POLS 4390.001 – Religion and Politics

Spring 2016 Syllabus, Version 1.0

Instructor: Dr. Jennifer L. Epley
Office Location: Bay Hall 341
Office Telephone: (361) 825-2554

Office Hours:
- In person on campus or by telephone: Mondays and Wednesdays from 10am-10:50am, 12pm-12:50pm, and 2pm-2:50pm; as well as Tuesdays from 12pm-2pm
- By appointment (in case of class or employment conflicts only)

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.

Course Section Details for Registered Students:
71977 POLS 4390.001 – Religion and Politics is a “hybrid” course. There is a combination of regular face-to-face in-class sessions, online work, and group work. This class typically meets on Mondays and Wednesdays from 11:00am-11:50am in the O’Connor Building in Room 133. Fridays will usually be reserved for online work and group work.

No Required Textbook; Chapter Excerpts and Online Readings are Required Instead:
The instructor will provide the copies and links to students in class, via Blackboard, and/or by email.

Course Description & Objectives:
Political Science 4390.001 is a special topics upper-division course in Political Science. The course will focus on the subfield of “Religion and Politics.” During the course of the semester, we will learn about religious roots around the world and specifically in Asia, theoretical and methodological perspectives, debates regarding definitions of “religion,” and debates over public versus private spheres. Throughout the course we will ask: Who are the actors? What are their preferences? How do they get their preferences? What are the consequences? 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.
In an effort to help students improve their critical thinking skills and information literacy, the overall course will be structured as a simulated think tank. Some students will know this approach as a “seminar” or a “flipped classroom.” Students will get hands-on research experience with actual data and current events. As in a real life think tank, students will also have opportunities to work (and be evaluated) as individuals and in groups. There will be “private” and “public” components to the learning process and professional development.

Student Learning Objectives/Student Learning Outcomes:
Upon completion of this course students will be able to:
- Describe and interpret factual and theoretical knowledge related to religion and politics
- Assess and analyze the usefulness of various theoretical and methodological approaches related to religion and politics
- Collect, evaluate, and present arguments and data pertaining to religion and politics

Student Learning Objectives per the Political Science Program:
1. Understanding of Definitions, Concepts, and Theories
2. Demonstrate Ability to Conduct and Interpret Research, Write Effectively, Interpret and Analyze Data
3. Demonstrate Advanced Knowledge in One Major Area
4. Translate Skills to Professional or Graduate Program, or Career

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

18% Critical Thinking Questions (CTQ)
Individual students will submit nine sets of critical thinking questions during the semester to demonstrate reading comprehension and critical thinking as well as to facilitate class discussions. Each set is worth 2% of the overall course grade.

30% Reflective Essays
Students will have the opportunity to write three individual reflective essays connected to the course material. Each essay is worth 10% of the overall course grade.

32% Group Presentations
In small groups, students will present their research findings in front of the class for four country case studies. Each presentation is worth 8% of the overall course grade.

This form of group assessment follows the university’s recommended “High Impact Practice” of “collaborative learning."

“Collaborative Assignments and Projects: Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.”

(https://www.aacu.org/leap/hips)

20% Attendance & Active Participation
Attendance is mandatory, especially since this course is structured as a simulated think tank. Active participation is critical for success in this course. Absences will be registered by a sign-in sheet. Punctuality is also vital. Be on time. When students are on time, the class can finish on time. Compulsive unexcused lateness (meaning three or more times) will be deemed as absences. Once the sign-in sheet is completed, you will be considered absent if you have not yet arrived. Your first absence from class for any reason will be excused (i.e., a “freebie”). It is then course policy to deduct 1 percentage point from your final course grade for each subsequent, unexcused absence from class.

**Excused Absences:** Students will be excused from class to facilitate their religious observances. You must provide notice of anticipated religious absences in advance. Absences from class will be excused for other reasons if you can provide written documentation from a doctor, coach, academic advisor, or other professional staff member appropriate to the nature of the absence. Such cases include sickness or other medical reasons, officially-sanctioned trips for members of the university’s academic and athletic teams, and accommodations for students with special needs. At the instructor’s discretion, she may provide alternative means for you to fulfill missed responsibilities.

**Late Policy and Make-Up Policy:**
No late work is accepted. No exceptions. No make-up work is permitted. No exceptions. Students know the work and deadline schedules in advance and should manage their time and commitments accordingly.

**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:**
*Assessments – Students have one week from the date that a score is posted on Blackboard 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.

*Final Grade – OFFICIAL LANGUAGE AS OF 7/3/2015: Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**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 or exam, a failing grade for the course, noncredit for an assignment or exam, additional work, and/or direct referral to university officials.

If academic dishonesty, cheating, or plagiarism is suspected on any assessment, the instructor reserves the right to impose restrictions and make changes on future assessments for an individual and/or the entire class as needed.

Please also note that the university requires that faculty members formally report all instances of academic misconduct. Here is the form for your reference: [http://studentaffairs.tamucc.edu/assets/Academic%20Misconduct%20Incident%20Form%208-17-11-1.pdf](http://studentaffairs.tamucc.edu/assets/Academic%20Misconduct%20Incident%20Form%208-17-11-1.pdf) and here are the official procedures: [http://studentaffairs.tamucc.edu/assets/procedure_academicmisconductcases.pdf](http://studentaffairs.tamucc.edu/assets/procedure_academicmisconductcases.pdf)

**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).

ADDITIONAL OFFICIAL LANGUAGE AS OF 5/21/15:

After review and consideration from appropriate advisory bodies, the University has revised University Procedure 13.02.99.C3.01 Academic Misconduct Cases. Please note the expansion of the definition of “plagiarism” to include intentionally, knowingly, or carelessly presenting the work of another as one’s own. Additionally, the procedure has been updated to reflect the Academic Integrity Committee as the body to consider grade appeals and academic misconduct cases, as well as identifies the selection process of committee members. Detailed information can be found on the [University Handbook of](http://studentaffairs.tamucc.edu/assets/Academic%20Misconduct%20Incident%20Form%208-17-11-1.pdf)
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.
  - **STARFISH:** [http://casa.tamucc.edu/starfish.php](http://casa.tamucc.edu/starfish.php)

“The Center for Academic Student Achievement is hosting Starfish, an Early Alert software program for identifying undergraduate students who need assistance from academic support services at Texas A&M University-Corpus Christi. The Early Alert program offers convenient early warning identification capabilities and connects students to a collaborative “Success Network” of faculty, advisors, and specialized support staff to address students’ needs and inquiries in real time.

The Early Alert program allows faculty and staff to identify the academic needs of TAMUCC’s undergraduate students at any point during the academic term. Starfish provides early alerts, or “flags”, when raised by faculty or staff; generate emails notifying the student, and members of the student’s “Success Network” of course progress and academic concerns needing to be addressed.

Students can actively engage with members of their “Success Network” at any time. Early Alerts raised for students, however, will elicit an Early Alert response originating from CASA, supplemented by Academic Advising, and may include additional support from campus programs including Student Engagement and Success, Enrollment Management, PASS, and other academic support programs from TAMUCC.”

**Progress reports will help to identify students’ academic needs, including:**

- Poor class attendance
- Low class participation
- Low test or quiz scores
- Missing or incomplete work
- Midterm grades below a C
- In danger of Failing

- **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 included this syllabus).

• **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.

**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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #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 in advance.

Academic Advising: The College of Liberal Arts (CLA) requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information, please call (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/.

Statement of Academic Continuity: In the event of an unforeseen adverse event, such as a major hurricane, this course would continue through the use of Blackboard and/or email where possible. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Spring 2016 Academic Calendar from http://registrar.tamucc.edu/calendars/index.html:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>January 20</td>
<td>Classes begin</td>
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<td>January 27</td>
<td>Last day to late register or add a class</td>
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<tr>
<td>March 14-18</td>
<td>Spring Break</td>
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<tr>
<td>April 8</td>
<td>Last day to drop a class</td>
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<td>May 2</td>
<td>Last day to withdraw from the University</td>
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<tr>
<td>May 3</td>
<td>Last day of classes</td>
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<td>Last day to apply for Spring 2016 graduation</td>
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May 4 | Reading Day
---|---
May 5-6, May 9-11 | Final Examinations
May 14 | Spring Commencement

→ 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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<tr>
<th>Schedule</th>
<th>Course Topics</th>
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| **Week 1:** January 20th and 22nd | **20th Before Class:** Submit signed syllabus contract page (PDF only) and CITI Plagiarism Transcript/Report (PDF only) via Blackboard before 11am to confirm your registration and status in this class.  
**In Class:**  
* Syllabus, Dialogue Guidelines, Professor-Student Dynamics, Professor Background, and Student Introductions  
**22nd Online Work:**  
• Review American Political Science Association (APSA) website: http://apsanet.org/  
• Read article from Encyclopedia Britannica Academic Edition Online: http://www.britannica.com/EBchecked/topic/467721/political-science/247901/Fields-and-subfields  
→ Post three critical thinking questions in Blackboard before Jan. 24th at 7pm (CTQ Set #1).|
| **Week 2:** January 25th, 27th, and 29th | **25th In Class Lecture and Discussion:**  
* Political Science as a discipline  
* Religion and Politics as a subfield  
* Political Socialization  
**27th In Class:**  
*Reflections on Religion & Politics in the United States and Beyond*  
→ **Reflective Essay #1** Bring a formal typed essay response to the following questions: What is your personal religion if you have one? How have you been socialized into that religion? Are there any tensions or conflicts for you within that religion? What stereotypes exist about your religion? What stereotypes do you have of other religions? What would you like to learn more about regarding religion and politics in the United States and Asia?  
**29th Online Work:**  
• Chapter 1: The Comparative Approach from Comparative Politics (2013)  
• Chapter 2: Theories, Hypotheses, and Evidence from Comparative Politics (2013) |
- Post three critical thinking questions in Blackboard before Jan. 31 \(^{st}\) at 7pm (CTQ Set #2).

### Week 3:
February 1\(^{st}\), 3\(^{rd}\), and 5\(^{th}\)

1\(^{st}\) In Class:
* Chapter 1: The Comparative Approach from Comparative Politics (2013)
- Partners: Bring formal typed answers to all questions from the end of the chapter.

3\(^{rd}\) In Class:
* Chapter 2: Theories, Hypotheses, and Evidence from Comparative Politics (2013)
- Partners: Bring formal typed answers to all questions from the end of the chapter.

5\(^{th}\) Online Work:
- Read John Locke’s “A Letter Concerning Toleration” (1689).
- Post three critical thinking questions in Blackboard before Feb. 7\(^{th}\) at 7pm (CTQ Set #3).

### Week 4:
February 8\(^{th}\), 10\(^{th}\), and 12\(^{th}\)

8\(^{th}\) In Class Lecture and Discussion:
* “Definitional Issues and Domains”*

10\(^{th}\) In Class Lecture and Discussion:
* John Locke’s “A Letter Concerning Toleration” (1689).

12\(^{th}\) Online Work:
- Read Alexis de Tocqueville’s “Chapters 2 and 5” in *Democracy in America* (1833).
- Post three critical thinking questions in Blackboard before Feb. 14\(^{th}\) at 7pm (CTQ Set #4).

### Week 5:
February 15\(^{th}\), 17\(^{th}\), and 19\(^{th}\)

15\(^{th}\) In Class Lecture and Discussion:

17\(^{th}\) In Class Lecture and Discussion:
* Alexis de Tocqueville’s “Chapters 2 and 5” in *Democracy in America* (1833).

19\(^{th}\) Online Work:
- Post three critical thinking questions in Blackboard before Feb. 21\(^{st}\) at 7pm (CTQ Set #5).

### Week 6:
February 22\(^{nd}\), 24\(^{th}\), and 26\(^{th}\)

22\(^{nd}\) In Class Lecture and Discussion:
* “Religion and the State”*
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<td><strong>24th In Class:</strong></td>
<td>➡️ <strong>Reflective Essay #2</strong> Bring THREE copies of your formal typed essay response to the following prompt: Based on the assigned readings from Weeks 3 to 6, what is one core political debate (i.e., main research question/issue/puzzle) for religion and politics from a researcher's perspective? What is the significance of that debate? ~ <em>One original copy with the CASA Writing Center slip will be turned in to the professor. The other two copies will be given to classmates for peer review.</em> ~</td>
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<td><strong>26th Online Work:</strong></td>
<td>➡️ <strong>Formal peer review of fellow classmates' essays online in Blackboard due before Feb. 28th at 7pm.</strong></td>
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<th>Week 8: March 7th, 9th, and 11th</th>
<th>29th In Class: * Peer review</th>
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<td><strong>2nd In Class:</strong></td>
<td>➡️ <strong>Reflective Essay #2</strong> Bring revised formal copy to class for submission to professor. * Overview and strategies for case studies</td>
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<td><strong>4th Online Work:</strong></td>
<td>➡️ <strong>Read assigned materials on Buddhism.</strong> ➡️ <strong>Post three critical thinking questions in Blackboard before Mar. 6th at 7pm (CTQ Set #6).</strong></td>
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| Week 9: March 14th, 16th, and 18th | No Classes: Spring Break |

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<th>Week 10: March 21st, 23rd, and 25th</th>
<th>21st Group Work: * Thailand Case Study continued…</th>
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<tr>
<td><strong>23rd In Class:</strong></td>
<td>➡️ <strong>Class presentations</strong></td>
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<tr>
<td><strong>25th Online Work:</strong></td>
<td>➡️ <strong>Read assigned materials on Hinduism.</strong> ➡️ <strong>Post three critical thinking questions in Blackboard before Mar. 27th at 7pm (CTQ Set #7).</strong></td>
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<tr>
<th>Week 11: March 28th and 30th and April 1st</th>
<th>28th In Class Lecture and Discussion: * Hinduism</th>
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<tr>
<td><strong>30th In Class Group Work:</strong></td>
<td>* India Case Study – Think tank session for small groups</td>
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| Week 12: April 4<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> | 1<sup>st</sup> Group Work:  
* India Case Study continued… |
|---|---|
| | 4<sup>th</sup> Group Work:  
* India Case Study continued… |
| | 6<sup>th</sup> In Class:  
➤ Class presentations |
| | 8<sup>th</sup> Online Work:  
* Read assigned materials on Christianity.  
➤ Post three critical thinking questions in Blackboard before Apr. 10<sup>th</sup> at 7pm (CTQ Set #8). |

| Week 13: April 11<sup>th</sup>, 13<sup>th</sup>, and 15<sup>th</sup> | 11<sup>th</sup> In Class Lecture and Discussion:  
* Christianity |
|---|---|
| | 13<sup>th</sup> In Class Group Work:  
* Philippines Case Study – Think tank session for small groups |
| | 15<sup>th</sup> Group Work:  
* Philippines Case Study continued… |

| Week 14: April 18<sup>th</sup>, 20<sup>th</sup>, and 22<sup>nd</sup> | 18<sup>th</sup> Group Work:  
* Philippines Case Study continued… |
|---|---|
| | 20<sup>th</sup> In Class:  
➤ Class presentations |
| | 22<sup>nd</sup> Online Work:  
* Read assigned materials on Islam.  
➤ Post three critical thinking questions in Blackboard before Apr. 24<sup>th</sup> at 7pm (CTQ Set #9). |

| Week 15: April 25<sup>th</sup>, 27<sup>th</sup>, and 29<sup>th</sup> | 25<sup>th</sup> In Class Lecture and Discussion:  
* Islam |
|---|---|
| | 27<sup>th</sup> In Class Group Work:  
* Indonesia Case Study – Think tank session for small groups |
| | 29<sup>th</sup> Group Work:  
* Indonesia Case Study continued… |

| Week 16: May 2<sup>nd</sup> and 6<sup>th</sup> | 2<sup>nd</sup> Group Work:  
* Indonesia Case Study continued… |
|---|---|
| | 6<sup>th</sup> In Class:  
➤ Class presentations  
* Semester Reflections |

| Week 17: May 9<sup>th</sup> | 9<sup>th</sup> Bay Hall 341:  
➤ Reflective Essay #3 Due before 3pm in person to professor in office. |
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.
Syllabus / Contract Agreement

I, ________________________________, have read all of the pages of Dr. Epley’s Spring 2016 syllabus for Political Science 4390.001 – Religion and 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)

_________________________________________
(Student Number)

_________________________________________
(Date)

_________________________________________
(Course Number & Section)