POLS 3321.001 – Comparative Politics (HYBRID)

Fall 2018 Syllabus, Version 1.0

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

Office Hours:
- By appointment for in-person meetings and office phone calls.
- Drop-in hours: Tuesday, Wednesday, and Thursday from 2pm-4pm.
- Save detailed conversations for office hours instead of directly before or after a class session.

Email Policy:
- Instructor’s email address: 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 or day of an assessment deadline.
- E-mail communications should be about class business. E-mail is not the place for summaries of course content material, 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. If you have questions about professionalism, feel free to ask Dr. Epley for advice and clarification.**
- Please keep copies of e-mails that are sent and received for records purposes.
- Remember that Blackboard sends emails to students’ Islander accounts. Check that account regularly. Students are responsible for forwarding their Islander email to their preferred address if they do not use their Islander email. Course email announcements are archived in Blackboard for your reference as well.

Required Course Website:
- Blackboard online (https://bb9.tamucc.edu/) ⇒ Free access for university students

Course Section Details for Registered Students:
- Call Number (CRN) 72019: POLS 3321.01 – Comparative Politics (hybrid)
- Duration: Fall semester from 08/27/2018 to 12/05/2018 on Tuesdays and Thursdays from 12:30pm-1:45pm in Bay Hall 206. Exceptions include hybrid data days (see schedule) which are out-of-class meetings and work time for individuals and groups.

Required Course Website: Blackboard online (https://iol.tamucc.edu/) ⇒ Free access
Required Textbook:

You may purchase a new or used copy of the book at the campus bookstore, online, or elsewhere. One copy will be available to borrow from course reserve at the campus library for three hours at a time. Please be courteous to your colleagues and return the library copy on time.

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.

Course Description and Objectives:
Political Science 3321 is an upper-level course about the subfield of Comparative Politics. This course exposes students to a range of theoretical and empirical approaches to the comparative study of multiple countries’ political, economic, and social systems. Our main aim is to identify and explain similarities and differences for political phenomena between different countries.

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: political systems, political development, economic development, political culture, socialization, citizenship, public opinion, political behavior, interest groups, civil society, political parties, public policy, power, democracy, legal systems, technology, nation-building, military, war, representation, civil liberties, human rights, and various country cases.

Given the limited time and resources we have during one semester, this Comparative Politics course will focus on the specific region of Southeast Asia for case study and application purposes.

Additionally, the overall course will be structured as a simulated think tank to help students improve their critical thinking skills and information literacy. 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 Outcomes:
Upon completion of this course students will be able to:
1. Define and apply key concepts in comparative politics (see aforementioned “topics”).
2. Compare and contrast the basic features of various political systems from around the world and specifically in Southeast Asia.
3. Use a variety of theoretical tools and research methods to appropriately and accurately analyze contemporary global and regional political developments.

Performance Evaluation and Grading (weighted formula, NOT a points system): 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 in Blackboard as two separate single-page PDFs.

24% Two Take-Home Essay Examinations (individual assessment): Students will be formally assessed on their individual understanding and application of material presented in the textbook and other readings, lectures, and discussions, as well as on their ability to conduct outside research to support their arguments/answers. Each take-home essay exam will count for 12% of the final course grade. Essay questions will be drawn from the review questions found at the end of each textbook chapter. The country cases will vary for each exam essay as well.

   ➔ Focus on Critical Thinking and Application

48% Six Problem sets (group assessment): In small groups, students will work together to complete problem sets related to the course material. Each problem set will count for 8% of the final course grade. See the syllabus schedule for these “Hybrid Data Days.”

   ➔ Focus on Critical Thinking, Information Literacy, and Application

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)

22% Attendance & Participation (individual assessment): Attendance is mandatory. 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 a scheduled class meeting day 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.

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: Because students will be provided sufficient time and notice for all assessments, no late submissions or make-up work are permitted. 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 Appeal Process:
All Assessments – Students have five days from the date that a score is posted in Blackboard for each individual component to make a typed grade appeal to the instructor.

Special Note: It is the student’s responsibility to trouble-shoot and resolve any technology problems in their online accounts before the syllabus deadlines and before the end of the semester session. This involves a student opening a ticket with the IT Helpdesk and keeping the reference numbers for the student account, taking and saving screenshots of problems, email correspondence copies, office hours meetings, and other related attempts.

Final Grade – Grade Appeals Process: As stated in University Procedure 13.02.99.C2.03, 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. 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.C2.03, Student Grade Appeals. These documents are accessible online at:
http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf

For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.
Dropping a Class:
I hope 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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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 see the academic calendar from the Registrar’s Office for 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.

Please note that the university requires that faculty members formally report all instances of academic misconduct. Here is the form:
http://studentaffairs.tamucc.edu/assets/Academic%20Misconduct%20Incident%20Form%208-17-11-1.pdf and here are the 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 .
**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.** 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 report 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.

• **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 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.

Disabilities Accommodations:
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 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Veterans:
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816. Veterans can find more information online at http://vets.tamucc.edu/. Please also communicate with your instructor for assistance.

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 and keep in regular touch during the semester.

Part-time or Full-time Employed Students:
If you anticipate scheduling conflicts or workload difficulties, please discuss your questions, concerns, and potential solutions with the instructor at the beginning of the semester and keep in regular touch during the semester.
**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. 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 and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, websites, 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.

**Academic Calendar:**
- [https://www.tamucc.edu/academics/calendar/](https://www.tamucc.edu/academics/calendar/)
- 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.

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 27</td>
<td>Classes begin Regular Fall &amp; 1st 7-Week Session</td>
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<tr>
<td>September 3</td>
<td>Labor day Holiday</td>
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<td>September 4</td>
<td>Last day to late register or add a class</td>
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<tr>
<td>September 21</td>
<td>Last day to drop for the 1st 7-Week Session</td>
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<tr>
<td>October 1</td>
<td>Last day to apply for December graduation with regular fee</td>
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<td>October 12</td>
<td>Last day of classes for 1st 7-Week Session and final exams</td>
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<tr>
<td>October 15</td>
<td>First day of classes for 2nd 7-Week Session</td>
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<tr>
<td>November 9</td>
<td>Last day to drop for the 2nd 7-Week Session</td>
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<tr>
<td>November 15</td>
<td>Last day to apply for December graduation with late fee</td>
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<td>November 21</td>
<td>Reading Day-No Class</td>
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<td>November 22-23</td>
<td>Thanksgiving Holidays</td>
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<td>December 4</td>
<td>Last day to withdraw from the University</td>
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<td>December 5</td>
<td>Last day of classes and Final Exams 2nd 7-Week Session</td>
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<td>December 7</td>
<td>Final examinations</td>
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<tr>
<td>December 10-13</td>
<td>Final examinations</td>
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<td>December 15</td>
<td>Fall Commencement</td>
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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. The times posted for deadlines refer to the time in Corpus Christi, Texas (i.e., Central Time Zone).

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Course Topics</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong> August 27-31, 2018</td>
<td>8/28 <strong>Class meets:</strong> Syllabus, Dialogue Guidelines, Professor-Student Dynamics, Professor Background, Student Introductions, and Academic Advice</td>
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<td>8/30 <strong>Class meets:</strong> Chapter 1: Issues in Comparative Politics (lecture &amp; discussion)</td>
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<td>8/31 <strong>Assessment due:</strong> Submit syllabus contract page and CITI Plagiarism Training Report via Blackboard before 11pm (Corpus Christi time)</td>
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<td><strong>Week 2:</strong> September 3-7, 2018</td>
<td>9/4 <strong>Class meets:</strong> Come prepared with answers to Review Questions 1-6 (p. 35) for Chapter 1 (class discussion).</td>
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<td>9/6 <strong>Class meets:</strong> Library Training Session (mandatory)</td>
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<td><strong>Week 3:</strong> September 10-14, 2018</td>
<td>9/11 <strong>Hybrid Data Day:</strong> Chapter 1 (out-of-class group work)</td>
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<td>9/13 <strong>Class meets:</strong> Debriefing Day, Peer Review, and Technology Tips</td>
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<td>9/18 <strong>Assessment due:</strong> Original and Revised Problem Set #1 due to Bay Hall 341 by 12pm/noon (Corpus Christi time)</td>
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<td><strong>Week 4:</strong> September 17-21, 2018</td>
<td>9/18 <strong>Class meets:</strong> Chapter 2: Comparing Political Systems (lecture and discussion)</td>
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<td>9/20 <strong>Class meets:</strong> Come prepared with answers to Review Questions 1-5 (p. 55) for Chapter 2 (class discussion).</td>
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<td><strong>Week 5:</strong> September 24-28, 2018</td>
<td>9/25 <strong>Hybrid Data Day:</strong> Chapter 2 (out-of-class group work)</td>
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<td>9/27 <strong>Class meets:</strong> Debriefing Day, Peer Review, and Technology Tips</td>
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<td></td>
<td>10/2 <strong>Assessment due:</strong> Original and Revised Problem Set #2 due to Bay Hall 341 by 12pm/noon (Corpus Christi time)</td>
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<td><strong>Week 6:</strong></td>
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<tr>
<td>Date Range</td>
<td>Event Description</td>
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| October 1-5, 2018                  | **10/2 Class meets:** Chapter 3: Political Culture and Political Socialization (lecture and discussion)  
**10/4 Class meets:** Come prepared with answers to Review Questions 1-5 (p. 77) for Chapter 3 (class discussion). |
| Week 7:  
October 8-12, 2018              | **10/9 Hybrid Day:** Chapter 3 out-of-class individual work for take-home essay and peer reviews  
**10/11 Hybrid Day:** Chapter 3 out-of-class individual work for take-home essay and peer reviews |
| Week 8:  
October 15-19, 2018              | **10/16 Assessment due:** First take-home essay for Chapter 3 due to instructor at the beginning of class before lecture starts  
**Class meets:** Chapter 4: Interest Articulation (lecture and discussion)  
**10/18 Class meets:** Come prepared with answers to Review Questions 1-6 (p. 102) for Chapter 4 (class discussion). |
| Week 9:  
October 22-26, 2018              | **10/23 Hybrid Data Day:** Chapter 4 (out-of-class group work)  
**10/25 Class meets:** Debriefing Day, Peer Review, and Technology Tips  
**10/30 Assessment due:** Original and Revised Problem Set #3 due to Bay Hall 341 by 12pm/noon (Corpus Christi time) |
| Week 10:  
October 29-November 2, 2018       | **10/30 Class meets:** Chapter 5: Interest Aggregation and Political Parties (lecture and discussion)  
**11/1 Class meets:** Come prepared with answers to Review Questions 1-5 (p. 129) for Chapter 5 (class discussion). |
| Week 11:  
November 5-9, 2018               | **11/6 Hybrid Data Day:** Chapter 5 (out-of-class group work)  
**11/8 Class meets:** Debriefing Day, Peer Review, and Technology Tips  
**11/13 Assessment due:** Original and Revised Problem Set #4 due to Bay Hall 341 by 12pm/noon (Corpus Christi time) |
| Week 12: November 12-16, 2018 | **11/13 Class meets:** Chapter 6: Government and Policymaking (lecture) and come prepared with answers to Review Questions 1-6 (p. 163)  
**11/15 Hybrid Data Day:** Chapter 6 (out-of-class group work and peer reviews) |
|---|---|
| Week 13: November 19-23, 2018 | **11/20 Hybrid Data Day:** Chapter 6 (out-of-class group work and peer reviews)  
**11/22 No Classes (Thanksgiving Holiday)** |
| Week 14: November 26-30, 2018 | **11/27 Assessment due:** Original and Revised Problem Set #5 due to Bay Hall 341 by 12pm/noon (Corpus Christi time)  
**Class meets:** Chapter 7: Public Policy (lecture and discussion) and come prepared with answers to Review Questions 1-7 (p. 198) for Chapter 7.  
**11/29 Hybrid Data Day:** Chapter 7 (out-of-class group work and peer reviews) |
| Week 15: December 3-7, 2018 | **12/4 Class meets:** In-class peer review for second take-home essays for Chapter 7 (bring a complete draft for feedback) and end-of-semester reflections.  
**12/6 Assessments due:** Second take-home essay for Chapter 7 due to Bay Hall 341 by 2pm (Corpus Christi time)  
and  
Original and Revised Problem Set #6 due to Bay Hall 341 by 2pm (Corpus Christi time)  
**12/10 Assessment due:** Final Reflective Essay due to Bay Hall 341 by 2pm (Corpus Christi time) – Earlier submissions are permitted. |

*** No “traditional” final, cumulative exam in this hybrid course. ***
GUIDELINES FOR DIALOGUE (face-to-face and online sections)

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.
CITI PLAGIARISM TRAINING AND QUIZ: INSTRUCTIONS

To access the CITI Plagiarism Training module and quiz, first register at the CITI website: https://about.citiprogram.org/en/homepage/

You will need to complete a Learner Registration Profile.

Later locate where you can “Add a Course.” At the next screen, go to Question #1 - Responsible Conduct of Research (RCR).

Click on “Students” (which is the Plagiarism module). Scroll to the bottom of the screen and click “Submit.”

Agree to the “Integrity Assurance Statement,” and then click “Submit.”

From there, you can get to the course required modules and complete them.

Contact CITI directly if you encounter technical difficulties or their online steps have changed. Do not contact Blackboard as it is a separate entity.

Once you review the materials and earn a 100% on the quiz, save a copy of the formal, official transcript, which is also known as the completion report. Our Blackboard course website has a visual example in case you want to see in advance what the document should look like or to compare what you have saved on your computer.

Submit the single-sheet CITI transcript as a PDF only in Blackboard via the assignment link.

*** If you already did this for a previous class and the report has not yet expired within the year (meaning it is valid during this semester), then you may submit that other document.

*** Do not submit screenshots of your quiz questions and answers.

*** Do not pay for anything. The plagiarism training is supposed to be free for students.

*** Do not take any other modules unless your professor requests you to do so.

Estimated Completion Time: Less than 30 minutes
PDFs: What’s the big deal?

PDFs are ADA-compliant, so please do not submit documents in a different format in Blackboard unless otherwise requested. “ADA” refers to the “Americans with Disabilities Act” (1990). As a state and federally-funded institution, our university must comply with Section 508, Section 504, and the ADA. Appropriate use of technology is part of this process. Individual faculty members and departments that are not in compliance can face negative consequences, including risking their accreditation standing. It is also the right thing to do if you value equal opportunity and fair accessibility. ADA compliance means that we make every effort to make education accessible to those with disabilities. Keep in mind, too, that your faculty, administrators, and staff themselves may also need this process to do their jobs (e.g., reading or assessing documents in Blackboard).

Saving your Microsoft Word document as a PDF file:

1. Open the Word document you wish to save as a PDF.
2. Choose “File,” then select “Export,” and click the “Create PDF/XPS” button.
3. In the “Publish as PDF or XPS” window, confirm that you are saving your document as a PDF by checking the section labeled “Save as type.” PDF should be listed next to this area. If you see something other than PDF, use the drop-down menu to find the PDF option.
4. Navigate to the folder where you want to save the file. Modify the file name if you want a different name.
5. Click Publish when you are finished.

* Some computers will instead have you save a document as a PDF by “printing” it. Check your print(er) settings for more details.

Attaching a file to an assignment submission in Blackboard:

1. Find the Blackboard assignment in the usual area where your assignments are listed. Click the name of the assignment and you will be taken to an “Upload Assignment” page.
2. On the Upload Assignment page, you can review the instructions and download any files provided by your instructor.
3. To upload the assignment, click “Browse My Computer,” and select a file to attach from your computer. If you selected the wrong file, remove it by clicking “Do not attach.”
4. Click the green “Submit” button when you are finished.
Syllabus / Contract Agreement

I, ________________________________, have read all of the pages of Dr. Epley’s Fall 2018 syllabus for Political Science 3321.001 – Comparative 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)