POLS 2305 – U.S. Government and Politics  
**TRIAD J LEARNING COMMUNITY**  
Section 410-415, 430 & 431  
Fall 2013 Syllabus, Version 2.0  
Instructor: Dr. Jennifer L. Epley  
Office Location: Bay Hall 3.41  
Office Telephone: (361) 825-2554

Office Hours:  
* To be determined…  
* By appointment (in case of class or employment conflicts only)  
* Please save detailed conversations for office hours instead of directly before or after a class session.

**Email:** jennifer.epley@tamucc.edu  
- Please consider e-mail as official correspondence.  
- Efforts will be made to address your e-mail within 48 hours. If you do not receive an email within 48 hours, please send a follow-up email.  
- No email correspondence on weekends.  
- No email correspondence on the day before an examination or deadline.  
- E-mail communications should be about class business. E-mail is not the place for summaries of lectures, discussions, or readings, however.  
- Please use the subject line in a way that indicates the content of the message. Please also use professional language and include your full name, section number, and a complete inquiry in the body of the message. Unprofessional emails will result in non-response.  
- Please keep copies of e-mails that are sent and received for records purposes.

**Required Course Websites:**  
- Blackboard online ([https://iol.tamucc.edu/](https://iol.tamucc.edu/)) → Free access  
- McGraw-Hill Connect/LearnSmart Homework Online → Must purchase access code with the assigned required textbook (see page 2 of the syllabus for details)

**Course Section Details for Registered Students:**  
POLS 2305 – U.S. Government & Politics meets Tuesdays and Thursdays from 2:00pm-3:15pm in Room 113 of the Center for Instruction (CI) Building.

**Course Description and Objectives:**  
Political Science 2305 is an introductory course about political science in general and American politics in specific. Together in this course we will develop your ability to analyze various political processes and institutions. We will go beyond the basic facts of history and civics—what political institutions exist, how did they arise, who are the key political figures, etc.—to address basic questions of political science such as: What is the function of government and when does it fulfill or abdicate this function? How do political actors such as politicians and parties attain power? What is the role of institutional rules and procedures? What do citizens think about and do with regard to politics? Such questions and the answers we will find are applicable to us as citizens, residents, and visitors in the United States. These issues are also relevant elsewhere in the world. Through a process of collaboration, cooperation, and discovery, we will develop our knowledge base and skills. Substantive
knowledge, critical thinking and analysis, developing and defending arguments, and the clear and concise articulation of ideas and evidence will be important components of the discussions, writings, and evaluations in this course.

Topics covered include, but are not limited to: federalism, the U.S. Constitution, the three branches of government, the bureaucracy, the legal system, public opinion, political behavior, the mass media and politics, political parties, campaigns and elections, interest groups, and how the government and society deal with issues such as personal liberty, rights, the economy, and different domestic and foreign public policies.

Learning Objectives / Student Learning Outcomes:
Upon completion of this course students will be able to:
1. Describe “basic facts” about the American political system in historical and contemporary terms.
2. Understand and evaluate key concepts, theories, research methods, evidence, and conclusions by experts on U.S. politics.
3. Effectively and efficiently conduct their own analysis of certain political processes and institutions.

Required Bundled Textbook and Online McGraw-Hill Connect/LearnSmart Access Available from Campus Bookstore and Direct from Publisher:

Title: Government Matters: American Democracy in Context (paperback)
Authors: John Anthony Maltese, Joseph A. Pika, and W. Phillips Shively
ISBN 9781259139741
Publisher: McGraw-Hill

Cost: $75.00 (not including shipping, taxes, or other fees) on direct student website gets you the textbook, ebook, and online homework system access, which is required for this course. See http://shop.mcgraw-hill.com/mhshop/store/TAMUCC for more information.

OR

Cost: $107.15 (not including taxes or other fees) via university bookstore gets you the textbook, ebook, and online homework system access, which is required for this course. See http://universityservices.tamucc.edu/bookstore.html for more information.

Additional readings (paper and online), websites, and multi-media will be required. These materials will supplement the textbook chapters and the instructor’s lectures. The instructor will provide the copies and links to students in class, via Blackboard, and/or by email.

Performance Evaluation and Grading: Your final course grade will consist of…

60% Five Online Major Examinations – Each examination is worth 12% of the course grade. The format will be a combination of multiple choice and true/false items. Exams are administered online during scheduled class time and university-assigned finals week. See the attached schedule for details.

15% Online Homework via McGraw-Hill Connect/LearnSmart – There will be regular online homework assignments during the semester. These assignments will supplement and reinforce material from the textbook and lectures. See the attached schedule for the homework deadlines.
Case Study/Application Responses (CSAR) – There will be seven CSARs to be submitted during the course of the semester (see schedule for details). Students are expected to thoughtfully engage in active discussions using their CSARs as the basis of their in-class contributions. The instructor will collect the CSARs at the end of each class session. Students will receive credit for these assignments in their First-Year Seminar course as well. Please refer to the other instructors’ syllabi for details.

Final First-Year Seminar Portfolio – Please see the guidelines for the final portfolio from your seminar instructor. Because this portfolio includes political content and overlaps with shared methods from the First-Year Seminar and/or Composition courses, it will count for credit in POLS 2305 as well. This is the main “integrated assignment” for the Triad J Learning Community.

Notes: Students will be required to take metacognitive notes and credit will be provided in the First-Year Seminar. These notes are permitted for use on the examinations in POLS 2305 as well as quizzes in the First-Year Seminar.

Make-Up Policy:
No late work is accepted for the Online Homework via McGraw-Hill Connect/LearnSmart or Case Study/Application Responses. No exceptions.

If, for any reason, a student misses a major examination, he/she has permission to take one make-up examination on the same day of the university-scheduled final in the allotted time slot. No more than one make-up examination is permitted. No exceptions. Make-up examinations may be different in content and format from those given previously in class. Students must sign up in advance so that the instructor has time to make the necessary versions before the final test day. Students who do not sign up in advance will not be permitted to make up any missing exams. Make-up examinations are not opportunities to retake an examination for a better grade.

Example Scenario: A student misses the first exam and takes the other four exams on time. That student has the option to take the first exam on the day of finals. He/she will sign up on the list, thus getting permission to take the first exam. That student will then need to re-study the course material to perform well on the make-up of the first exam.

Grading Scale:
A = 90 – 100  B = 80 – 89  C = 70 – 79  D = 60 – 69  F = 59 and below

Additional Notes:
No extra credit options are available for this course. No exceptions. Please do not request extra credit from the instructor at any point in time (especially at the end of the semester).

Grade Appeal Process:
Major Examinations, McGraw-Hill Connect/LearnSmart Homework, and CSARs – Students have one week from the date that a score is posted on Blackboard or McGraw-Hill Connect/LearnSmart for each individual component to make a grade appeal. First see the instructor during office hours to discuss the matter. Students may be asked to submit a written/typed appeal letter for documentation purposes. If after the meeting a student wants to file a formal appeal, he/she should then follow the university’s appeal procedures, which are explained at http://www.tamucc.edu/provost/university_rules/index.html. Students may also contact the Office of Student Affairs for assistance.
**Final Grade** – As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. Students may be asked to submit a written/typed appeal letter for documentation purposes. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Dropping a Class:** The instructor hopes that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with the instructor before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Please refer to the academic calendar online for information about the last day to drop a class with an automatic grade of “W” this term.

**Academic Honor Code:** Students are expected to uphold the Academic Honor Code published in the University Student Handbook. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Violations of the Academic Honor Code will not be tolerated.

***Academic Dishonesty, Cheating, and Plagiarism***: Academic dishonesty, cheating, and plagiarism of any kind are unacceptable. There are no exceptions. Consequences for academic dishonesty, cheating, and plagiarism include, but are not limited to, a failing grade for an assignment, a failing grade for the course, noncredit for an assignment, additional work, and/or direct referral to university officials.

**Academic dishonesty** includes, but is not limited to, the use of unauthorized information during a quiz or exam, plagiarism, submitting the same paper for multiple courses without permission, or depriving another student of the ability to perform his or her work. The term **cheating** includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments, plagiarism; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff. The term **plagiarism** includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials. If you have questions about the university’s policy on academic dishonesty, please see the Student Code of Conduct at [http://judicialaffairs.tamucc.edu/StudentCofC.html](http://judicialaffairs.tamucc.edu/StudentCofC.html).
Classroom Policies:

- **Attendance is mandatory.** There is a strong, positive correlation between high class attendance and high course grades. Students who regularly attend class receive a myriad of benefits from learning in real-time with face-to-face contact with the instructor and peers.
  - Students must provide their original signature on an attendance sheet at each class meeting. The university requires that faculty members keep track of student attendance, particularly for the purpose of reporting in the SAIL system any information related to “stopped attending” or “never attended” (including exact dates). **Do not sign in for other people besides yourself.** Please pass the sign-in sheet around the room efficiently to ensure that everyone is documented as needed.

- **Be on time to class.** Please be considerate of your peers and the instructor by being punctual. If you are more than ten minutes late to class without advanced notice or valid documentation, please do not enter the classroom.

- **Stay until the end of class.** “End of class” means when the instructor verbally releases students to leave. Please do not start to pack up your belongings too early as this is a distraction to other students and the instructor. If you need to leave early (with advanced notice with a proper documented excuse), please sit in a seat closest to one of the classroom exits in order to minimize the disruption of your early departure.

- **Please do not talk (i.e., have “side conversations”) during lecture.** Students will be concentrating on taking notes, so talking will distract them from doing a good job. There will be designated periods in which students will have the opportunity to discuss course material with classmates. Talking is permitted at those times. **Questions for the instructor about the presented material are still welcomed and encouraged during lectures. Please raise your hand and the instructor will answer questions as needed.**

- Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. **Students engaging in unacceptable behavior may be instructed to leave the classroom.**

- The instructor will assume that prior to class you have made an earnest effort to understand the material. This will allow you to be prepared to engage the material in more detail or address misunderstandings during class. Reviewing “basic facts” will primarily be reserved for examinations, not lectures or office hours.

- There will be opportunities for the instructor to answer your questions and for you to discuss important questions with your peers. Students are invited to have open discussions and respectful debates during designated periods. Indeed, such debates are essential both for your learning and for progress in political science more generally. To foster an intellectually supportive environment, students should adhere to the dialogue guidelines (see extra handout).
Unless directed by the instructor for specific course activities, the use of laptops, mobile phones, texting devices, entertainment gadgets, music devices, headphones, personal digital assistants (PDAs), etc. is prohibited. Phones in particular should be set to “vibrate” if you must have a phone to receive emergency calls. Phones should not be visible to other students or the instructor. In other words, keep your phone in a bag, backpack, pocket, etc. The abovementioned items limit a student’s active participation, can disturb other students, and distracts the instructor. If a student is found to be using any of the aforementioned technological devices without permission, the instructor will politely request that the student stop using the device. A student will be asked to leave the class if found using the device again. This disciplinary process takes time away from lecture and discussion, so please do not disrupt the entire class by taking such a chance.

Lecture slides are not posted online because of...

- Copyright issues: Academic material such as syllabi and lecture slides are proprietary, and unfortunately some professors have had negative experiences with putting their materials out in the public domain.
- Attendance and “crutch” issues: Some students are prone to missing class if slides are available because they view the slides as a substitute for lecture. Missing class has several potentially negative consequences, so the instructor “helps” these students by providing an incentive to attend class. We also avoid possible misinterpretations of slide material if we can handle questions and concerns in real time in class. In addition, some students might treat lecture slides as a “crutch” (e.g., simply memorizing slides) rather than truly developing their own knowledge base and understanding or using the resources that are already readily available to them (like their own notes).

*** The slides are primarily for visual learners who need to both hear words and see text as they are learning. They are not meant for students to copy as a substitute for prior studying. Also, students should not frantically try to write down everything from the lecture slides. If students come prepared, most of the lecture should not be new. Lecture is simply another time and place to encounter the material again since repeat exposure helps with memory and understanding. As such, your in-class lecture notes do not need to be extremely lengthy. Additionally, please pay attention to what is not on the slides, that is, the extra examples and vocabulary the instructor mentions that are related to the slides. Students should keep track of such examples and terms. If students are too busy trying to write everything from the slides, they may miss other key information from the instructor and their peers.

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit them in CCH 116. Please also contact the instructor early if you require assistance.
Veterans: If you are a veteran who is experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the instructor and/or the Disability Services Office at (361) 825-5816. Veterans can find more information online at http://vets.tamucc.edu/.

Student Caregivers: If you have caregiving responsibilities (e.g., parent of a child or care for elderly parents) and you anticipate scheduling difficulties, please discuss this at the beginning of the semester with the instructor to work out an appropriate strategy.

Academic Advising: The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and their phone number is (361) 825-3466.

S.A.I.L. System: S.A.I.L. is a secure online student portal where you can access your student, academic, and financial aid records at Texas A&M University-Corpus Christi. Students can find information related to registration, class schedules, course catalogs, tuition and fees, grades, etc. at http://sail.tamucc.edu/.

Academic Calendar Reminders from http://www.tamucc.edu/academics/academic_cal.html:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 8, Thursday</td>
<td>Last day to apply for December 2013 graduation</td>
</tr>
<tr>
<td>September 2, Monday</td>
<td>Labor Day Holiday</td>
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<tr>
<td>September 4, Wednesday</td>
<td>Classes begin</td>
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<tr>
<td>September 11, Wednesday</td>
<td>Last day to register or add a class</td>
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<tr>
<td>November 15, Friday</td>
<td>Last day to drop a class</td>
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<tr>
<td>November 28-29, Thursday-Friday</td>
<td>Thanksgiving Holidays</td>
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<tr>
<td>December 9, Monday</td>
<td>Last day to withdraw from the University</td>
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<tr>
<td>December 10, Tuesday</td>
<td>Last day of classes</td>
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<td>Last day to apply for May 2014 graduation</td>
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<tr>
<td>December 11, Wednesday</td>
<td>Reading Day</td>
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<tr>
<td>December 12-13, Thursday-Friday</td>
<td>Final examinations</td>
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<tr>
<td>December 16-18, Monday-Wednesday</td>
<td>Grading days</td>
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<tr>
<td>December 19-20, Thursday-Friday</td>
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<tr>
<td>December 21, Saturday</td>
<td>Fall Commencement</td>
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→ For the latest information on dates and deadlines, please inquire at the appropriate university office (e.g., Academic Affairs Office, Office of the Registrar, Dean’s Office of your major, main department of your major, etc.), with your academic advisor, and your professors.

Course Schedule: All dates, assignments, and evaluations are subject to change with advanced notice. Please pay attention to Blackboard (https://iol.tamucc.edu/) for updates.

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<thead>
<tr>
<th>Schedule</th>
<th>Course Topics</th>
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<tr>
<td>Week 1:</td>
<td>In Class:</td>
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<tr>
<td>September 5th</td>
<td>* Course Introduction: Syllabus, Dialogue Guidelines, Professor-Student Relations, Professor Background, and Student Introductions</td>
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**Week 2:**
*September 10th & 12th*

- **10th:**
  - Before Class:
    - Chapter 1 McGraw-Hill Connect/LearnSmart Online Homework due by 1:30pm
    - (Average Completion Time: ~35 min)
  - In Class:
    - * Academic Advice
    - * Political Science as a discipline
    - * Chapter 1: Democracy and American Politics

- **12th:**
  - Before Class:
    - Chapter 2 McGraw-Hill Connect/LearnSmart Online Homework due by 1:30pm
    - (Average Completion Time: ~60 min)
  - In Class:
    - * Chapter 2: The Founding and the Constitution

**Week 3:**
*September 17th & 19th*

- **17th:**
  - Before Class:
    - Chapter 3 McGraw-Hill Connect/LearnSmart Online Homework due by 1:30pm
    - (Average Completion Time: ~45 min)
  - In Class:
    - * Chapter 3: Federalism

- **19th:**
  - In Class:
    - * Chapter 3 continued…
    - * CSAR #1 Due

**Week 4:**
*September 24th & 26th*

- **24th:**
  - FIRST MAJOR EXAMINATION (online). Covers introductory Political Science material; Chapters 1, 2, & 3; and CSAR #1.

- **26th:**
  - Before Class:
    - Chapter 4 McGraw-Hill Connect/LearnSmart Online Homework due by 1:30pm
    - (Average Completion Time: ~45 min)
  - In Class:
    - * Chapter 4: Civil Liberties

**Week 5:**
*October 1st & 3rd*

- **1st:**
  - In Class:
    - * Chapter 4 continued…

- **3rd:**
  - Before Class:
    - Chapter 5 McGraw-Hill Connect/LearnSmart Online Homework due by 1:30pm
    - (Average Completion Time: ~45 min)
  - In Class:
    - * Chapter 5: Civil Rights
| Week 6: October 8<sup>th</sup> & 10<sup>th</sup> | 8<sup>th</sup>:  
In Class:  
* Chapter 5 continued…  
* CSAR #2 Due  
10<sup>th</sup>:  
Before Class:  
Chapter 6 McGraw-Hill Connect/LearnSmart Online Homework due by 1:30pm  
(Average Completion Time: ~30 min)  
In Class:  
* Chapter 6: Public Opinion and Political Socialization |
|---|---|
| Week 7: October 15<sup>th</sup> & 17<sup>th</sup> | 15<sup>th</sup>:  
In Class:  
* Chapter 6 continued…  
* CSAR #3 Due  
17<sup>th</sup>:  
SECOND MAJOR EXAMINATION (online). Covers Chapters 4, 5, & 6; and CSARs #2 & #3. |
| Week 8: October 22<sup>nd</sup> & 24<sup>th</sup> | 22<sup>nd</sup>:  
Before Class:  
Chapter 7 McGraw-Hill Connect/LearnSmart Online Homework due by 1:30pm  
(Average Completion Time: ~40 min)  
In Class:  
* Chapter 7: Political Parties  
24<sup>th</sup>:  
Before Class:  
Chapter 8 McGraw-Hill Connect/LearnSmart Online Homework due by 1:30pm  
(Average Completion Time: ~30 min)  
In Class:  
* Chapter 8: Nominations and Elections  
* CSAR #4 Due |
| Week 9: October 29<sup>th</sup> & 31<sup>st</sup> | 29<sup>th</sup>:  
Before Class:  
Chapter 9 McGraw-Hill Connect/LearnSmart Online Homework due by 1:30pm  
(Average Completion Time: ~30 min)  
In Class:  
* Chapter 9: Participation, Voting Behavior, and Campaigns  
31<sup>st</sup>:  
In Class:  
* Chapter 9 continued… |
| Week 10: November 5<sup>th</sup> & 7<sup>th</sup> | 5<sup>th</sup>:  
THIRD MAJOR EXAMINATION (online). Covers Chapters 7, 8, & 9; and CSARs #4.  
7<sup>th</sup>:  
Before Class: |
<table>
<thead>
<tr>
<th>Week 11: November 12th &amp; 14th</th>
<th>Chapter 10 McGraw-Hill Connect/LearnSmart Online Homework due by 1:30pm (Average Completion Time: ~30 min)</th>
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<td>In Class:</td>
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<td>* Chapter 10: Interest Groups</td>
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<th>Week 12: November 19th &amp; 21st</th>
<th>12th:</th>
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<td>In Class:</td>
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<td>* Chapter 10 continued…</td>
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<th>Week 12: November 19th &amp; 21st</th>
<th>14th:</th>
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<td>Before Class:</td>
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<td>Chapter 11 McGraw-Hill Connect/LearnSmart Online Homework due by 1:30pm (Average Completion Time: ~25 min)</td>
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<tr>
<th>Week 12: November 19th &amp; 21st</th>
<th>19th:</th>
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<td>In Class:</td>
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<td>* Chapter 11 continued…</td>
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<td>* CSAR #5 Due</td>
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<th>Week 12: November 19th &amp; 21st</th>
<th>21st:</th>
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<td>Before Class:</td>
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<td>Chapter 12 McGraw-Hill Connect/LearnSmart Online Homework due by 1:30pm (Average Completion Time: ~35 min)</td>
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<th>Week 12: November 19th &amp; 21st</th>
<th>In Class:</th>
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<tr>
<td></td>
<td>* Chapter 12: Congress</td>
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<td>* CSAR #6 Due</td>
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<tr>
<th>Week 13: November 26th &amp; 28th</th>
<th>26th: FOURTH MAJOR EXAMINATION (online). Covers Chapters 10, 11, &amp; 12; and CSARs #5 and #6.</th>
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<td>28th: No Class due to Thanksgiving Holiday</td>
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<th>Week 14: December 3rd &amp; 5th</th>
<th>3rd:</th>
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<td>Before Class:</td>
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<td></td>
<td>Chapter 13 McGraw-Hill Connect/LearnSmart Online Homework due by 1:30pm (Average Completion Time: ~45 min)</td>
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<th>Week 14: December 3rd &amp; 5th</th>
<th>In Class:</th>
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<tr>
<td></td>
<td>* Chapter 13: The Presidency</td>
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<td>* CSAR #7 Due</td>
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<th>Week 14: December 3rd &amp; 5th</th>
<th>5th:</th>
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<td>Before Class:</td>
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<td>Chapter 14 McGraw-Hill Connect/LearnSmart Online Homework due by 1:30pm (Average Completion Time: ~50 min)</td>
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<th>Week 15: December 10th and 12th</th>
<th>10th:</th>
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<td>Before Class:</td>
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| Chapter 15 McGraw-Hill Connect/LearnSmart Online Homework due by 1:30pm  
(Average Completion Time: ~60 min) |
| In Class:  
* Chapter 15: The Judiciary |
| 12th:  
FIFTH MAJOR EXAMINATION (online). Covers Chapters 13, 14, & 15;  
and CSAR #7.  
Plus… Make-up examinations (online) only for students who signed up  
previously (maximum limit of one make-up test). |

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**GUIDELINES FOR DIALOGUE**

1. **Confidentiality.** We want to create an atmosphere for open, honest exchange.

2. **Our primary commitment is to learn from each other.** We will listen to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.

3. **We will not demean, devalue, or “put down” people** for their experiences, lack of experiences, or difference in interpretation of those experiences.

4. **We will trust that people are always doing the best they can.**

5. **Challenge the idea and not the person.** If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.

6. **Speak your discomfort.** If something is bothering you, please share this with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.

7. **Step Up, Step Back.** Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.

8. **Maintain a safe atmosphere.**

Source: The Program on Intergroup Relations, University of Michigan, CRLT Handout (page 8), August 26, 2008.

*Please note that the emergency phone number in the classroom is 4444 to reach the police.  
If the class phone is blinking red (no ringing), please let the instructor know immediately  
so she can obtain important safety information.*
Please complete this page and submit it to Dr. Epley. Keep a copy for your own records, too.

Syllabus / Contract Agreement

I, ________________________________, have read all of the pages of Dr. Epley’s Fall 2013 syllabus for Political Science 2305 – U.S. Government & Politics. I fully understand the expectations, rules, regulations, resources, and schedule explained in that syllabus. I agree to abide by its conditions as well.

______________________________
(Signature)

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(Student Number)

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(Date)

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(Course Number & Section)