook)).

**Complaint Procedures:** If at any time you have concerns about this class or your performance in it, please do not hesitate to contact me. If you do not feel that your concern has been resolved satisfactorily, you may contact the Department Chair (contact information provided at the top of page one of this syllabus). If you still do not feel that your concern has been resolved satisfactorily, you may contact the College of Liberal Arts and Sciences Office of Academic Programs and Student Development, 120 Schaeffer Hall, (319) 335-2633, clasps@uiowa.edu. All complaints must be made within six months of the incident. The College's complaint procedures are in section IX of the Academic Policies Handbook ([http://clas.uiowa.edu/students/handbook](http://clas.uiowa.edu/students/handbook)).

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