

# POLS/INST 184: INTRODUCTION TO INTERNATIONAL RELATIONS

Spring 2022

POLS 184 CRN: 16201

INST 184 CRN: 28458

Tuesday/Thursday 9:30 - 10:20 am

BSB 140

## Instructor Information

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Dr. Katharine M. Floros

- Please address me as 'Professor Floros'

email: kmfloros@uic.edu

Office phone: 312-996-8778

Office address: BSB 1170-B

Student Drop-in Hours:

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

## Teaching Assistants

AD3, AD1

Mr. Noah Blakemore Briggs

email: nblake4@uic.edu

Office: BSB 1174

Student Hours:

Tuesdays, 11-12

Wednesdays, 11-12

AD4, AD2

Mr. Amir Toumie

email: atoumi2@uic.edu

Office: BSB 1109

Student Hours:

Tuesdays, 10:30 - 11:30 am

Fridays, 10:00 - 11:00 am

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## Course Overview

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- This course is designed to be an introduction to the political science subfield of international politics. No background or prerequisites are required. The course will cover security and economic relations between states and global challenges states face from the environment and non-state actors.
- By the end of the course, students should be sufficiently literate in international relations that they can consume a news story about an international event and be able to understand the event and what motivated it. The course focuses on the application of international relations concepts to real-world events to help students become more educated global citizens. Students should also be able to identify the actors of international relations and articulate what they want to achieve, how they go about getting what they want, and what rules affect their ability to achieve their goals.

## Policies for On-Campus Instruction

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### Vaccination Requirement

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

### Vaccination Exemption

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

### Accommodations for Attending On-Campus Class Remotely

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

### Face Masks

- All students, faculty, and staff are expected to **WEAR A MASK** that is tight-fitting and covers both the mouth and nose when inside any building at UIC including classrooms, regardless of vaccination status. Individuals may remove their masks when alone in a private office or personal residence hall room, or if

they have a medical condition, disability or other reason that prevents them from safely wearing a face mask. The university recommends using two-layer cloth (utilize the filter insert, if applicable), KN95 or procedural masks to cover your mouth and nose at all times. Also, consider double masking to provide a snugger fit. Single-ply masks, neck gaiters, and masks with exhaust valves are not acceptable masks on campus.

### **Technology**

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

### **Recording Lecture Sessions**

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

## **Evaluation**

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### **Timeliness of Assignment Submission**

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

Any conversation about an incomplete grade must happen by April 29, 2022 (the final day of the semester).

### 5% Lecture Attendance

- **ALL** classes will be recorded and available to review through Zoom or Lecture Capture.
- Attendance will be taken in every class beginning January 25. You may miss four (4) classes on/after this date before absences will begin to affect your grade.  
**EXCEPTION:** Missing invited talks will automatically affect students' grades. Please contact your TA if you have a scheduling conflict.
- Attendance will be recorded via the Acadly app. Students will need to download the app for their in person attendance to be recorded.
  - iOS: <https://apps.apple.com/us/app/acadly/id1161073387>
  - Android: <https://play.google.com/store/apps/details?id=co.acetone.acadly>
- Excused absences
  - University- or military-*required* events or a Covid-positive member of the household are the only activities that will warrant an excused absence. If a student is going to miss class for any other reason, neither the professor nor the TAs need to be informed that the student will miss class or why the student missed class.
  - All university- and military-*required* events or Covid-related issues should be disclosed to the student's TA as soon as possible, and students are responsible for any material missed and to make up any work missed in class.
  - Unless explicitly approved by the instructor, university- or military-*required* events do not absolve students from turning in assignments on time.

### 10% Discussion Section Participation

- Students should arrive in discussion section on time and prepared to discuss the topic on the syllabus for that day. They should also bring any questions they have about lecture material. Failing to attend discussion will lead to a loss of all discussion points for the day.

### 10% Map Quizzes

- Throughout the semester, 6 quizzes will be given *during discussion sections* to test students' ability to identify states on regional maps. Together, these quizzes are worth 10% of the final grade.
- Quizzes will take place *at the beginning* of discussion sections using Kahoot! Apps are available in both the Apple and Google Play stores.

## 50% Exams

Students will be required to sit for three exams. The exams are **NOT** cumulative.

- All exams will be available electronically for students to access during the scheduled class/exam time and some extra time to allow for broadband access issues.
  - If in person instruction has resumed, the professor and TAs will be available in the physical classroom to give assistance during the scheduled exam time.
  - If instruction is virtual, the professor and TAs will be available in the Zoom classroom to give assistance during the scheduled exam time.
- A large focus of the exams will be on the **application** of concepts to real world/realistic events.
- **Exam 1 (10%)**: The first exam is scheduled for **February 22** and will cover the material from the beginning of the term until exam day.
- **Exam 2 (20%)**: The second exam will be on **April 5** and will cover material after the first exam.
  - I am aware that this exam is scheduled during Ramadan. Students who would like to discuss a religious accommodation should speak to me or their TA by the end of Week 3 (January 28).
- **Exam 3 (20%)**: The third exam is scheduled for **Wednesday, May 4 from 10:30 – 12:30** and will cover the material from the second exam until end of the semester.
  - If in person instruction has resumed, the professor and TAs will be available in the regular physical classroom to give assistance during the scheduled exam time.
  - If instruction is virtual, the professor and TAs will be available in Professor Floros' Zoom Person Room (<https://uic.zoom.us/j/3129968778>) during the scheduled exam time.

## 25% International Current Event Questionnaires

- On Blackboard, students can find instructions regarding this assignment. Students will spend one discussion section learning about this assignment in more detail. **DO NOT MISS THIS VERY IMPORTANT DISCUSSION SECTION (January 28)**. All questionnaires must be uploaded to BB through Safe Assign by the end (11:59 PM) of the day when the questionnaire is due.

### - **January/February 2022 CEQ complete draft (Tuesday, March 1)**

- Ten percent (10%) of this draft grade will be added to the re-write due March 31.

### **10% January/February 2022 CEQ re-write (Thursday, March 31)**

- Students who are satisfied with the grade they received on the draft do NOT need to turn in a re-write. The grade earned on the draft will be recorded, PLUS 10% of the draft grade will be added onto the draft grade.

- E.g., Student turns in complete draft on March 1 and receives an 80. The student does not turn in a rewrite on March 31. For the “rewrite” grade, the student will receive an  $88 = [80 + (80 \cdot .10)]$
  - Students who do not turn in a complete draft on March 1 will not lose points on the rewrite; they will simply not receive any bonus.

**15% March/April 2022 CEQ (Thursday, April 28)**

### **Extra Credit (4 opportunities)**

- Because I am a shameless self-promoter of my UIC Radio podcast, The Politics Classroom, students can earn extra credit for listening to podcast episodes and writing a one-paragraph reaction to something they learned during the podcast. (Do not expect extra credit for mean, disrespectful, or spiteful assessments; however, I will accept, “I wish you would have talked about...” statements after pointing out something you learned.) Podcast episodes can be found at <https://www.thepoliticsclassroom.org/episodes>. New episodes are released every Sunday morning during the semester.
- These three extra credit opportunities must be completed by April 29, 2022 unless given an extension by the professor.
  - Listen to and reflect on an episode with a female guest
    - **5 points** added to your Exam 1 grade
  - Listen to and reflect on an episode with a guest who identifies as a person of color
    - **5 points** added to Exam 2
  - Listen to and reflect on an episode in which the guest is not employed by the University of Illinois (Urbana-Champaign, Chicago, Springfield, or System administration)
    - **5 points** added to your March/ April 2022 questionnaire
- Every semester, students are asked to complete course evaluations. For my classes, I challenge students to solve a collective action problem. [By the end of the course, you will be able to explain how a collective action problem arises and what circumstances make them easier to solve.] If 75% or more students complete course evaluations, *everyone* in the class will receive **5 points** added to Exam 3. If fewer than 75% of students submit their evaluation, *no one* will receive bonus points on Exam 3.
  - I will notify the class when I receive the participation rate from the University administration.

### **Regrading Policy**

- The TAs and I will do our best to grade all assessments promptly and fairly; however, sometimes mistakes are made. If you believe that a mistake was made or you were unfairly assessed, please wait *at least 24* hours to submit a request for a regrade. In that time, reread the assignment instructions and your

submission, plus the comments provided to confirm that you completed the assignment correctly.

- Any request for a regrade must be made **within one week of the assignment being returned to you**. If you think there has been a simple arithmetic error on your assignment, email an explanation of the error to your TA. If the error is confirmed, then the points will be added to your score before the end of the semester. If you think there was an error in grading that is not an arithmetic error, email a justification for your belief that more points should be awarded to the **professor**. All regrade requests (except arithmetic errors) will be reviewed at the end of the semester after final grades are calculated. If the points you request will affect your final grade, then I will reevaluate the assignment for the contested points.

### Grade Distribution

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

### Our Inclusive Learning Environment

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

### Disability Accommodation Procedures

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

### Community Agreement: Ground Rules for a Respectful Space (In person)

- Be present (turn off cell phones and remove yourself from other distractions)
- Listen to others
- Assume good will
- Challenge with care - approach discussion as a “think out loud”

- Take space/make space
  - Some of us might feel more comfortable speaking in public or answering questions or sharing our experiences than others. If we've been sharing too much, **MAKE SPACE** and turn the stage over to someone else who hasn't had a chance to shine yet. If you haven't been participating very much or at all, then **TAKE SPACE** and take the stage.
- Try not to make assumptions; seek to understand, not to judge
- Be open to challenges as an opportunity to learn something new
- Be open to different perspectives
- Debate the concepts not the person
- Be flexible when things don't work
- Share helpful tips
- Use preferred names and gender pronouns
- No side conversations
- Be willing to work together

#### **Community Agreement: Online Etiquette**

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

#### **Academic Integrity: Student Community Standards**

- UIC is an academic community committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. In this community, all members including faculty, administrators, staff, and students alike share the responsibility to uphold the highest standards of academic honesty and quality of academic work so that such a collegial and productive environment exists.
- As a student and member of the UIC community, you are expected to adhere to the [Community Standards](#) of integrity, accountability, and respect in all of your academic endeavors. When [accusations of academic dishonesty](#) occur, the Office of the Dean of Students investigates and adjudicates suspected violations of this student code. Unacceptable behavior includes cheating, unauthorized collaboration, fabrication or falsification, plagiarism, multiple submissions without instructor permission, using unauthorized study aids, coercion regarding grading or evaluation of coursework, and facilitating academic misconduct. Please review the [UIC Student Disciplinary Policy](#) for additional information about the process by which instances of academic misconduct are handled towards the goal of developing responsible student behavior.

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

### Notes about Plagiarism, Consequences...and How to Avoid it

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

### Tips for Success

- There are many ways for you to show what you know or can do and how you are learning, through your effort, interaction and class participation, application of critical thinking skills to solve real world problems, and performance on assignments. This class has been structured to help all students get the support and guidance needed to succeed in your learning. The following tips will help you be successful in this class and in other classes throughout your career at UIC.
  - Ask questions during lecture in the chat, or to your TA in discussion section

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<sup>1</sup> See “Plagiarism,” University of Oxford, accessed August 17, 2021, <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>.

<sup>2</sup> Ibid.

- Be self-motivated and self-disciplined, keeping up with assignments and completing coursework on time
- Participate in class discussions
- Individually review your notes after class
- Ask questions during student hours about concepts or procedures that seemed confusing
- Attend / engage in student hours with me and your TA
- Speak up if problems arise because non-verbal communication not possible in an online setting

## Course Schedule

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### Required Readings

- Frieden, Jeffry A., David A. Lake, and Kenneth A. Schultz. 2019. *World Politics: Interests, Interactions, Institutions, 4<sup>th</sup> ed.* New York: WW Norton & Company.

Week	Date	Topic	Reading	Deadline
1	01/11	Class introduction		
	01/13	History	FLS: Chapter 1	
	01/14	<i>Introductions</i>		
2	01/18	History	FLS: Chapter 1	
	01/20	Interests, Interactions, Institutions	FLS: Chapter 2	
	01/21	<i>Whose history?</i>		<i>Syllabus quiz</i>
3	01/25	Interests, Interactions, Institutions	FLS: Chapter 2	
	01/27			
	01/28	<i>Discussion of International Current Event Questionnaire (CEQ)</i>		
4	02/01	International Law	FLS: Chapter 11	
	02/03			
	02/04	<i>Reviewing the 3 "I"s</i>		<i>Latin America quiz</i>
5	02/08	Human Rights	FLS: Chapter 12	
	02/10			
	02/11	<i>Human Rights activity</i>		<i>Central Asia quiz</i>
6	02/15	Global Environment	FLS: Chapter 13	
	02/17			

	02/18	<i>Exam 1 Review</i>		
7	02/22			<b>Exam 1</b>
	02/24	Why War?	FLS: Chapter 3	
	02/25	<i>Spaceship Earth</i>		
8	03/01	Why War?	FLS: Chapter 3	<b>Jan/Feb CEQ Draft</b>
	03/03			
	03/04	<i>Bargaining Model of War</i>		<i>Europe quiz</i>
9	03/08	Domestic Politics & War	FLS: Chapter 4	
	03/10			
	03/11	<i>Friendly Dictators or Hostile Democracies?</i>	<i>FLS: pp. 182-183</i>	
10	03/15	International Institutions & War	FLS: Chapter 5	
	03/17			
	03/18	<i>UN Peacekeeping</i>		<i>Africa quiz</i>
	March 21- 25	<b>Spring Break - No classes!!!!!!</b>		
11	03/29	Civil War & Terrorism	FLS: Chapter 6	
	03/31			<b>Jan/Feb CEQ rewrite</b>
	04/01	<i>Exam 2 Review</i>		
12	04/05			<b>Exam 2</b>
	04/07	International Trade	FLS: Chapter 7	
	04/08	<i>Win As Much As You Can</i>		<i>Middle East/ North Africa quiz</i>
13	04/12	International Trade	FLS: Chapter 7	
	04/14	International Finances	FLS: Chapter 8	
	04/15	<i>Harmonized Schedule of Tariffs</i>		<i>East Asia quiz</i>
14	04/19	International Monetary Relations	FLS: Chapter 9	
	04/21			
	04/22	<i>Simulation</i>		
15	04/26	Economic Development	FLS: Chapter 10	
	04/28			<b>March/April CEQ</b>
	04/29	<i>Exam 3 Review</i>		
<b>Final Exam</b>	<b>Wed., 05/04 10:30-12:30</b>			<b>Final Exam help available</b>

	May the fourth be with you!			
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### Political Science Writing Prizes

- In the Spring semester of every year, the Department of Political Science announces competitions for 'best undergraduate paper' in several categories, such as international relations, urban politics, public policy analysis or comparative politics, and constitutional law and ethics. Any paper written for a POLS class during the academic year, Fall or Spring semester, is eligible for submission for one of these awards, if it fits with the broad scope of one of the topics. Students are encouraged to keep these awards in mind when developing papers for their classes.
  - The writing assignment for this class is not appropriate for the 'best paper' awards, but if you are also enrolled in another political science course this semester, please keep these awards in mind.

### UIC Resources Supporting Student Wellness and Academic Success

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

Please check out the following resources available to UIC students

- The **Writing Center** offers friendly and supportive tutors who can help you with reading and writing in any of your courses, not just English. Tutors are ready to help with other writing as well, such as job applications, personal statements, and resumes. The tutor and you will work together to decide how to improve your writing. If you have not started your assignment, that is OK. A tutor can help you brainstorm or make an outline. Tutors understand that you might be using the Writing Center for the first time. They are ready to guide you through your first session. You can choose to work with a tutor in real time using chat and a white board, or submit up to 5 pages of text and receive written feedback within 48 hours. For more information and to schedule an [appointment](#), visit the [Writing Center website](#).
- The **Math and Science Learning Center**, located in the Science and Engineering South Building (SES) at 845 W. Taylor St. 3rd Floor, Room 247, is a meeting place for students in Math, Biological Sciences, Chemistry, Earth and Environmental Sciences, and Physics. At the MSLC, students can meet with graduate teaching assistants for tutoring in 100-level courses, arrange informal group study sessions with other students, or meet up with friends to attend one of the workshops, seminars, or other activities sponsored by the SLC during the semester. Visit the website at <https://mslc.uic.edu/>, call 312-355-4900, or email at [mslc@uic.edu](mailto:mslc@uic.edu).
- The **UIC Library** is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at <http://library.uic.edu/>. To find research materials in specific subject areas view the Research Guides at <http://researchguides.uic.edu/>.
- The **Academic Center for Excellence (ACE)** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Please call (312) 413-0031 or visit <https://ace.uic.edu/> for more information.
- **Counseling Services** are available for all UIC students. You may seek free and confidential services from the Counseling Center at [www.counseling.uic.edu](http://www.counseling.uic.edu). The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490 during normal business hours (M-F, 9 am - 5 pm). If calling after hours, press 2 to be connected to a crisis counselor. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535.
  - Services are also available from the Office of Applied Psychological Services (OAPS); Behavioral Sciences Building, Room 3011A; Phone: 312.996.2540. See

<https://psch.uic.edu/research-programs/clinical/office-of-applied-psychological-services/> for more details.

- The **Campus Advocacy Network** provides information and offers resources to all UIC students, faculty, and staff. Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy, contact UIC's Campus Advocacy Network at 312-413-1025 or visit <http://can.uic.edu/>. To make a report to UIC's Title IX office, email [TitleIX@uic.edu](mailto:TitleIX@uic.edu) or call (312) 996-5657.
- **Campus Security**
  - As a UIC student, you've chosen to live in one of the nation's largest cities. But, as at any university, crime is a reality. At UIC, we are strongly committed to our public safety programs, and we encourage students to be proactive in learning what programs and services are available in case of an emergency. You are **DISCOURAGED** from staying in university buildings alone, including lab rooms, after hours and are **ENCOURAGED** to use the POLICE/STUDENT patrol escort if you are uncomfortable traveling anywhere on campus. You may request an escort to accompany you to your campus destination on foot by calling (312) 996-2830, and between 11:00 pm and 7:00 am you can dial the Red Car service (312) 996-6800 if you are alone and need to leave the building. Through Red Car, the university has established a safe evening transportation service for university employees, students, visitors, and other authorized individuals. The car travels between university facilities within the following general boundaries: Clinton Street on the east; Western Avenue on the west; Jackson Boulevard on the north; and, 16th on the south. This service is available only to individuals possessing a valid UIC i-card. The i-card is required to ensure the safety of the driver and other passengers. Navigate to [Life at UIC](#) for more information.
  - Also, you can download the UIC SAFE app, a free personal security tool for students, faculty, and staff. It allows you easy contact with dispatchers and first responders in case of emergency. Navigate to the [UIC SAFE Toolkit](#) to download the app.
  - Finally, by dialing 5-5555 from a campus phone, you can summon Police or Fire for any on-campus emergency. You may also set up the complete number, (312) 355-5555, on speed-dial on your cell phone.
- **Emergency Response Systems and Guides**

The emergency response guide can be found at the [UIC Ready](#). Please review and acquaint yourself with the guide and recommendations for various emergency situations.