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.

POLS 3319.B01 – Religion and Politics (HYBRID)
Spring 2020 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 or phone call hours: Tuesday, Wednesday, and Thursday from 12:30pm-2:15pm.
• 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” or “Dr. Epley Sanders.”
• Efforts will be made to address your email 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) 23555: POLS 3319.B01 – Religion and Politics (Hybrid section)
• Duration: Spring semester from 01/21/2020 to 05/06/2020. We will typically meet on Tuesdays and Thursdays from 11:00am-12:15pm in O’Connor 117. Exceptions include hybrid data days (see schedule) which are out-of-class meetings and work time for individuals and groups.
**No Required Textbook:**
Instead of using a “traditional textbook,” this course uses **Open Educational Resources (OER).** “OER” refers to freely accessible and openly licensed materials that may be used for teaching, learning, assessment, and research purposes.

Aims: Cost savings for students, increased number of interactive materials, enhanced course material for different learning styles, and improved accessibility.

Because this course relies heavily on open resources, there may be the occasional technology or quality control problem. Please notify the instructor via email if you encounter any access issues or find any information to be outdated, incorrect, not evidence-based, etc. per the standards of social science and political science in particular.

Additional readings (paper or digital if available) will supplement the aforementioned OER and the instructor’s lectures. The instructor will provide the copies to students in class, via Blackboard, and/or by email.

**Course Description and Objectives:**
Political Science 3319.B01 is an upper-division Comparative Politics course in Political Science. The course will focus on the subfield of “Religion and Politics.” During 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 Outcomes:**
Upon completion of this course students will be able to:

1. Describe and interpret factual and theoretical knowledge related to religion and politics,
2. Assess and analyze the usefulness of various theoretical and methodological approaches related to religion and politics, and
3. Collect, evaluate, and present arguments and data pertaining to religion and politics.
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.

6% Critical Thinking Discussion Questions (individual assignment) – Individual students will submit six sets of discussion questions during the semester to demonstrate critical thinking and to facilitate class discussions. Each set is worth 1% of the overall course grade.

30% Reflective Essays (individual assessment) – 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.

30% Group Presentations (group assessment) – In small groups, students will present their research findings in front of the class for five country case studies. Each presentation is worth 6% of the overall course grade. 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)

15% Service-Learning Project and Report (pair assessment): In pairs, students will engage in an assigned service-learning project in the local community by volunteering five hours (more is optional) and submit a report about the process and findings.

18% Attendance & Active 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.

**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.** Discuss certain extenuating circumstances with the professor as soon as possible in case there is time and opportunity for accommodations.

**Grading Scale:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
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<tr>
<td>C</td>
<td>70 – 79</td>
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<tr>
<td>D</td>
<td>60 – 69</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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**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.C0.03, 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.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf).
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. **Friday, April 10, 2020 is the last day to drop a class with an automatic grade of “W” this term for regular full semester courses.** Visit [https://www.tamucc.edu/academics/calendar/2020_spring.html](https://www.tamucc.edu/academics/calendar/2020_spring.html) for updated schedules and deadlines.

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 link for copies of the required forms and reports: [http://judicialaffairs.tamucc.edu/academicmisconduct.html](http://judicialaffairs.tamucc.edu/academicmisconduct.html). Here are the official procedures: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.04_student_academic_misconduct.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.04_student_academic_misconduct.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:** https://casa.tamucc.edu/retention_support_analytics/starfish.html

“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’s 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.

**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/](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 with the instructor 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 with the instructor 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/.

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/2020_spring.html
- For the latest information on dates and deadlines, please consult 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.), academic advisors, and professors.

Course Schedule:
All dates, assignments, and evaluations are subject to change with advanced notice. Please pay careful attention to Blackboard for updates. The times posted for deadlines refer to the time in Corpus Christi, Texas (i.e., Central Time Zone).

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<thead>
<tr>
<th>Schedule</th>
<th>Course Topics</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1/21 (class day): Syllabus, Dialogue Guidelines, Professor-Student Dynamics, Professor Background, Student Introductions, and Academic Advice</td>
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<tr>
<td></td>
<td>1/23 (class day and assignment due): Political Science as a discipline</td>
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<td></td>
<td>• Review American Political Science Association (APSA) website:</td>
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<td></td>
<td><a href="http://apsanet.org/">http://apsanet.org/</a></td>
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Week 2

1/28 (class day and assessment due): *Discussion and Reflections on Religion & Politics in the United States and Beyond*

**Reflective Essay #1**: Bring a typed essay response following the instructor’s guidelines that addresses these 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? Why?

Week 3

2/4 (class day and assignment due): *Definitional Issues and Domains continued…*

- Read John Locke’s “A Letter Concerning Toleration” (1689).

**Bring two critical thinking questions for class discussion (Set #3).**

2/6 (class day and assignment due): *Definitional Issues and Domains continued…*

- Read Alexis de Tocqueville’s “Chapters 2 and 5” in *Democracy in America* (1833).

**Bring two critical thinking questions for class discussion (Set #4).**

Week 4

2/11 (class day and assignment due): *Religion and the State*


**Bring two critical thinking questions for class discussion (Set #5).**

2/13 (class day and assignment due): *Religion and the State continued…*


**Bring two critical thinking questions for class discussion (Set #6).**

Week 5

2/18 (class day and assessment due): *Peer Review Session and Discussion on Core Debates in Religion & Politics*

**Reflective Essay #2**: Bring a typed essay response following the instructor’s guidelines that addresses these questions: Based on the assigned readings from Weeks 2, 3, and 4, 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?

2/20 (hybrid day): Meet in new groups to coordinate upcoming communication, scheduling, and workload.

2/24 (assessment due): Submit the original Reflective Essay #2 draft and peer review forms along with the revised essay in a hard copy form to the instructor’s office in Bay Hall 341 by 2:00pm.

| Week 6 | 2/25 (class day): Buddhism  
| • Read assigned materials before class in preparation for lecture and discussion.  
| 2/27 (hybrid day): Meet in groups, i.e., think tank session, for Thailand Case Study  |

| Week 7 | 3/3 (class day and assessment due): Class Debriefing and Presentation #1 for Thailand Case Study  
| 3/5 (hybrid day): Meet in new groups to coordinate upcoming communication, scheduling, and workload.  |

| Week 8 | No classes due to Spring Break  |

| Week 9 | 3/17 (class day): Hinduism  
| • Read assigned materials before class in preparation for lecture and discussion.  
| 3/19 (hybrid day): Meet in groups, i.e., think tank session, for India Case Study.  |

| Week 10 | 3/24 (class day and assessment due): Class Debriefing and Presentation #2 for India Case Study  
| 3/26 (hybrid day): Meet in new groups to coordinate upcoming communication, scheduling, and workload.  |

| Week 11 | 3/31 (class day): Confucianism and Taoism  
| • Read assigned materials before class in preparation for lecture and discussion.  
| 4/2 (hybrid day): Meet in groups, i.e., think tank session, for China Case Study.  |

| Week 12 | 4/7 (class day and assessment due): Class Debriefing and Presentation #3 for China Case Study  
| 4/9 (hybrid day): Meet in new groups to coordinate upcoming communication, scheduling, and workload.  |

| Week 13 | 4/14 (class day): Christianity  
<p>| • Read assigned materials before class in preparation for lecture and discussion.  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>4/16 (hybrid day)</td>
<td>Meet in groups, i.e., think tank session, for Philippines Case Study.</td>
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<td><strong>Week 14</strong></td>
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<tr>
<td>4/21 (class day and assessment due):</td>
<td><em>Class Debriefing and Presentation #4 for Philippines Case Study</em></td>
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<tr>
<td>4/23 (hybrid day):</td>
<td>Meet in new groups to coordinate upcoming communication, scheduling, and workload.</td>
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<td><strong>Week 15</strong></td>
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<tr>
<td>4/28 (class day):</td>
<td><em>Islam</em></td>
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<tr>
<td>4/28 (class day):</td>
<td>*Read assigned materials before class in preparation for lecture and discussion.</td>
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<tr>
<td>4/30 (hybrid day):</td>
<td>Meet in groups, i.e., think tank session, for Indonesia Case Study.</td>
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<td><strong>Week 16</strong></td>
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<tr>
<td>5/5 (class day and assessment due):</td>
<td><em>Class Debriefing and Presentation #5 for Indonesia Case Study Plus End-of-Semester Reflections</em></td>
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<tr>
<td><strong>Week 17</strong></td>
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<tr>
<td>5/11 (assessment due):</td>
<td><em>Lessons Learned</em></td>
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**Reflective Essay #3:** Bring a typed essay response following the instructor’s guidelines that addresses the assigned prompt to the instructor’s office in Bay Hall 341 by 2:00pm.

**Service-Learning Project and Report:** Bring a formal report following the instructor’s guidelines for the paired project to the instructor’s office in Bay Hall 341 by 2:00pm.

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

If the steps look different than above, try the following:

- Locate “View Course” besides Texas A&M Corpus Christi and click on it.
- Select the following answers for the questions that are listed next.
  1. Students
  2. I am not involved in human subjects activities.
  3. I am not involved in animal research activities.
  4. Do not answer.
  5. Not at this time.
- Course is ready to begin
  - Click on “start now.”
  - Agree to CITI Program’s Terms of Service and Privacy and Cookie Policy
- Go to modules
  - Go to “Plagiarism” and click “Start”

Contact CITI directly if you encounter technical difficulties or their online steps have recently changed for students. 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/report as a PDF 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.
Please complete this page and submit a PDF copy only via Blackboard. Keep a copy for your own records, too.

Syllabus / Contract Agreement

I, ________________________________, have read all of the pages of Dr. Epley’s Spring 2020 syllabus for Political Science 3319.B01: 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)