

# **Pols 460: Politics of Developing Nations**

Spring 2023

2PM-3:50PM Tuesday and Thursday, GTM 135

Dr. William O'Brochta (obrochta@latech.edu, GTM 112)

Student Office Hours: Monday and Wednesday 8AM-11AM,

Tuesday and Thursday 11:50AM-1:50PM

(in person or see Zoom link on Moodle)

Syllabus Updated: June 12, 2022

**Course Description:** How can people engage with issues of inequality and discrimination to improve their lives? Civilization is plagued with problems --- health, poverty, instability, and lack of voice --- that people are working to address. We explore the politics of developing nations and of development, paying special attention to problems that impact people in a wide range of countries that are still growing and developing. Our work will manifest in a set of projects undertaken by different teams in order to produce original scholarship related to a common topic of interest.

Prerequisites: Pols 201 and junior standing. Completion of Pols 345 is preferred.

Text: None. See readings on Moodle.

## **Course Objectives:**

At the completion of this course, students will be able to:

1. Describe and make connections between different forms of identity and political action.
2. Think critically to identify characteristics of identities that cause them to become politically relevant.
3. Apply your knowledge to community engaged situations.
4. Collaborate in a team to produce meaningful, evidence-based community work.
5. Connect political science to local issues and to public policy.

**Assignments:** This course is contract graded with four contract evaluation points throughout the quarter (March 21, April 11, April 27, May 16).

	"A" Contract	"B" Contract	"F"
Social Annotations	Complete at least 14 substantive annotations of the 17 possible	Complete at least 9 substantive annotations of the 17 possible	Complete fewer than 9 substantive annotations of the 17 possible
Reading	Spend at least one hour per annotations assignment	Spend at least 40 minutes per annotations assignment	Spend less than 40 minutes per annotations assignment
Attendance	Miss no more than 3 classes	Miss no more than 6 classes	Miss more than 6 classes

Class Engagement	Consistently ask questions and participate in class. Uses electronic devices appropriately.	Consistently ask questions and participate in class. Uses electronic devices appropriately.	Does not participate in class. Fails to use electronic devices appropriately.
Time Log	Satisfactory time log with at least 28 hours	Satisfactory time log with at least 20 hours	Unsatisfactory time log with fewer than 20 hours
Reflective Portfolio	At least 7 satisfactory entries	At least 4 satisfactory entries	Fewer than 4 satisfactory entries

**Course Philosophy:**

This course is being taught as part of the School of History and Social Science Research Lab. Lab courses are small seminars wherein students work together to complete major research-related projects. In addition, all lab courses are focused on developing teamwork, project management, and career-focused skills. There are some scholarly readings to help us think about relevant questions related to the politics of development. Typical class sessions will include a group discussion on the topic or skill for the day, followed by work on individual and group tasks for the project. The rest is up to the class; we are all responsible for completing as much of the project as possible. If you are still interested after the quarter is over, there are opportunities to continue to work on the project and to see it through to completion. Think of this course as preparation for the kinds of research related tasks you might encounter in graduate school or in the workforce.

**Project Overview:**

Our task is to conduct original research related to the politics of development. The exact research question is up for us to collectively decide, but to narrow us down, it will involve one of the following datasets:

- Newspaper archive: This is a dataset of all newspaper articles from the *Times of India* written between December 2019 and March 2020. The dataset includes the article text as well as information on each direct quotation in the article. Article text is identified as being related to the 2020 Citizenship Amendment Act protests. Relevant research questions might be related to who is quoted in CAA articles compared to other articles, what topics are covered, how journalists describe the CAA, and how the frequency of reporting corresponds with the scale of the protests.
- Cabinet connections: This is a dataset of state cabinet ministers in 17 Indian states and their caste from the 1970s to 2018. Relevant research questions might be related to socio-economic factors that result in changing caste composition of the cabinets.
- Complaints: This is a dataset of all complaints submitted to the Delhi municipal government covering the period from April 2018 to April 2019. About 50,000 of the complaints have been geolocated. Complaints are categorized by type and are listed by date. Relevant research questions might be related to the frequency of complaints in certain areas, the distribution of complaints by type across areas, and whether people submit complaints in groups.

We will use one of these datasets to conduct our research. I expect that we will work in teams to produce some/all of the following outputs:

- Research article: Probably most students will work in groups to identify a unique research question, form a hypothesis, analyze data to test the hypothesis, and subsequently write a research article draft for potential submission to a scholarly journal.
- Legal analysis: Take the topic of the research article and consider relevant laws and litigation impacting the topic. Prepare a legal analysis using appropriate forms of legal writing and style.
- Policy Implications: Take the topic of the research article and consider the policy implications related to the topic. Write a policy action plan with specific, evidence-based actions to take to address the topic. If possible, take an initial step in the policy action plan, potentially including pitching and writing a short blog post for a scholarly blog like *The Conversation* (<https://theconversation.com/us/pitches>) or *3 Streams* (<https://medium.com/3streams>).

## Course Policies:

- General:
  - All assignments are to be turned in on Moodle and are due at class time on the date indicated unless otherwise noted.
  - You are responsible for ensuring that your assignments submit to Moodle successfully and that the file you submitted can be displayed. All file submissions except the project poster must be in Microsoft Word (.doc or .docx) or PDF format. Files in other formats --- including Google Docs --- cannot be read by Moodle.
  - Citations should be in American Political Science Association (APSA) style. Use of this style is important, as it governs the writing of professional political science. The APSA style manual is posted on Moodle.
    - Book format: Thompson, V. Elaine. 2014. *Clinton, Louisiana*. Lafayette, LA: University of Louisiana at Lafayette Press.
    - Journal article format: Chi, Guangqing and Jamie Boydstun. 2017. "Are Gasoline Prices a Factor in Residential Relocation Decisions?" *Journal of Planning Education and Research* 37(3): 334-346.
    - In-text citation format: Professors at Tech are doing interesting research (Chi and Boydstun 2017; Thompson 2014).
  - Plagiarism, including inappropriate attribution, is an Honor Code Violation and is grounds for sanctions, a referral to the Director of Student Conduct, and failure of the course.
    - If you are unsure if you are plagiarizing, always cite your sources. If you are unsure if you are paraphrasing, rewrite to use either a direct quotation or paraphrase differently. Feel free to talk to me if you are unsure whether or how to cite a source.
    - You have the ability to submit assignments early on Moodle to obtain a Turnitin report. You can also use the Turnitin plugin on Google Docs to check your work.
    - Wikipedia is not an appropriate academic source.

- Student Office Hours:
  - Student office hours are a time for you to come by to speak with me without an appointment. Please come by to see me early in the quarter. I am happy to discuss your progress in the course, political science topics, and potential career paths. These student office hours are for you; please do not feel like you are imposing by stopping by.
- Technology:
  - We will be using technology for a number of in class activities. As a result, you are expected to bring a laptop, tablet, or smartphone to each of our class sessions (laptop or tablet preferred). If you will not have regular access to one of these devices, you can borrow a laptop from the library, use a classmate's laptop, or speak with me and we will work out an alternative approach.
  - You are expected to use your devices for class purposes only. Using your device in other ways is distracting to other students, and I reserve the right to deduct up to 10% of your final grade or to drop you from the class in serious cases.
- Attendance:
  - Louisiana Tech University expects students to attend all of their classes, and faculty are required to keep attendance records in all of their classes for administrative and institutional purposes. I will check attendance during class.
  - I understand that there are reasons that you may need to be absent from class. I expect that you will be responsible in attending class as much as possible. Accordingly, **you do not need to let me know when you will be absent**. If you are absent, it is your responsibility to learn what we did from someone else in class, to review all material on Moodle, and to come speak with me during student office hours if you have questions.
  - Attending class is the biggest key to success in this course. **It is best to limit absences to 3 or fewer during the quarter. 6 or more absences result in automatic failure from the course.**
- Grading:
  - This course is contract graded. You will agree to a grade contract at the beginning of the course and self-assess your progress toward completing that contract at three points during the course.
  - I will assign a final grade for the course based on the contract that you complete. Grades are only changed if I make an arithmetic error or mistake. If you feel that this happened to you, please send me an e-mail no later than three days after receiving the grade detailing the error. Because this course is contract graded, there are no late assignments and no late work.
  - I do not give incomplete grades unless there is a documented medical crisis or documented emergency late in the quarter and you have communicated about this to me when the incident occurs.
- Checking Your Grade:
  - Since this course is contract graded, grade records are not available on Moodle. You have evidence of your own progress toward fulfilling the contract in your contract evaluations.
- Feedback:

- I will ask you to provide me with frequent evaluations of the course so that I can work to improve it for you and for future students.
- **Contacting Me:**
  - E-mail is the best way to contact me outside of student office hours. Please do not use Moodle Messages, as I am unlikely to see your message promptly. You can call my office phone, but my e-mail response time is likely to be quicker.
  - I will respond to your e-mails promptly. In general, you can expect a response within 24 hours and that e-mails will be answered between 9AM and 5PM, Monday through Friday.
  - Be sure to check the syllabus before e-mailing; questions answered in the syllabus will not be answered via e-mail.
  - Often, e-mail is best used to set-up an individual meeting, either in person or virtually. It is easier for us to understand each other in a meeting rather than via lengthy e-mail exchanges.
  - Please treat e-mails as professional correspondence. E-mails may only come from your latech.edu e-mail address and should include a salutation (e.g., Dear Dr. O'Brochta), a clear message, and a signature with your name and the class you are enrolled in.

**Topics and Readings:** Below is the schedule of reading and assignments for each class. I may change the course outline, but I will give you plenty of prior notice.<sup>1</sup>

### **Common Approaches to Development**

March 9: Introduction and course purpose

- Goal: Introduction to the course.
- Assignments Assigned: Beginning of quarter survey.

March 14: Colonial Legacies

- Reading Due (annotation due for Acemoglu, Johnson, and Robinson only): Both documents are in the same Perusall link.
  - Hoover Green, Amelia. 2013. "How to Read Political Science: A Guide in Four Steps" (Read this first (if you have not read it before or need a refresher!).
  - Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *The American Economic Review* 91(5): 1369-1401. (Practice your reading skills; this article is long)
- Assignments Due: Beginning of quarter survey. You must complete the beginning of quarter survey in order to access the reading on Perusall.

March 16: Skill: The Publication process

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<sup>1</sup> I have made a conscious effort to represent gender and ethnic/regional diversity of scholarship in these readings.

- Reading Due (annotation due): Blair, Alasdair, Fiona Buckley, Ekaterina Rashkova, and Daniel Stockemer. "Publishing in Political Science Journals." *European Political Science* 19(4): 641-652.

#### March 21: Foreign Aid

- Reading Due (annotation due): Easterly, William, and Tobias Pfutze. 2008. "Where Does the Money Go? Best and Worst Practices in Foreign Aid." *Journal of Economic Perspectives* 22(2): 29-52.

#### March 23: Skill: Effective Legal Analysis

- Reading Due (annotations due): Edwards, Linda H. 2018. *Legal Writing: Process, Analysis, and Organization*. New York: Wolters Kluwer (Introduction through Chapter 3).
- Assignments Due: Contract evaluation.

#### March 28: Democracy as a Solution?

- Reading Due (annotation due): Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *The American Political Science Review* 87(3): 567-576.

#### March 30: Skill: Policy Impact

- Reading Due (annotations due): Cairney, Paul, and Kathryn Oliver. 2020. "How Should Academics Engage in Policymaking to Achieve Impact?" *Political Studies Review* 18(2): 228-244.

#### April 4: Ethnicity and Public Goods

- Reading Due (annotations due): Baldwin, Kate. 2019. "Elected MPs, Traditional Chiefs, and Local Public Goods." *Comparative Political Studies* 52(12): 1925-1956.

#### April 6: Skill: Writing for the Public

- Reading Due (annotation due):
  - Brown-Dean, Khalilah. 2015. "Emphasizing the Scholar in Public Scholarship." *PS: Political Science & Politics* 48(S1): 55-57.
  - Druckman, Jamie. 2015. "Communicating Policy-Relevant Science." *PS: Political Science & Politics* 48(S1): 58-69.
  - Azari, Julie. 2021. "Writing for a Public Audience." *Yale Institution for Social and Policy Studies*. <https://policylab.yale.edu/news/writing-public-audience-julia-azari>

#### April 11: Gender and Health

- Reading Due (annotation due): Westfall, Aubrey, and Carissa Chantiles. 2016. "The Political Cure: Gender Quotas and Women's Health." *Politics & Gender* 12: 469-490.
- Assignments Due: Contract evaluation. Optional mid-quarter survey.

#### April 13: Religion and Education

- Reading Due (annotations due): Osorio, Juan Carlos Parra, and Quentin Wodon, eds. 2014. *Faith-Based Schools in Latin America: Case Studies on Fe y Algeria*. Washington, DC: The World Bank (choose one of chapters 2, 3, or 4 to read).

### **Country-Level Features and Development**

April 18: Natural Resources

- Reading Due (annotations due): Venables, Anthony J. 2016. “Using Natural Resources for Development: Why Has it Proven so Difficult?” *Journal of Economic Perspectives* 30(1): 161-184.

April 20: Government Corruption

- Reading Due (annotations due): Bertrand, Marianne, Simeon Djankov, Rema Hanna, and Sendhil Mullainathan. 2007. “Obtaining a Driver’s License in India: An Experimental Approach to Studying Corruption.” *The Quarterly Journal of Economics* 122(4): 1639-1676.

April 25: Building Government Capacity

- Reading Due (annotations due): Grossman, Guy, Macartan Humphreys, and Gabriella Sacramone-Lutz. 2014. “I wld like u WMP to extend electricity 2 our village: On Information Technology and Interest Articulation.” *The American Political Science Review* 108(3): 688-705.

April 27: Decentralization

- Reading Due (annotations due): Herrera, Yoshiko. 2005. *Imagined Economies: The Sources of Russian Regionalism*. Cambridge: Cambridge University Press.
- Assignments Due: Contract evaluation.

### **Citizens’ Participation in Development**

May 2: Representation

- Reading Due (annotations due): Arriola, Leonardo R., and Martha C. Johnson. 2014. “Ethnic Politics and Women’s Empowerment in Africa: Ministerial Appointments to Executive Cabinets.” *American Journal of Political Science* 58(2): 495-510.

May 4: Protest and Community Engagement

- Reading Due (annotations due): Hummel, Calla. 2017. “Disobedient Markets: Street Vendors, Enforcement, and State Intervention in Collective Action.” *Comparative Political Studies* 50(11): 1524-1555.

May 9: Civil War

- Reading Due (annotations due): Justino, Patricia. 2012. “War and Poverty.” Working Paper. Brighton, UK: Institute of Development Studies

May 11: Skill: Class choice

- Reading Due (no annotations due): Class will choose a topic that they are interested in. No annotations.

**Graduating Seniors: All assignments are due on May 15 by 5PM so that I can grade them in time to submit your grades on May 16. This includes the contract evaluation and end-of-quarter survey.**

May 16: Project Wrap-Up

- Reading Due: None.
- Assignments Due: Contract evaluation and end-of-quarter survey.

**May 18: No Class**

## **Description of Assignments:**

### **Social Annotation**

Completing and engaging with course material and other students is essential to your success in this course. We will be using Perusall (linked on Moodle) for social annotation. The idea behind social annotation is that you can engage with other students in the course while reading the required content. This will help you to read in a more active and engaged way, to come to class more prepared for our discussions, and to generate ideas that you would like to raise in class. My motivation in asking you to do social annotations is to help you read efficiently. This is a skill that you *can* develop.

For each assigned reading where annotations are due, complete the following:

- Go to Moodle and click on the link for an assigned reading. You must access Perusall through Moodle for your annotations to be saved.
- Read the text. I recommend skimming through the entire text once, marking any points of confusion, and asking clarification or definition questions. These are not substantive annotations that count toward your grade, but they will help you read more effectively.
- Return to the text later and read it again. While doing so, **make at least five substantive annotations**. Examples of substantive and not substantive annotations follow.
- Reading and completing the annotations for a particular class period should take you no less than 1 hour and no more than 2 hours. If you find yourself spending more time on an assignment, refer back to the Hoover Green piece on reading effectively. Feel free to come talk to me if you are having any difficulty. This assignment is not meant to take up too much time.

### How to write a substantive annotation:

1. Find a part of the reading that is interesting, surprising, or about which you would like to make an annotation.
2. Highlight the relevant text and leave an annotation or, if someone else has already highlighted the text, leave a comment responding to their annotation.
3. In your annotation, go beyond agreeing with or re-stating what the reading is saying. Discuss how you have thought about and processed the information you read. Make connections to concepts from your notes or that you learned in class. Discuss how the reading relates to you personally or to current events. Provide depth by writing at least two sentences per annotation.
4. Complete at least five substantive annotations, spread throughout the reading.



Non-exhaustive examples of substantive and not substantive annotations:

Notice that the substantive comments go far beyond a single sentence and focus on explaining and making connections.

	Not substantive	Substantive
Definition	This term means [description of term].	This term means [description of term]. By introducing this concept, the authors [describe why the concept is important]. In addition, we discussed this concept in class [describe how].
Upvote	[Student uses the green checkmark to upvote another student's comment]	[Upvote comment] This makes a lot of sense to me because [describe why]. But, I can also see how [introduce a different point of view].
Question	What are the impacts of [describe something]?	What are the impacts of [describe something]? I think that the impact is [describe impact] because [describe reason]. This is important because [describe why].
Agreement	I agree.	I agree because [describe why]. [Tell story about experience you have had related to the concept being discussed].
Example	This is true today.	This is true today because [describe specific instance]. I know people impacted by [describe topic and how people are impacted].
Clarification	What does this mean?	What does [describe phrase] mean? My interpretation is that it probably means [describe possible meaning], but I also found a source online [list source] that says [describe what the source says]. Clarifying this definition is important because [describe why].
Interesting	This is interesting. I had not thought about this before.	This resonated with me because I have had [describe some experience]. I also see [describe the topic] mentioned frequently in the news like in a recent story [describe story].

Submission and Evaluation: You should submit annotations for the indicated readings. **Your three lowest annotation grades will be dropped (this includes any annotations you do not turn in, so feel free to skip when you are busy).** Be sure to check your annotation grades frequently, as simply completing five annotations will not get you credit if those annotations are not substantive.

If you experience some problem completing annotations in Perusall, you can e-mail me your annotations by the time they are due.

I evaluate annotations in the following way:

- I will engage with you in Perusall by responding to questions and annotations.
- After annotations are due, I count the number of annotations you submitted to ensure you submitted at least five annotations. I then check to ensure that your annotations are

substantive. This is not an exact science, which is why I drop your three lowest annotation grades. You will receive an evaluation of:

- Complete (100%): Excellent annotations: at least five substantive annotations; material is engaged well.
- Incomplete (0%): Unsatisfactory annotations: poor quality annotations (only short responses or not substantive responses) or fewer than five substantive annotations. Or no submission/submitted late.
- Each individual annotation grade is only a small part of your overall course grade. Missing one annotation will not impact you much, but missing many will.

## Class Engagement

Your engagement in class is critical for the success of the course. Class engagement goes beyond simply showing up for class.

Evaluation: Sufficient class engagement includes listening respectfully, asking respectful questions, and actively participating (completing all tasks assigned to you). You play a critical part in maintaining an inclusive classroom climate. You must participate both during class and during the work we do outside of class (annotations, projects, et. cetera); if you feel uncomfortable participating, please reach out to me so we can figure out a way for you to be engaged.

## Time Log

Along with your engagement and participation during class, this course will require a significant time investment on the project outside of class. You will often be assigned or volunteer to complete tasks either individually or as a team. Record all out-of-class time spent working on the project in your time log. Only hours spent working on the project count for the time log (i.e., annotations, portfolios, and completing the time log itself do not count for the time log).

Your time log should include the following components:

1. Date and time: List the date and start and end time.
2. Hours spent: List the hours spent. Be sure to have and update a “total hours” entry at the top of your time log as shown in the example.
3. Task description: Brief description of the task you were working on. If you work on multiple tasks during the same period, break up each task into a different entry.
4. Your role: At least one sentence description of what you were doing.
5. Discussion: At least two sentence description of the importance of what you were doing and/or the relationship between your task and the broader project.

There is a folder on the shared class Google Drive where you will update your time log. Please create time log entries in the file with your name on it. Here is an example time log entry:

Total Hours: 25				
Date and Time	Hours Spent	Task Description	Your Role	Discussion

April 28, 4-4:45	0.75	Work on R code	I ran linear regression models in R.	I was assigned to run linear regression models in R based on the specification for the model we described in class. I ran those models and created an output file in the Google Drive folder with the result. None of the models have statistically significant IVs of interest. This was surprising because I expected that one particular IV would be statistically significant. The next step is to run a different set of models that I have written code for in the R code file.
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Evaluation: Satisfactory time logs contain a full description of your role and an appropriate discussion. They demonstrate sufficient effort put into the project and initiative taking to work on project assignments.

## Reflective Portfolio

Reflection is one of the most important components of project-based learning. You will each have a blog-like discussion forum set-up in Moodle where you will post entries to your reflective portfolio. Your portfolio will be visible to everyone in the course, and you will be expected to read and engage with other students' portfolios.

Portfolio entries should be 500+ words in length, and I imagine that each portfolio entry will take you about an hour to complete. The audience for your portfolio is most directly students in the course, but the idea behind the portfolio is that you will collect reflections that can be useful source material to reference when applying to jobs or to graduate school. After all, this course is intended to be as much a professional experience in political science as it is a class.

This is a *reflective* portfolio, meaning that your entries should be focused not on the specifics of what you did during the course (that is what the time log is for), but on the connections you make to current events, to political science, and to your life. You should include a mix of portfolio entries on different topics including:

- Responding to other students' entries: Read through other students' portfolios. Find a reflection that resonates with you.
- Engaging with current events: Relate what you are learning from the community engaged project to ongoing world news.
- Relating to course material: Discuss how parts of the community engaged project connect to course readings.

Evaluation: Satisfactory portfolios will contain a variety of entries (at least half of the portfolio entries will respond to or be based on the portfolios of other students in the course), show evidence of a thoughtful writing process (including reflection, creativity, and careful expression of thoughts and ideas), and be forward looking (describing opportunities to implement or take action on your reflections throughout the rest of the course).

## **Contract Grading**

This course uses a contract grading system that is self-assessed, meaning that you will evaluate how well you fulfilled your contract at several points throughout the quarter. At the beginning of the quarter, you will review the contract options and commit to a contract you are interested in fulfilling. You will then complete assignments and measure your progress toward the contract before providing a final contract narrative evaluation at the end of the quarter. There are two contract grade options in this course: “A” and “B.” “F” is an absence of satisfactory work to warrant passing the course.

You will complete the contract self-assessment at four points throughout the course: March 23, April 11, April 27, and May 16. To complete the self-assessment:

1. Review your contract and the standards associated with each item in the contract.
2. Review the schedule you outlined for yourself. Ensure that all portfolios are completed on Moodle and the time log is updated on the shared Google Drive folder by the date of the contract self-assessment.
3. Write an assessment of your progress thus far in the course. The assessment should answer the following questions:
  - a. Have you completed the items in the contract you specified you would complete by this particular date?
  - b. Do you feel that you are making adequate progress toward completing the contract? What are areas you are excelling in? What are areas that you could improve?
  - c. List actionable steps you are going to take to improve your work during the course. Evaluate your progress in fulfilling those steps at the next contract self-assessment.
4. Submit the assessment to Moodle. The March 23, April 11, and April 27 assessments should be at least 250 words long. The May 16 assessment should be at least 750 words long and should include a full discussion of your performance throughout the entire course including whether you fulfilled the entire contract.

**Pols 460 Contract**

My name is \_\_\_\_\_. I am working to complete an \_\_\_\_ contract in this course. I commit to the following:

	“A” Contract	“B” Contract	“F”
Social Annotations	Complete at least 14 substantive annotations of the 17 possible	Complete at least 9 substantive annotations of the 17 possible	Complete fewer than 9 substantive annotations of the 17 possible
Reading	Spend at least one hour per annotations assignment	Spend at least 40 minutes per annotations assignment	Spend less than 40 minutes per annotations assignment
Attendance	Miss no more than 3 classes	Miss no more than 6 classes	Miss more than 6 classes
Class Engagement	Consistently ask questions and participate in class. Uses electronic devices appropriately.	Consistently ask questions and participate in class. Uses electronic devices appropriately.	Does not participate in class. Fails to use electronic devices appropriately.
Time Log	Satisfactory time log with at least 28 hours	Satisfactory time log with at least 20 hours	Unsatisfactory time log with fewer than 20 hours
Reflective Portfolio	At least 7 satisfactory entries	At least 4 satisfactory entries	Fewer than 4 satisfactory entries

To help keep me on track throughout the quarter and to ensure that other students have an opportunity to benefit from learning from my work, I commit to completing the following by these contract evaluations:

	March 23	April 11	April 27	May 16 “A” Contract	May 16 “B” Contract
Annotations				14	9
Time Log				28	20
Reflective Portfolio				7	4

## University Policies and Resources:

- Coronavirus Policies:
  - This course is occurring during the coronavirus pandemic. I understand that the pandemic may impact you and your family. If coronavirus impacts you, please communicate with me as soon as possible and follow all statewide, systemwide, and university-wide coronavirus-related policies and regulations.
  - The classroom is designed to be a safe environment where everyone can learn. I ask for your help in maintaining this environment by following university guidelines.
  - Students who miss face-to-face class for COVID-19 related reasons, and have followed University protocol, will have access to course materials on Moodle and the opportunity to turn in work completed during class with no penalty. The Dean of Students office will inform me if you have followed the appropriate reporting protocols.
  - If I become ill or need to self-quarantine following potential exposure to COVID-19, I will communicate with you as quickly as possible. We will arrange to meet via Zoom or I will arrange for another faculty member to cover my class if necessary.
  - Students are required to comply with all statewide, systemwide, and university-wide coronavirus related policies and regulations.
  - Students can access COVID-19-related information, guidelines, FAQs, and policies at Louisiana Tech's website: <https://www.latech.edu/coronavirus/>.
  - Students who are feeling ill with COVID-19 symptoms, have been exposed to, or have tested positive for COVID-19 should not come to class and should contact Stacy Gilbert, Dean of Student Services and Academic Support ([stacyc@latech.edu](mailto:stacyc@latech.edu)). If experiencing symptoms, please contact Tech Care at 318-257-4866 or your family physician for an appointment.
  - The direct link to the reporting protocol for students exposed to, displaying symptoms of, or testing positive for COVID-19 is located at <https://www.latech.edu/coronavirus/return-to-campus-plan/>. Students must reach out to Stacy Gilbert, Dean of Student Services & Academic Support, at [stacyc@latech.edu](mailto:stacyc@latech.edu) for help with accommodations and additional information. Accommodations may not be granted until proper University protocol has been followed. Short-term COVID-19 accommodations are not disability accommodations.
  - Failure to comply with the Safety Protocols listed in the Back to Campus Culture of Caring booklet, [latech.edu/documents/2020/07/covid-return-book.pdf](https://www.latech.edu/documents/2020/07/covid-return-book.pdf), specifically states on pages 5-7 about masks and social distancing, could result in students being in violation of the Classroom Behavior Policy listed on page 123 of the Student Handbook [latech.edu/documents/2018/09/student-handbook.pdf](https://www.latech.edu/documents/2018/09/student-handbook.pdf).
- Accommodations: Students needing testing or classroom accommodations based on a disability are encouraged to discuss those needs with me as soon as possible. Please plan to make your request to me at the beginning of the quarter (during the first two weeks of classes) either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Testing and Disability Services Office is needed. Disability information is confidential. Information for Testing and

Disability Services may be obtained in Wyle Tower 318  
or <https://www.latech.edu/current-students/student-advancement-affairs/disability-services/>.

- **Academic Honor Code:** Students pledge the following: “Being a student of higher standards, I pledge to embody the principles of academic integrity”  
<https://www.latech.edu/current-students/student-advancement-affairs/student-conduct-integrity/>.
- **Hazing:** In compliance with Acts 635, 637, and 640 of the 2018 Regular Session and Act 382 of the 2019 Regular Session of the Louisiana Legislature and the 2019 Board of Regents Uniform Policy on Hazing, the System reaffirms its policy that any form of hazing of any student enrolled at any institution of the System is prohibited. Violations of this Policy can result in both disciplinary action imposed by the organization and/or institution as well as criminal charges.
- **Emergency Notification System:** All Louisiana Tech students are strongly encouraged to enroll and update their contact information in the Emergency Notification System. It takes just a few seconds to ensure you are able to receive important text and voice alerts in the event of a campus emergency. For more information on the Emergency Notification System, please visit <https://www.latech.edu/current-students/student-advancement-affairs/university-police/emergency-notification-system/>.
- **Moodle:** We will use Moodle throughout the quarter. As part of the University's Disaster Recovery Plan, all courses at Louisiana Tech will be making use of Moodle during any emergency that closes the University. It is your responsibility to monitor course announcements and assignments on Moodle during a natural disaster or other emergency event. Direct all Moodle questions/problems to the Computing Center Help Desk at <https://helpdesk.latech.edu>, [helpdesk@latech.edu](mailto:helpdesk@latech.edu), or 318-257-5300.
- **Title IX:** Please note that faculty are not confidential reporters for sexual misconduct. As a faculty member, I promise to keep all discussions with students as private and confidential as legally allowed. You may make a non-confidential report of sexual misconduct directly to the Title IX Compliance Director Mortissa Harvey ([mharvey@latech.edu](mailto:mharvey@latech.edu), 318-257-5911). You may obtain confidential support from the Counseling Center ([counseling@latech.edu](mailto:counseling@latech.edu), 318-257-2488, Keeny 310).
- **Counseling Center:** The Counseling Center provides a variety of services for students with personal, educational, and career concerns; these services are free and are provided by licensed professional counselors. More information may be found at <https://www.latech.edu/counseling-services/>.
- **Writing Center:** All students are encouraged to take advantage of free writing help offered by the writing center. Please go to the Writing Center! They can help you with many writing issues. Information can be found at <https://www.latech.edu/current-students/barc/writing-center/>
- **Campus Food Pantry:** All students welcome Monday to Thursday 12PM-3PM.  
<https://www.latech.edu/food-pantry>
- **Graduation:** All degree candidates must register for graduation early in the quarter. More information can be found at <https://www.latech.edu/current-students/registrar-office/graduation/>. If you are graduating this quarter, see the topics and readings for when all remaining assignments in the course are due.