POLS 2305.005 – U.S. Government and Politics (HYBRID)
Spring 2017 Syllabus, Version 1.0
Instructor: Dr. Jennifer L. Epley
Office Location: Bay Hall 341
Office Telephone: (361) 825-2554

This syllabus is subject to change at the discretion of the professor or department.
Students are responsible for using the most current version of the syllabus.

Office Hours:
- Mondays from 10am-11:30am; Tuesdays from 10am-12pm; and Wednesdays from 10am-11:30am.
- 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.
- If there is a line of students waiting at the door to be seen, student meetings will be limited to 15 minutes per student to accommodate everyone.

Email: jennifer.epley@tamucc.edu
- Please consider e-mail as official correspondence.
- Please address emails to “Dr. Epley.”
- Efforts will be made to address your e-mail within 48 hours, but between the regular business hours of 9am-5pm. If you do not receive an email within 48 hours, please send a follow-up email inquiry.
- 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:
Call Number (CRN) 21879: POLS 2305.005 – U.S. Government & 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 2:00pm to 3:15pm in the Center for Instruction (CI) Building in Room 113. Exceptions include Hybrid Days (see schedule).

Required Book: The Secrets of Carter House (2013) [academic version]. The Secrets of Carter House is a historical fiction novel that follows an ensemble of Galveston/Houston-area teachers and learners as the 2008 onset of Hurricane Ike begins to renegotiate the boundaries between their in-school and out-of-school lives. This Southern tale explores how government structures, public policies, and political culture shape the choices that people make when disaster strikes. The Secrets of Carter House was written by Dr. Kenyatha V. “Ellie Mae” Loftis.

The Secrets of Carter House is available electronically and may be purchased online at http://secretsofcarterhouse.com/.
Additional readings (paper and online), websites, and multi-media will be required. The instructor will provide the copies and links to students in class, via Blackboard, and/or by email.

Required Website:
- Blackboard online (https://iol.tamucc.edu) → Free access

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 attain power? What is the role of institutional rules and procedures? What do citizens think about and do with regard to politics? These 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 and assessments 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.

Special Spring 2017 Semester Theme

“When Disaster Strikes” – We will cover the aforementioned topics through the lenses of disaster preparedness, emergency response, and recovery or change. We will analyze the social, historical, and political contexts of disaster at the individual, community, state, and national levels. We will do so by taking a learner-centered approach that emphasizes:
- Background Knowledge – Combine theory with empirical data (qualitative and quantitative)
- Applied Learning – Problem-based and project-based individual and group assessments

Student Learning Outcomes for POLS 2305 per the Department of Social Sciences:
The four Core Objectives related to this course are: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility. By the end of the semester the course will have met these objectives…

- By having the students engage in critical thinking activities related to the Constitution, the political and philosophical foundations of the nation, governmental institutions, and political behavior.
- By having students engage in written, verbal or visual activities related to the Constitution, the
political and philosophical foundations of the nation, governmental institutions, and political behavior.

- By having students engage in course related activities that connect personal responsibility and political ideology to encourage ethical decision making
- By having students engage in course related activities that connect social responsibility to civil rights, civil liberties, and to voting and voting behavior.

***Student Learning Outcomes for POLS 2305 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 (Reserved for Majors Courses)
***4. Translate Skills to Professional or Graduate Program, or Career

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

1% Introductory Requirements (individual assessment) – Syllabus contract and CITI Plagiarism Training Report (5/5 or 100% required score) before scheduled deadline.

30% In-class work (individual and group assessments) – Also known as “attendance and active participation,” there will be in-class activities on a regular basis. In-class activities cannot be made up or submitted outside of the class time in which the activity takes place due to the nature of the work in real time. Plan your schedules accordingly.

24% Online Chapter Quizzes (individual assessment) – There will be multiple online chapter quizzes during the semester. See the attached schedule for assignment deadlines.

20% Online Content Assessments (individual assessment) – There will be four online content assessments during the semester. See the attached schedule for assignment deadlines.

20% Case Study/Application Responses (CSAR) (group assessment) – There will be two CSARs to be submitted online via Blackboard by small assigned groups during the course of the semester (see schedule for details). Students are expected to thoughtfully engage in active collaborations and discussions on the CSAR documents.

The group assessments follow 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)

5% Reflective Essay (individual assessment) – Individual students will produce a 1-2 pages single-spaced final reflective essay using a formal prompt and set of guidelines from the instructor.
Make-Up Policy and Late Policy:
No make-up or late work is accepted. No exceptions.

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 Appeals 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 – As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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. 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.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 and here are the official procedures:
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.

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 Rules and Procedures website. Contact for interpretation or clarification is the Associate Vice President for Academic Affairs.

**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 will 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 assessments, 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).

• **The use of laptops, mobile phones, texting devices, entertainment gadgets, music devices, headphones, personal digital assistants (PDAs), etc. is only permitted for in-class activities.** Please turn off devices or set them to vibrate or silent/mute when we are not actively using them for class learning purposes.

• **Lecture slides are not posted online because of…**
  
  o **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.
  
  o **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 lecture slides in class 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 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/](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 (i.e., within the first two weeks) 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/](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 2017 Academic Calendar from [http://www.tamucc.edu/academics/academic_cal.html](http://www.tamucc.edu/academics/academic_cal.html):**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 18</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 25</td>
<td>Last day to late register or add a class</td>
</tr>
<tr>
<td>February 28</td>
<td>Last day to apply for Spring graduation</td>
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<tr>
<td>March 13-17</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 7</td>
<td>Last day to drop a class</td>
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<tr>
<td>May 1</td>
<td>Last day to withdraw from the University</td>
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<tr>
<td>May 2</td>
<td>Last day of classes</td>
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<tr>
<td>May 3</td>
<td>Reading Day</td>
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POLS 2305.005                                          Dr. Epley
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 advance notice. Please pay attention to Blackboard (https://iol.tamucc.edu/) for updates.

Hybrid Days = No traditional formal class in person; Instead work as an individual on your own OR in groups depending on the assigned task.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wed. 1/18/17</td>
<td>Course Introduction: Syllabus, Dialogue Guidelines, Professor-Student Relations, Professor Background, and Student Introductions</td>
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<tr>
<td></td>
<td>Mon. 1/23/17</td>
<td>The Basics: What is “political?” What is “Political Science?”</td>
</tr>
<tr>
<td>2</td>
<td>Wed. 1/25/17</td>
<td>Syllabus Contract Page and CITI Plagiarism Training Report are due at the beginning of class (Introductory Requirements)</td>
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<tr>
<td></td>
<td></td>
<td>Lecture Topic: Democracy</td>
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<tr>
<td>3</td>
<td>Mon. 1/30/17</td>
<td>Lecture Topic: Federalism</td>
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<tr>
<td></td>
<td>Wed. 2/1/17</td>
<td><strong>Hybrid Day:</strong> Submit Name History Essay online before 2:00pm in Blackboard (Online Content Assessment #1)</td>
</tr>
<tr>
<td>4</td>
<td>Mon. 2/6/17</td>
<td>Lecture Topic: Federalism continued…</td>
</tr>
<tr>
<td></td>
<td>Wed. 2/8/17</td>
<td><strong>Hybrid Day:</strong> Complete U.S. Citizenship Test online before 2:00pm in Blackboard (Online Content Assessment #2)</td>
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<tr>
<td>5</td>
<td>Mon. 2/13/17</td>
<td>Lecture Topic: Executive Branch</td>
</tr>
<tr>
<td></td>
<td>Wed. 2/15/17</td>
<td>Lecture Topic: Judicial Branch</td>
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<tr>
<td>6</td>
<td>Mon. 2/20/17</td>
<td>Lecture Topic: Legislative Branch</td>
</tr>
<tr>
<td></td>
<td>Wed. 2/22/17</td>
<td><strong>Hybrid Day:</strong> Complete Understanding Institutions Test before 2:00pm in Blackboard (Online Content Assessment #3)</td>
</tr>
<tr>
<td>7</td>
<td>Mon. 2/27/17</td>
<td>Lecture Topic: Civil Liberties</td>
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<tr>
<td></td>
<td>Wed. 3/1/17</td>
<td>Lecture Topic: Civil Liberties continued…</td>
</tr>
<tr>
<td>8</td>
<td>Mon. 3/6/17</td>
<td>Lecture Topic: Civil Rights</td>
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<td></td>
<td>Wed. 3/8/17</td>
<td>Lecture Topic: Civil Rights continued…</td>
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<td>Mon.</td>
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</tbody>
</table>
| 9 | 3/13/17 | No Class – Spring Break * Recommended: Start reading *The Secrets of Carter House*
|   | 3/15/17 | No Class – Spring Break * Recommended: Start reading *The Secrets of Carter House*
| 10 | 3/20/17 | **Hybrid Day:** Complete Civil Liberties and Civil Rights Test online before 2:00pm in Blackboard (Online Content Assessment #4)
|   | 3/22/2017 | **Hybrid Day:** Meet in groups to coordinate schedules, communications, plans and goals, accountability mechanisms, technology, etc.
| 11 | 3/27/17 | Lecture Topic: Political Voices and Collective Action
|   | 3/29/17 | **Hybrid Day:** Work in groups on Case Study/Application Response (CSAR) #1
| 12 | 4/1/17 | 11pm Deadline: Online Chapter Quizzes covering Chapters 1 through 6 of *The Secrets of Carter House*
|   | 4/3/17 | Lecture Topic: Political Voices and Collective Action
|   | 4/5/17 | **Hybrid Day:** Work in groups on Case Study/Application Response (CSAR) #1
| 13 | 4/8/17 | 11pm Deadline: Online Chapter Quizzes covering Chapters 7 through 12 of *The Secrets of Carter House*
|   | 4/10/17 | Lecture Topic: Political Voices and Collective Action
|   | 4/12/17 | **Hybrid Day:** Submit Case Study/Application Response (CSAR) #1 online before 2:00pm in Blackboard
| 14 | 4/15/17 | 11pm Deadline: Online Chapter Quizzes covering Chapters 13 through 18 of *The Secrets of Carter House*
|   | 4/17/17 | Lecture Topic: Political Voices and Collective Action
|   | 4/19/17 | **Hybrid Day:** Work in groups on Case Study/Application Response (CSAR) #2
| 15 | 4/22/17 | 11pm Deadline: Online Chapter Quizzes covering Chapters 19 through 24 of *The Secrets of Carter House*
|   | 4/24/17 | Project Focus and Professional Development Day
|   | 4/26/17 | **Hybrid Day:** Work in groups on Case Study/Application Response (CSAR) #2
| 16 | 5/1/17 | **Last Day of Class: In-class debriefing**
|   | 5/3/17 | Submit Case Study/Application Response (CSAR) #2 online before 2:00pm in Blackboard
SUBMIT FINAL REFLECTIVE ESSAY ONLINE BEFORE 2:00PM IN BLACKBOARD
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 in person on the first day of class. Keep a copy for your own records, too.

Syllabus / Contract Agreement

I, _________________________________________, have read all of the pages of Dr. Epley’s
(Print your name.)

Spring 2017 syllabus for Political Science 2305.005 – U.S. Government 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)