



INCM 8001: Theories of International Conflict: International Relations Approaches

Fall 2022

Dr. Volker Franke

Class Meetings: T 2:00-4:45 pm, SCMPD House 59, Room 117
Office Hours: by appointment
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Course Description

This course examines peace and conflict through the lens of international relations theory. It focuses specifically on the various assumptions and theories of war and peace found in the major IR paradigms including: realism, liberalism, Marxism, feminism, constructivism, and post-structuralism. In addition to covering the major approaches to war and peace in these IR subfields, the course will also cover the role of international and regional organizations like the United Nations, EU, African Union and NATO in addressing civil and international conflicts and working to promote peace.

The course is designed to provide a general overview over the contemporary theories, debates and major scholarly traditions in international relations (IR) as they inform the study of conflict. While impossible to cover the enormous IR literature comprehensively in a one-semester survey, the class introduces students to many of the central theories, authors and issues from a range of scholarly disciplines and perspectives. Serving as a core requirement for the PhD program, the course provides students with key philosophical ideas and theoretical foundations necessary to research the central challenges underlying the prevention, management and transformation of international conflict.

Student Learning Objectives/Outcomes

Upon completion of this course, students should:

- Comprehend and be able to apply the major theories of international relations to the analysis of international conflict;
- Understand the structural and institutional building blocks of the international system;
- Recognize the complex realities of relations between an expanding array of actors (e.g., states, organizations, corporations, groups, individuals) who shape international peace, security and development;
- Be aware of critiques to traditional paradigms in IR and be able to develop and employ new approaches to understanding, explaining and predicting global developments;
- Engage in critical thinking about the future of the international system and their own place and role in the world community.

Course Requirements and Grading

Attendance and Participation:

Complete all readings **prior** to class and attend **all** classes. The literature in IR is extensive and we will cover a lot of material very quickly. Absences from class might leave you ill-prepared for understanding the material and for completing your assignments. This is a seminar and seminars live from discussion and the thoughtful exchange of ideas. Your active participation is crucial to the success of this course and a large part of your grade is based on class participation: if you fail to do the readings or fail to speak up in class, you will do poorly. But please remember: **quality > quantity!** More important than how often you speak in class is what you have to say! Classroom participation will count for 20% of your final grade.

Propositional Inventories:

Each student is required to complete at least **two propositional inventories** over the course of the semester. These will be assigned during the first class. The inventories (max. 3 pages) should outline in detail the substantive arguments presented by the author(s) and the evidence provided in their support. Remember, propositional inventories are outlines, not essays or narratives. You may want to arrange the claims presented in the reading in the form of a multilevel list (theses and sub-theses). Propositional inventories are due in class on the day the reading is scheduled for discussion. **Upload your PI to the submission dropbox in D2L by midnight the day before we discuss the reading in class.** Readings to be selected as propositional inventories are indicated in the syllabus. Each propositional inventory will count for 10% of your final grade.

NOTE: You should complete all readings listed in the syllabus irrespective of whether they are assigned as propositional inventories.

Analysis Essay and Class Discussion Lead:

Each student will **lead one 30-45-minute classroom discussion**. Discussion leaders should prepare a **short essay** (max. 1,500 words double-spaced) integrating at least three of the readings assigned for the day they agreed to lead the discussion. Your essay should not be a mere summary of the readings but rather critically examine the claims made by the authors (i.e., present the hypotheses, theory, questions, controversies), provide a comparative analysis of the assumptions underlying each argument and the evidence presented in its support, and suggest take-aways for our understanding of peace and conflict in the 21st century. In addition, discussion leaders should prepare at least five **discussion questions** based on the selected reading(s), to be distributed to all seminar participants the day before the class in which the readings are to be discussed. To facilitate the seminar discussion, discussion leaders are expected to kick-off class with no more than 10 minutes of **prepared commentary** remarks on the reading(s), addressing one or more of the questions he or she has proposed. Seminar participants will be asked to commit to leading discussions on specific readings during the first class. **Upload your discussion essay and presentation materials to the submission dropbox in D2L by midnight the day before you lead the class discussion.** Your essay will count for 15% of your final grade, your opening remarks and discussion facilitation will count for 5% of your final grade.

Please feel free to coordinate your discussion lead in **debate format** on days with two scheduled discussion leads.

Theory Application Paper:

Throughout the course and in conjunction with your other INCM classes, you have contemplated and developed a conflict-relevant topic of particular interest to you. This assignment requires you to present your topic in sufficient detail so its background and underlying problem/dilemma/paradox become apparent and readers gain a clear understanding of how your paper contributes to its explanation and/or solution. Given your theoretical knowledge and understanding of international relations, what are your explanations and predictions for how to understand/manage your conflict of interest and its underlying dilemmas? Your paper should begin with a clear statement of your thesis and describe your topic – incl. problem/dilemma/paradox – in sufficient detail for readers to be able to follow your analysis and see the logic in your predictions (assume readers know nothing about your issue!). All predictions should be grounded in a theoretical frame developed from any combination of the philosophical approaches we discussed in class. For this assignment, connect at least two, but not more than three, approaches and justify your selection of theories! Be sure to introduce and reference your theoretical frame in sufficient detail, assuming readers are unfamiliar with the theories you selected. You are free to include and discuss any additional sources you deem appropriate (e.g., from your other classes or outside readings), but need to introduce those in sufficient detail as well. In your analysis and predictions, be as specific as possible and use concrete examples to illustrate your claims. **Upload your TAP paper to the submission dropbox in D2L by the deadline indicated in the syllabus.** Your TAP paper should be no more than 4,000 words (double-spaced) in length and will count 40% toward your final grade.

Option for Alternative Assignment(s)

The most important objective of any assignment is the active engagement with the material in order to achieve the stated learning outcomes. Should you find a different assignment or series of assignments more helpful to your learning or more useful in engaging you in the pursuit of your personal or professional (dissertation?) goals, you may self-design an alternative assignment or series of assignments to substitute for any or all of the above specified writing assignments. **Any alternative assignment must be approved by the instructor first!**

Evaluation and Grades:

Participation	20%
Propositional Inventories	20%
Discussion Essay	15%
Discussion Lead	5%
Final Paper	40%

Grading Scale:

The following general grading scale will be used for participation, presentations and completed assignments for this course:

- **A to A-** (90-100 points): The student made a very strong contribution to the course. Class discussion, comments, presentations and/or completion of assignments reflected a great deal of thought about the material and moved the discussion ahead in a constructive manner (e.g., not merely criticizing the readings/arguments by pointing out limitations, but also suggesting useful directions for advancing the debate).
- **B+ to B-** (80-89 points): The student contributed meaningfully to the course. Class participation, presentation and/or completion of assignments went beyond repeating the assigned material

(e.g., pointing to weaknesses/limitations in the literature, but rarely making constructive suggestions for overcoming those limitations and advancing current knowledge).

- **C+ or lower** (<79 points): The student did not contribute meaningfully to the course. Class participation, presentations and/or completion of assignments were limited to more or less repeating the assigned material rather than identifying limitations and making connections or extensions, or were filled with mistakes and inaccuracies.
- **F**: The student was a net drain on the course, rarely if ever speaking in class and failing assignments.

The Meaning of Grades:

Grades serve as numeric codes to evaluate your performance in this course. While grades characterize your immediate accomplishments, they say nothing about your general abilities, skills, or qualities. They also cannot predict your potential as an individual to grow and learn in the future. Therefore, grades do not reflect my personal preferences for particular students; they are merely a contextual assessment of your knowledge and performance at a given point in time.

Readings:

The following books are required readings and are available for purchase in the KSU bookstore:

Collier, Paul. *The Bottom Billion: Why the poorest Countries are failing and what can be done about it*. Oxford: Oxford University Press, 2007.

Dunne, Tim, Milja Kurki & Steve Smith (eds.). *International Relations Theories: Discipline and Diversity*. 4th ed., Oxford University Press, 2016. (Referenced below as **DKS**). **Please note:** You may purchase an earlier edition of this book, just double-check the chapter order by topic.

Sen, Amartya. *Development as Freedom*. New York: Random House, 2000.

Recommended Reference Reading:

Griffiths, Martin, Steven C. Roach and M. Scott Solomon, *Fifty Key Thinkers in International Relations*, 2nd ed., London and New York: Routledge, 2009 (available on D2L).

In addition, we will be discussing a number of readings that are either available electronically through a link or the **D2L** course site.

Course Schedule and Reading Assignment

Week 1 Aug. 16	Course Introduction <u>Read:</u> This Syllabus DKS, Introduction (Smith)
Week 2 Aug. 23	IR Theory and the Global Context <u>Read:</u> ▪ DKS, Ch. 1 (Kurki & Wright) + Ch. 2 (Brown)

- Hollis & Smith, *Explaining and Understanding International Relations*, Chs. 1, 3-6 (D2L)

Propositional Inventories:

- Kotkin, Realist World (D2L)
- Deudney & Ikenberry, Liberal World (D2L)
- Chua, Tribal World (D2L)
- Varghese, Marxist World (D2L)
- Drum, Tech World (D2L)
- Busby, Warming World (D2L)

Discussion Lead:

Week 3
Aug. 30

Realism & Idealism

Read:

- DKS, Ch. 3 (Lebow) + Ch. 4 (Mearsheimer)
- Hobbes, *Leviathan*, Chs. 8-15, at <http://www.gutenberg.org/ebooks/3207>
- Thucydides, *The Melian Dialogue* (handed out)
Video at <http://www.youtube.com/watch?v=PNzHOqjMHwY>

Propositional Inventories:

- Machavelli, *The Prince* (all), at <http://www.gutenberg.org/ebooks/1232>
- E. H. Carr, *The Twenty-Years Crisis*, Chs. 1-7 (D2L)

Discussion Lead Realism:

Discussion Lead Idealism:

Week 4
Sep. 6

Constructivism & Anarchy

Read:

- DKS, Ch. 7 (Dunne)
- Francis Fukuyama, "The End of History?" at <http://www.wesjones.com/eoh.htm>.

Propositional Inventories:

- Samuel Huntington, *The Clash of Civilizations, Foreign Affairs* 1993, (D2L) and at <http://users.metu.edu.tr/utuba/Huntington.pdf>.
- Hedley Bull, *The Anarchical Society*, Chs. 1-4 (D2L)

Discussion Lead:

Week 5
Sep. 13

Liberalism & Democratic Peace Theory

Read:

- DKS, Ch. 5 (Panke & Risse) + Ch. 6 (Martin)
- Kant, *Perpetual Peace*, pp. 106-142 and Appendix 1, pp. 161-182, at <http://www.gutenberg.org/ebooks/50922>
- Waltz, *Theory of International Politics*, Chs. 1, 4+5, skim the rest. (D2L)
- Woodrow Wilson, 14 Point Speech, at <https://usa.usembassy.de/etexts/democrac/51.htm>

Propositional Inventories:

- Doyle, Michael. "Liberalism and World Politics" *American Political Science Review*. 80(4) 1986, pp. 1151-1169. (D2L)
- Robert Keohane, *Power and Interdependence*, Chs. 1-3. (D2L)

- Alexander Wendt, "The Agent-Structure Problem in International Relations Theory," IO 41, 1987: 335-370. (D2L)
- Alexander Wendt, "Anarchy is what State make of it," IO 46, 1992: 391-425. (D2L)

Discussion Lead Liberalism:

Discussion Lead DPT:

Week 6
Sep. 20

Marxism

Read:

- DKS, Ch. 8 (Rupert)
- Marx, "The German Ideology, Part I.A: Idealism and Materialism," (D2L) and at https://www.marxists.org/archive/marx/works/download/Marx_The_German_Ideology.pdf
- Karl Marx, "On the Jewish Question," (D2L) and at <https://www.marxists.org/archive/marx/works/download/pdf/On%20The%20Jewish%20Question.pdf>

Propositional Inventories:

- Marx & Engels, *The Communist Manifest*, (D2L) and at <https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf>
- Lenin, *Imperialism: The Highest Stage of Capitalism* (all), (D2L) and at <http://www.readingfromtheleft.com/Books/Classics/LeninImperialism.pdf>
- Immanuel Wallerstein, "The Rise and Future Demise of the World Capitalist System," *Comparative Studies in Society and History* 16, 1974: 387-415. (D2L)

Week 7
Sep. 27

Feminism

Read:

- DKS, Ch. 10 (Tickner & Sjoberg)
- Jill Steans, *Gender and International Relations*, Chs. 1-3+5. (D2L)
- UN Security Council Resolution 1325 at <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N00/720/18/PDF/N0072018.pdf?OpenElement>
- "Gender Mainstreaming" (D2L) and at <http://www.un.org/womenwatch/osagi/pdf/e65237.pdf>
- Millennium Development Goals, especially Goal 3 "Gender Equality," at <http://www.un.org/millenniumgoals/gender.shtml>

Propositional Inventories:

- J. Ann Tickner, "You just don't understand: Troubled Engagements between Feminists and IR Theorists," ISQ 41, 1997: 611-632. (D2L)
- Cynthia Enloe, *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, University of California Press, 2000, Chs. 1-4+9 (D2L)

Discussion Lead:

Week 8
Oct. 4 Read:

Post-Modernism & Post-Structuralism

- DKS, Ch. 11 (Campbell)
- Emmanuel Navon, "The 'third debate' revisited," *Review of International Studies* 27, 2001: 611-625. (D2L)

Propositional Inventories:

- Jim George & David Campbell, "Patterns of Dissent and the Celebration of Difference: Critical Theory and International Relations," ISQ 34, 1990: 269-293. (D2L)
- Yosef Lapid, "The Third Debate: On the Prospects of International Theory in a Post-Positivist Era," ISQ 33: 235-254. (D2L)

Discussion Lead:

Week 9
Oct. 11

Modernization & Dependency TheoriesRead:

- DKS, Ch. 12 (Grovoqui)

Propositional Inventories:

- A.F.K. Organski, *The Stages of Political Development*, pp. 3-17. (D2L)
- Theotonio dos Santos, "The Structure of Dependence," *The American Economic Review* 60, 1970: 231-236. (D2L)
- Samuel Huntington, "Political Development and Political Decay," *WP* 17(3), 1965: 386-430. (D2L)
- Karl W. Deutsch, "Social Mobilization and Political Development," *APSR* 55, 1961: 493-514. (D2L)
- Walt Rostow, "The Stages of Economic Growth," *Economic History Review* 12, 1959: 1-16 (D2L)
- Andre Gunder Frank, "The Development of Underdevelopment," in Linklater, *International Relations: Critical Concepts in Political Science*, Vol. III: 1149-59. (D2L)
- Johan Galtung, "A Structural Theory of Imperialism," *Journal of Peace Research* 13(2), 1971: 81-118. (D2L)

Discussion Lead Modernization Theory:Discussion Lead Dependency Theory:

Week 10
Oct. 18

Development & SecurityRead:

- Collier, *The Bottom Billion*, Chs. 1+2
- Sen, *Development as Freedom*, Chs. 1+2
- 2014 UN Development Report at <http://hdr.undp.org/en/content/human-development-report-2014>

Propositional Inventories:

- Paul Collier, *The Bottom Billion* (all)
- Amartya Sen, *Development as Freedom*, Chs. 1-6.
- Amartya Sen, *Development as Freedom*, Chs. 7-12.

Discussion Lead:

Week 11
Oct. 25

Globalization & Resource ConflictsRead:

- DKS, Ch. 14 (Hay)
- Barber, Benjamin. *Jihad Vs. McWorld*, Ch. 1
- Franke, Hampel-Milagrosa & Shure: "In Control of Natural Wealth" (D2L)

Propositional Inventories:

- Fearon, J. D. 2005. "Primary Commodity Exports and Civil War." *Journal of Conflict Resolution*, Vol. 49, No. 4, pp. 483–507. (D2L)
- Ross, Michael L. 2004. "What Do We Know About Natural Resources and Civil War?" *Journal of Peace Research*, Vol. 41, No 3, pp. 337–356. (D2L)
- Barber, Benjamin. *Jihad Vs. McWorld: How Globalism and Tribalism are reshaping the World*, New York: Random House, 1996, Chs. 2-9+19. (R)

Discussion Lead:

Week 12
Nov. 1

Technology & PeaceRead:

- Jeremy Rifkin, *The Age of Access*, Ch. 1
- "Mobile Technologies and Empowerment: Enhancing human development through participation and innovation," at http://www.undp.org/content/undp/en/home/librarypage/democratic-governance/access_to_informationand-governance/mobiletechnologiesprimer.html

Propositional Inventories:

- Pierskalla & Hollenbach, "Technology and Collective Action: The Effect of Cell Phone Coverage on Political Violence in Africa" (D2L)
- Jeremy Rifkin, *The Age of Access*, New York, Penguin-Putnam, 2000, Chs. 10+11. (R)

Discussion Lead:

Week 13
Nov. 8

Human SecurityRead:

- The Human Security Reports at <http://www.hsrgroup.org/>
- Sasha Werthes, Corinne Heaven, Sven Vollnhals, "Assessing Human (In)Security Worldwide," INEF Report 102/2011 (D2L) and at <http://edoc.vifapol.de/opus/volltexte/2013/4867/pdf/report102.pdf>
- Franke, "The Emperor Needs New Clothes" (D2L)
- Report of the International Commission on Intervention and State Sovereignty, "The Responsibility to Protect" at <http://www.responsibilitytoprotect.org/index.php/publications>

Discussion Lead:

Week 14
Nov. 15

IR and Conflict Management (Discussion)Read:

- Franke, Wolterstorff & Wehlan, "The Three Conditions" (D2L)
- Wolterstorff & Franke, "The Safety Spiral" (D2L)
- PRIF Report, "Democracy Promotion in Times of Uncertainty (D2L)

Nov. 22

No Class!! Thanksgiving Break!!

Nov. 29

**Course Wrap-Up
Final Paper Due!!**

University Policies

KSU may shift the method of course delivery at any time during the semester in compliance with University System of Georgia health and safety guidelines. In this case, alternate teaching modalities that may be adopted include hyflex, hybrid, synchronous online, or asynchronous online instruction.

Based on guidance from the University System of Georgia (USG), masks are encouraged based on individual preference and assessment of personal risk. Disposable face coverings can be picked up at the Office of Emergency Management at Chastain Pointe on the Kennesaw campus and Norton Hall Police Precinct on the Marietta campus. Please email oem@kennesaw.edu if you have questions.

Every KSU student is responsible for upholding the provisions of the [Student Code of Conduct](#), as published in the Undergraduate and Graduate Catalogs. Section 5c of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

All students are responsible for knowing the information, policies and procedures outlined in the Kennesaw State University Codes of Conduct. [Student Conduct and Academic Integrity](#) (SCAI) includes: the general Student Code of Conduct, the Residential Code of Conduct, and the Code of Academic Integrity.

Federal law Section 508 Subsection 1194.22 of the Rehabilitation Act and the Board of Regents (BOR) of the University System of Georgia (USG) Web Accessibility Guidelines require that all web content meet the federal government's accessibility guidelines. As such, KSU complies with USG guidelines.

University accessibility assistance is provided by several offices as noted below. Staff in these offices work to accommodate requests for access or assistance with access as soon as possible in order to either accommodate the request or identify an effective alternative for the requestor.

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require "reasonable accommodation(s)" to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University's Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations.

Student Disability Services is located in the Carmichael Student Center in Suite 267 on the Kennesaw campus or Building A in Suite 160G on the Marietta campus. Please visit the [Student Disability Services](#)

([SDS website](#)) for more information or call the office at 470-578-2666 (Kennesaw campus) or 470-578-9111 (Marietta campus).

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

It is the responsibility KSU faculty and students to respect the rights of copyright holders and complying with copyright law. The University System of Georgia recognizes that the exclusive rights of copyright holders are balanced by limitations on those rights under federal copyright law, including the right to make a fair use of copyrighted materials and the right to perform or display works in the course of face-to-face teaching activities.

The University System of Georgia facilitates compliance with copyright law and, where appropriate, the exercise in good faith of full fair use rights by faculty and staff in teaching, research, and service activities. The University System of Georgia ensure compliance with copyright law in the following ways.

- A. The USG informs and educates students, faculty, and staff about copyright law, including the limited exclusive rights of copyright holders as set forth in 17 U.S.C. § 106, the application of the four fair use factors in 17 U.S.C. § 107, and other copyright exceptions.
- B. The USG develops and makes available tools and resources for faculty and staff to assist in determining copyright status and ownership and determining whether use of a work in a specific situation would be a fair use and, therefore, not an infringement under copyright law;
- C. The USG facilitates use of materials currently licensed by the University System of Georgia and provides information on licensing of third-party materials by the University System; and
- D. The USG identifies individuals at the University System and member institutions who can counsel faculty and staff regarding application of copyright law.

Students have certain rights to privacy. These rights are mandated by federal policy. Leaving their work in an unsecured area such as outside your office door (unless agreed upon with each student) means that the students' names and grades and possibly social security numbers are accessible to everyone. Additionally, research papers can be taken and used by other individuals. It is recommended that you permit students to retrieve their work from your office if you don't return it to them in class.

Information should not be made public in any way in which a student's grades, social security number, or other personal information may be identified. Grade information may be shared with members of the KSU community who also have a legitimate educational interest in student success (e.g. academic advisors or members of the Behavioral Response Team). Faculty may be asked to provide early alert information if there is a concern that a student is at risk, academically or otherwise.

As a member of the Kennesaw State University community of scholars, I understand that my actions are not only a reflection on myself, but also a reflection on the University and the larger body of scholars of which it is a part. Acting unethically, no matter how minor the offense, will be detrimental to my academic progress and self-image. It will also adversely affect all students, faculty, staff, the reputation of this University, and the value of the degrees it awards. Whether on campus or online, I understand that it is not only my personal responsibility, but also a duty to the entire KSU community that I act in a manner consistent with the highest level of academic integrity. Therefore, I promise that as a member of the Kennesaw State University community, I will not participate in any form of academic misconduct. The [Student Handbook](#) contains information regarding Rights Pertaining to Student Records, and FERPA specific details are available on the [Registrar's website](#).

Privacy in the Education Process.

A key requirement of the formal evaluation process is the protection of individual privacy rights concerning educational grading. The University's online learning system and email system is designed to prevent unauthorized individuals from gaining access to sensitive information or information protected by federal or state law. Consequently, faculty and students are strongly encouraged to only communicate regarding course matters through the University's designated technology learning system.

In accordance with federal and state law including, Title IX of the Education Amendments of 1972 ("Title IX") and Title VII of the Civil Rights Act of 1964 (Title VII), the University System of Georgia (USG), including Kennesaw State University, prohibits discrimination on the basis of sex in any of its education programs or activities or in employment. The USG is committed to ensuring the highest ethical conduct of the members of its community by promoting a safe learning and working environment. To that end, Kennesaw State University follows USG Board of Regents Policy Manual, Section 6.7. See <https://equity.kennesaw.edu/titleix/title-ix.php>.

Withdrawal from Classes

Students who withdraw from courses before the withdrawal deadline, as specified by the academic calendar will receive a grade of W. A student who officially withdraws from a course by the end of the last day to withdraw without academic penalty will receive a grade of "W" and receive no credit. A student who officially withdraws from a course after the last day to withdraw without academic penalty and before the last week of classes during the semester will receive a grade of "WF," which will be counted as an "F" in the grade point average calculation.

Students may drop one, some, or all of their classes during the drop/add period. Courses dropped in this manner do not appear on a student's transcript and are not considered as hours attempted for financial aid purposes. No grade is assigned for such courses. However, a student who wishes to withdraw from a course after the last day of the drop period for a term must withdraw through Owl Express. Students with an active registration hold on their record must clear that hold before being able to withdraw from their coursework.

If a student experiences significant personal hardship (e.g., medical or family emergency, prolonged illness), the Dean of Students can approve a hardship withdrawal from all courses in the term for which the student is currently registered. In the case of an approved hardship withdrawal from all courses, the Registrar will assign grades of "W" for those classes. The deadline for final approval of a hardship withdrawal by Dean of Students is the last day of class for which the hardship withdrawal is sought. If the hardship withdrawal process is not complete by the last day of class for which the hardship withdrawal is sought, a student must appeal for a retroactive hardship withdrawal from the Academic Appeals Committee.

Appeals for retroactive hardship withdrawals must be directed to the Academic Standing Committee. Retroactive hardship withdrawals are rarely granted if it has been more than one year since the last day of class for which the withdrawal is sought. Extraordinary justification must be shown. In the case of approved retroactive hardship withdrawals, the Registrar will assign a grade of "W." If a student is suspended by the Office of Student Conduct following a violation of the University's Code of Conduct not related to academic dishonesty, the Office of Student Conduct may facilitate a University-initiated withdrawal from courses for which a student is registered for the term. The Registrar will assign grades of "W" for those classes.

A student will receive a refund only when the student withdraws from ALL courses for the applicable semester and only by the schedule outlined in the University refund policy.

Students should be aware that a reduction in their hours might result in the loss of full-time student status and thus affect their financial aid, scholarships, athletic and ticket eligibility, University housing accommodations, use of University resources and access to University facilities, immigration status for international students, and Veterans Educational Benefits. Students should contact the appropriate office and their academic advisor with questions about the impact of their withdrawal from a course before initiating a withdrawal. Veterans and dependents of veterans who receive educational benefits must notify the Veterans Education Benefits Area in the Office of the Registrar of any course load reductions.

A student will receive a "WM" symbol for all courses and a full refund of tuition and mandatory fees and a pro rata refund of other fees for military and other service, as defined by BOR Policy Manual, Section 7.3.5.3. To request a military withdrawal, the student must submit a copy of official orders to the Office of the Registrar.

Auditing of courses will be permitted for regularly enrolled graduate students, as well as on a space-available basis for those who hold a graduate degree from Kennesaw State. Auditing courses is not allowed in the Coles Doctor of Business Administration, the Coles Executive MBA, the Master of Science in Conflict Management (MSCM), the Master of Science in Information Systems (MSIS), or any of KSU's Master of Education (M.Ed.) programs. Students must have completed all prerequisites necessary for the course to be audited and are expected to complete all course requirements as noted on the course syllabus. A student may audit no more than 6 credit hours of graduate course work in a given term. The grade of "V" will be given for successfully completed audited courses. This grade will have no effect upon the student's grade-point average, and students will not be permitted to have the audit grade changed at any future date. Audited courses will not count toward degree completion for any of KSU's graduate programs.

The permission to audit form, available in the Office of the Registrar, must be submitted before the end of final registration. The form must be signed by the Graduate Program Director of the program offering the course to be audited. Audited courses count at full value in computing the student's course load and fees. The student's name will appear on the official class rolls of the courses audited, as well as the student's approved schedule of courses. No credit is granted for audited courses, and students are not permitted to change to or from an auditing status except through the regular procedures for schedule changes.

Institutional Chief Academic Officers will encourage faculty to clarify for students, at the beginning of each course, the basis on which grades will be determined and to provide timely academic feedback as the course progresses ([BOR Academic and Student handbook policy 2.18](#)).

All members of the class are expected to follow [rules of common courtesy in all email messages](#), threaded discussions and chats.

During the course of the year, Kennesaw State University may decide to close campus or operate on a delayed schedule in cases of inclement weather.

The University will announce campus closures and delayed schedules in several ways. The cell phone number on file with the university will automatically receive KSU Alerts, so make sure your information in OwlExpress is accurate at all times. An email will also be sent to your university account. In addition, announcements will be made by a notice on the [Kennesaw State University home page](#).