Why should you care about politics in Southeast Asia?

Are you interested in the fate of constitutional monarchies in the modern era and of the political aspects of monarchal succession? Do you wonder about--are you hopeful about?--the longevity of democracy in majority Muslim countries? Do you care about how societies that are communally divided can best be governed to avoid violence against ethnic and religious minorities? Does the plight of state-less religious minorities and how politics treats them—both historically and today--deeply concern you? Are non-democratic political systems that are dominated by single, autocratic parties inherently unstable, in your opinion? What views do you have about abundant resource wealth, particularly reserves of oil and gas (for example in the Gulf States), and how such wealth shapes the political arrangements in a country?

Amazingly, the study of contemporary politics in the countries of Southeast Asia offers answers to every one of these questions--and many more! In fact, political scientists can get very excited about studying this relatively compact region, squeezed between the Indian subcontinent and giant China and East Asia, because of the sheer diversity of political institutional arrangements found there.

How will this course help you succeed?

Regardless of how little you know about Southeast Asia now, this course will not only teach you empirically about the history and politics of the region, but, more importantly, will give you new perspectives on some of the enduring political questions of our time, ones that political scientists focus on all over the world. Whether you plan to be an analyst, a policy maker, a practitioner of politics or simply a part-time, interested observer, this course presents you with the opportunity for formative learning, to apply what you think you know of political concepts and relationships to a region about which you may currently know relatively little and learn a great deal in the process.
Where can you look for important information?

Anywhere you want! “Real” analysts, political scientists, politicians and policy makers use online resources, peer-reviewed articles and books, theses, dissertations, unpublished “working” papers, personal communications with experts and colleagues, and authoritative media sources (examples: The Financial Times [ft.com], the BBC [bbc.co.uk], The New York Times [nytimes.com] and The Washington Post [washingtonpost.com]) to learn what they need to know and to answer complex questions about regions about which they know relatively little, such as Southeast Asia. As your colleague, I ask you to read material (“assigned readings”) that I think will assist you in this goal. I also suggest resources in class and at the course website. But you should not feel limited to using only those materials I suggest. In fact, you will probably need additional resources to be able to capture the full story on some of the challenging questions that will engage you in this course.

Southeast Asia in the Media

Recent media reports from the region give us some sense of the plethora of contemporary issues involving politics in Southeast Asia that can inform our class sessions and assignments. Using curated sources, such as the media mentioned above, rather than simply googling a topic on your own, often is the most efficient and informative way to understand such issues. Here are some recent examples of media reports from the region that point to issues of enduring interest in the politics of Southeast Asia.

The August 17, 2015, bombing at the Erawan Buddhist Shrine in the center of Thailand’s capital, Bangkok, that killed 20 and injured 120, highlights the tenuous power of the military junta that seized power in Thailand from a democratically elected government in May 2014 “in the name of the monarch.” Coverage of the bombing illuminates the deep political divisions in Thailand (formerly Siam) between pro-monarchist urbanites and the more numerous, pro-democracy, rural population that overwhelmingly supported the ousted democratic government.

To the East, in neighboring Myanmar (also known as Burma), the sudden removal, August 13, 2015, from his post as the Chairman of the government’s own political party, of one of the leading candidates for unprecedented presidential elections scheduled for early November cast a pall over those polls. The military figures who ruled Myanmar by fiat until 2011 continue to wield enormous political power and, while authorizing a general election, appear determined to prevent any candidates other than their own from being on the ballot. We will watch closely the campaign, the elections and the aftermath during this semester.

To the South, Malaysia’s government, a multi-ethnic coalition dominated by the indigenous Malay majority, despite having won every election in sixty years (since independence from Great Britain in 1957), has been shown by its anemic and barely competent response to the disappearance of Malaysia Airlines flight 370 (MH370) to be very weak. Malaysia’s voters are increasingly asking whether the Malay “aristocracy,” that has run this small but strategic country for decades (the current Prime Minister is the son of Malaysia’s second Prime Minister) is really
capable of steering Malaysia in a modern, globalized environment. At the same time, there are questions about the governing ability of the opposition multi-ethnic coalition that includes an Islamist party (PAS). The August 23, 2015, revelation of a Swiss Office of the Attorney General criminal investigation of a Malaysian government investment vehicle, 1Malaysia Development Berhad (1MDB), which is $11 billion in debt, and through which an alleged nearly $700 million “gift from a wealthy Middle East donor” ended up in the personal bank account of the Malaysian Prime Minister, further undermine the long-standing government’s credibility. It is possible that the government will fall during the semester and a new political arrangement may emerge.

In short, in these three countries, as elsewhere in the region, there are intriguing political developments highlighted in daily media reports that will motivate and excite our study of the comparative politics of Southeast Asia during the next fourteen weeks. We will capitalize on these reports by devoting class time each week to discussing current events in the region, and exploring their relationship to concepts and themes developed in the course.

How will this course help you learn?

The mission for you by the end of the course is to have a keen appreciation for the history and contemporary politics of at least three countries of Southeast Asia, and to be able to use relevant information about these countries to substantiate or challenge assertions about politics.

Learning Objectives

The learning objectives represent the impact this course will have on you two to three years into the future. They are the ways in which taking this course will distinguish you from students who have not yet taken this (or a similar) course. If you commit yourself to the course, you will have:

- **Basic literacy** in Southeast Asian history and politics. In order for you to make sense of the complex tapestry of history and politics in the region, it is important that you be able to identify major eras, actors (figures, institutions, movements) and events. Although facts per se do no impart insight, it is difficult to understand Southeast Asia’s history and politics with at least a reasonable grasp of this foundational knowledge.
- **Critical thinking.** Enhanced ability to analyze and evaluate historical and political data.
- **Integration abilities.** The ability to recognize and make connections: among ideas within this course; among the information, ideas and perspectives encountered in this course and those you encounter in other courses or regions of study; and among material in this course and aspects of your own personal, social and/or work life.
- **Self-knowledge and understanding of empathy with others.** The opportunity to reflect upon and learn about your own perspectives on issues like religion, ethnicity, and appropriate ways to aggregate and use power. And the opportunity to develop feelings, interests and ideas as you understand better those who live in Southeast Asia.
- **Knowing how to learn.** The ability to know how to learn about aspects of this region unfamiliar to you. How to become a self-directed learner of the subject, i.e., establishing a learning agenda for what you want to learn and planning for learning it.
How will you succeed in this course?

Attend: Be present at all the components of the class and actively participate. I understand that you are a busy and committed student, with many demands upon your time. But missing class and group discussions means not being present for your peers.

Participate: Participate actively in the course, based upon your own learning goals. Since you all come from different backgrounds and experiences, your peers are valuable resources for your learning. Don’t shortchange them and yourself by coming to class without preparing, or by sitting quietly during activities such as small group discussion, debates and role plays. My evaluation of your progress in this course will include a small component associated with active participation. But your engagement with, and beautiful rewards from, learning in this course, can begin to flow with your participation.

Communicate: This course is designed to meet the needs of both those with little or no knowledge or experience of Southeast Asia and those who are already well versed in the region. It can be very challenging to speak up and ask questions during class. But please do so, as you are not alone. I am also willing to field questions before or after class, on Blackboard, during office hours and by email. If you start the habit of communicating early in the semester, then I will be better able to identify what challenges you are having and help you overcome them.

Expectations

What I expect of you:

- **Pay attention to Assignments Guide.** We have only a few hours each week in class. Therefore I don’t to spend too much time “going over” the details of requirements for assignments that are already spelled out in the online Assignments Guide. There you will find important information about deadlines, etc. Be sure to ask questions if you are unsure about anything in the Guide.

- **Closely read all assigned readings.** The list of assigned readings is not excessively long. However, it is important that you budget your time and energies so as to allow sufficient time to read the assigned materials each week (complete the readings by the start of the second—Wednesday--session). You are not expected to memorize every fact, figure, chart and graph. However, you should be able to summarize the main points and salient arguments of each reading, and provide a brief response to the focus question for each week’s readings.

- **Participate in class discussions.** One of the best ways to learn about the themes and issues of this course is to talk about them. You are expected to contribute to class discussions with a combination of your understanding of the assigned readings and your own ideas and experiences. Please also bring to class a willingness to ask questions frequently, air opinions vigorously and consider with respect opinions expressed by peers that differ from your own.
What I don’t expect of you:

- An encyclopedic knowledge of Southeast Asia. We are all learners. What’s important is not how much or how little we know, but what we do with what we know. Don’t let your perceived lack of knowledge or experience vis-à-vis your peers intimidate you into remaining silent. Such an outcome—silence—is detrimental not only to your learning but to that of all others in the class.

- Perfectly formed, flawlessly logical contributions to class discussions. Don’t let the quest for perfection—e.g., an idea developed into a fully formed thesis—prevent your making a valued contribution to class discussion.

What you can expect of me:

- Close examination of all materials submitted for a grade.
- Constructive suggestions for improvement (if necessary) on all returned assignments.
- Availability for consultation outside of class.
- Direction—but not domination—of class discussions.

How will you and I evaluate your progress?*

<table>
<thead>
<tr>
<th>Participation</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>First part of course</td>
<td>37%</td>
</tr>
<tr>
<td>Short analytical research paper</td>
<td>17%</td>
</tr>
<tr>
<td>Proposal</td>
<td>5%</td>
</tr>
<tr>
<td>Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Self-evaluation/feedback response</td>
<td>2%</td>
</tr>
<tr>
<td>In-class exam (Exam #1)</td>
<td>20%</td>
</tr>
<tr>
<td>Second part of course</td>
<td>58%</td>
</tr>
<tr>
<td>Options</td>
<td></td>
</tr>
<tr>
<td>Option 1</td>
<td></td>
</tr>
<tr>
<td>Policy analysis paper</td>
<td>28%</td>
</tr>
<tr>
<td>Proposal</td>
<td>5%</td>
</tr>
<tr>
<td>Policy analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Self-evaluation/feedback response</td>
<td>3%</td>
</tr>
<tr>
<td>Take-home exam (Exam #2)</td>
<td>30%</td>
</tr>
</tbody>
</table>

Or

| Option 2                                   | 58%|
| Analytical research paper                  | 53%|
| Proposal                                   | 5% |
| Research strategy & sources                | 5% |
Research Paper 40%
Self-evaluation/feedback response 3%
Oral report in-class 5%

* Note: There is no final exam for this course.

Brief descriptions (for full details on requirements, see the online Assignments Guide):

- **Participation.** At class sessions and outside of class. E.g., for: consistently participating in class discussions; flagging media reports relevant to Southeast Asia during current events; volunteering for the group spokesperson role to report back a small group’s discussion; attending several office hours sessions; and/or communicating by email with me about your responses to/questions about substantive themes and ideas relevant to the class.

- **Short analytical research paper.** Analyzes assigned readings to respond to one weekly focus question that you choose from the first part of the course (or, if you prefer, a question of your own design, with my approval). Three components: proposal; paper; self-evaluation/response. The paper itself is three pages, double-spaced, in addition to a bibliography. Submitted with the paper is your self-evaluation of your own paper (to what extent does it meet the assignment rubrics, in your opinion?) and your responses to the feedback I provided on your proposal (which parts do you agree with? Which parts do you contest, and why?). Feeds into your Exam #1 essay preparation.

- **In-class exam (Exam #1).** Closed-book, “blue book” exam (Exam #1) in week 7 (you will have an entire, 75-minute class session) that covers the first seven weeks of the class. Includes an analytical essay which you may base upon your short analytical research paper.

- **Policy analysis paper.** Using a question of your own design, you analyze a government policy relevant to the Southeast Asian region and to the comparative politics focus of the course. You research your own sources to provide empirical evidence to support your points (assigned readings may be used, but you should source only a small part of the empirical evidence used from these readings). Three components: proposal; paper; self-evaluation/response. The paper itself is five pages, double-spaced, in addition to a bibliography. Submitted with the paper is your self-evaluation of your own paper (to what extent does it meet the assignment rubrics, in your opinion?) and your responses to the feedback I provided on your proposal (which parts do you agree with? Which parts do you contest, and why?).

- **Take-home exam (Exam #2).** Open-book, 24-hour exam, due online in week 15 that covers weeks 8-15 of the class. Includes an analytical essay.
• **Analytical research paper.** You use a question of your own design relevant to the historical or contemporary politics of one or more Southeast Asian countries. You research your own sources to provide empirical evidence to support your points (assigned readings may be used, but you should source only a small part of the empirical evidence used from these readings). Four components: proposal; research strategy and sources; research paper; self-evaluation/response. The paper itself is eight-ten pages, double-spaced, in addition to a bibliography. Submitted with the paper is your self-evaluation of your own research paper (to what extent does it meet the assignment rubrics, in your opinion?) and your responses to the feedback I provided on your proposal and on your research strategy and sources (which parts do you agree with? Which parts do you contest, and why?).

• **Oral report.** A brief (2-3 minutes) in-class oral presentation to your peers, designed to share with them the findings of your research paper. Oral reports are scheduled towards the end of the semester (note that the analytical research paper may not be due until after the class session at which you present your oral report).

**Textbooks**

The required textbooks listed below all are available for you to purchase at the GW Bookstore. In some cases, the Bookstore gives you the option to purchase used copies, to rent books, or to pay for digital access. Using the Bookstore is not only the most convenient means for you to obtain the textbooks you need for this course, it also ensures you get the correct editions of required texts. If you do not find one of the books listed as “required” below in the Bookstore shelves for this course, please ask at the textbook department help desk. Sometimes textbooks used by multiple courses in different departments and schools are consolidated in just one location (which might not be the location labelled for this specific course). A *limited number* of copies of the recommended Owen and Vickers books have also been ordered by the Bookstore. If you have access to earlier editions of any of these textbooks (for example, Osborne), please consult with the instructor concerning their suitability for use in this class.

*Required*


Recommended

As you are aware, there are a variety of alternative sources for book purchase. For example, new or used titles are available from www.amazon.com, www.barnesandnoble.com, eBay, Half.com (an eBay subsidiary) or directly from the websites of book publishers. However, when using these alternative sources, be sure that the textbooks you order are going to reach you by the time you need to use them for class (see the “Detailed listing of class topics” below). Regardless of whether your textbooks arrive on time or not, you are still responsible for the required readings for each weekly session at the class meeting for which they are relevant. Therefore, you should explore temporary alternative means of access—e.g., borrowing from Gelman Library or from one of the WRLC consortium libraries, or from a friend—until your textbooks arrive.

Required readings that are not from the course textbooks can be accessed using: the course Blackboard website (link: Electronic Reserves); subject databases accessible through the Gelman Library home page (go to http://gelman.gwu.edu and click on the Subject Databases link); and on-line sources.

Detailed listing of class topics and readings

I have organized the class topics list below by week, one topic per week. I reserve the right to amend, reorder, substitute for, or delete session topics and assigned readings, with reasonable notice, during the course of the semester. If I do so, I will place notices to this effect at the Announcements (front) page of the course Blackboard website.

Apart from the textbooks, items that are available full-text through the Gelman Library home page (ArticlesPlus, Catalog [I recommend accessing the Classic Catalog link and then the Advanced Search link], or subject databases (Ebrary, etc.)) are indicated by an asterisk (*).

Readings available at the course Blackboard website are indicated by the “at” symbol (@). Such readings are found at the Electronic Resources link, organized by folders that are identified by week. Readings that are also available in hardcopy form “on reserve” at Gelman Library’s Circulation Desk are indicated by the “plus” symbol (“+”).

The course required textbooks are abbreviated below: B=Bertrand; H=Hayton; O=Osborne; P=Pringle; and S=Steinberg.

Where I have yet to assign required readings, I indicate this with “to be assigned” (tba).
Week 1
Aug 31; Sep 02
1. Introduction: encountering Southeast Asia
   What gives coherence to any region? To this region?
   O ch 1

Week 2 [class does not meet Sep 07, Labor Day]
Sep 09
2. Pre-colonial Southeast Asia
   How did rule in pre-colonial states work? How were people persuaded to follow--or at least acquiesce to--the rule of hereditary leaders? What if they didn’t?
   O chs 2-3
   S ch 2

Week 3
Sep 14, 16
3. Europeans in Southeast Asia
   Was the rule that Europeans imposed on Southeast Asia with their high colonial states fundamentally the same or fundamentally different from that which preceded it? Implications?
   O chs 4-7
   S ch 3

**Proposal for short analytical research paper due Friday, Sep 18, by 5:00 P.M.**

Week 4
Sep 21, 23
4. Nationalism and Revolution
   Why were nationalist movements and leaders more successful than other movements at helping to end colonial domination? Were they revolutionary? Was this important?
   O chs 8-11
   S ch 4 (part) 41-44

Week 5
Sep 28, 30
5. Challenges of Independence after the End of Formal European Rule
   What was driving “post-colonial settlements” in Southeast Asia? Whose interests did they best serve? What were some of the factors seen across more than one country that contributed to their fairly rapid demise?
Week 6
Oct 05, 07
6. Government and Economic Development
   Who, in the countries of Southeast Asia, benefited the most materially from the expansion of these economies in the post-independence (in the case of Thailand, post-1945) period? What effects did this have on politics and society?

   B ch 2 (part) 92-108
   S ch 4 (part) 52-53

Week 7
Oct 12, 14
7. Review; In-class Examination (Exam #1)

Week 8
Oct 19, 21
8. Indonesia: Islam’s Origins and Diversity
   Which aspects of the politically-involved institutions of Islam that developed in Indonesia before the demokrasi era can be traced to the history and traditions of Islam in the archipelago since the 13th century?

   P chs 1-4

**Proposal (policy analysis paper or analytical research paper) due Friday, Oct 23, by 5:00 P.M.**

Week 9
Oct 26, 28
9. Indonesia: Political Development and the Struggle for the Soul of Islam
   Why has radical Islamic thought and Islamist violence in Indonesia been (relatively) unsuccessful at appealing to and mobilizing more than a tiny portion of the overwhelmingly Muslim population during the demokrasi era?

   P chs 5-8
10. Vietnam: Origins of Revolutionary Nationalism; Socialist Transitions
How has the Communist Party of Vietnam managed to maintain a monopoly on political power while at the same time substantially liberalizing the economy? Has economic wealth not translated into political power?

@Brown, Frederick Z. “Vietnam’s Transformations: War, Development and Reform.” In Ann Marie Murphy, and Bridget Welsh, eds., A Legacy of Engagement in Southeast Asia, Singapore: ISEAS, 2008. Ch 3 (part) 72-90
H Epilogue, chs 4-7

**Option 2: research strategy & sources due Friday, Nov 06, by 5:00 P.M.**

11. Vietnam: Performance Legitimacy and a Globalized Economy
Has globalization of the Vietnamese economy been a product of or an obstacle to the “performance legitimacy” of the Communist Party of Vietnam?

@Brown, “Vietnam’s Transformations” (part) 90-96, 100-04
H chs 1-2, 8

12. Burma/Myanmar: history & context
Which aspects of history, culture (especially political culture) and society have posed obstacles to the establishment of a stable, liberal democracy since independence?

S “Preliminary Notes” xix-xxviii & ch 7 (part) 150-58
@Steinberg, David I., ed. Myanmar (2015) tba

13. Burma/Myanmar: contemporary politics
Assess progress since 2008 towards economic and social reform against the backdrop of more than 40 years of a military-dominated state and the crushing of the “saffron revolution.” What will it take for political reform to catch up?

B ch 8
S ch 5; ch 6 (part) 82-94, 138-48; & ch 9
@Steinberg, David I., ed. Myanmar (2015) tba
Week 14
Nov 30, Dec 02

14. Burma/Myanmar: centralization vs. decentralization, religion and ethnic states
Is a federal Myanmar, with limited autonomy granted to ethnic states and religious minorities: a possibility? A solution to the divisive character of Myanmar’s politics?

@Steinberg, David I., ed. Myanmar (2015) tba

**Policy analysis paper or analytical research paper + self-evaluation/feedback response due Thursday, Dec 03, by 5:00 P.M.**

Week 15
Dec 07, 09

15. Conclusion; research paper oral reports
   Of the big picture political issues we’ve addressed in the Southeast Asian setting during this course, which have most intrigued you? Which did you learn the most about?

   O ch 15
   B ch 9

**Option 1: take-home exam (Exam #2), open-book, 24-hour available Wednesday, Dec 09, 5:00 P.M., due Thursday, Dec 10, 5:00 P.M.**

Course Policies and Procedures

_Students with Disabilities:_ If you have special needs because of a disability, whether or not you have formally registered with GW Disability Services, please speak with me by Week 2.

_Religious Observance:_ In accordance with university policy regarding accommodations for religious holidays, if you plan a religious observance that precludes your attending Exam #1 (in-class) as scheduled, or (Option 1) working on Exam #2 (24-hour take-home), University policy requires you to petition me orally or in writing during the first week of classes, so that I can organize alternative (“make-up”) arrangements for you. Absent such notification in the first week, you are expected to attend Exam #1 when that exam is scheduled, and (Option 1) to complete and submit online your responses to Exam #2 during the 24-hour window it is available. **Saturday, September 05, is the last day to request from the instructor accommodations for religious observance.**

_Examination Policies:_ There is no final exam for this course. Please take careful note of the scheduled dates for Exam #1 (in-class) and (Option 1) Exam #2 (take-home). Under truly extraordinary circumstances, which you could not have reasonably predicted in advance (examples include sudden illness, accident, or family bereavement or severe illness), it is
possible that you may not be able to take Exam #1 or to complete Exam #2 on the days/times scheduled. If you encounter such circumstances, please contact me as soon as possible and, subject to your providing documentation of the event that I find acceptable, a make-up exam may be scheduled.

*Professional and Academic Integrity:* As practicing professionals and proud graduates of GW, you will be trusted to maintain the highest standards of ethics, integrity and personal responsibility. Since you have joined this community of trust to prepare yourself for a life’s work of honorable service and integrity, I expect you to comply fully with the provisions of GW’s “Code of Academic Integrity.” In submitting work for my evaluation, you affirm that you have not knowingly represented as your own any opinion or ideas that are attributable to another author in published or unpublished notes, study outlines, abstracts, theses, dissertations, articles, books or web pages. In other words, I expect that all assignments and reports you give me are your original work and that references are cited properly. Breaking this trust will not only result in zero credit for the assignment in question, it will require me to follow the procedures established by the Office of Academic Integrity in responding to any suspected violations of academic integrity. You should be aware that work that you submit online at the course Blackboard website may be submitted through a plagiarism-detection tool, such as SafeAssign. SafeAssign is a software resource designed to help students avoid plagiarism and improper citation. The software encourages original writing and proper citation documentation practices by cross-referencing submitted materials with an archived database of student papers, journals, essays, newspaper articles, books, and other published work. In addition, other methods may be used to determine the originality of work you submit online for a grade in this course.

*Use of Personal Electronic Devices in Class:* You can help support a respectful learning environment for your peers by minimizing distractions during class. To facilitate focused and uninterrupted discussion, please terminate all phone conversations before entering the classroom; turn off or silence ring tones for all cellular devices while in the classroom; and refrain from texting, social networking, or surfing while in the classroom for the duration of each class session. Laptops, iPads, tablets and other personal electronic devices may be used in class for taking notes and for accessing content found at the course Blackboard website (for example, Discussion Board posts at the week’s thread) or other content specifically related to the material being presented or discussed at each session. However, you’ll be most successful in this class if you’re able to give your attention to what’s happening in the classroom, rather than on the screen.

*Civil and Respectful Dialogue:* It is possible that occasionally you may feel that the material which students and the instructor address in class to be controversial and even sensitive. When discussing such topics, I establish the expectation that we collectively will engage them in a collegial manner, respecting the opinions and ideas of others, even though you may not agree with them. One of the foundations of excellence in U.S. higher education is the freedom it provides to explore diverse ideas, beliefs, theories, concepts, etc. without “putting others down.” Should you find a particular topic troublesome, please discuss your concerns with me privately.
“Extra Credit”: If one or more of the assignments you submit for a grade is assigned an assessment (grade) lower than you had hoped for, unfortunately you will not have the opportunity in this class subsequently to submit “extra work” and thereby to earn “extra credit” to “make up your grade.”

Submission Formats: All materials submitted for a grade in the course by uploading at the course website (Assignments or Exams links) must be in 12-point font, double-spaced (does not apply to Discussion Board posts or outlines, which may be single-spaced), with one-inch margins to left and right of text, 1.5-inch margins required at the top of the page (above the text) and at the bottom of the page (below the text)--does not apply to headers or footers (page numbers, your name, etc.)--and formatted using either Word for Office (.doc, .docx) or Adobe Acrobat (.pdf). Page numbers are required.

Late Submission: If your assignment (or component of an assignment), not including exams, is received at the course website after the date/time that it is due, I will reduce the grade for the assignment (or component of an assignment) by a split grade (e.g., B+ becomes B; B- becomes C+) for each 24-hour period or part thereof, including holidays and weekends, that it is late. The time period on which I base the grade reduction begins at the day and time that the work was due and ends at the day and time that the assignment was received at the course website. You may confirm receipt of any assignment you have submitted by visiting the My Grades link to check that the appropriate icon indicates “needs grading” for the assignment (for icon explanations, click on the “icon legend”). I do not consider assignments sent directly to my email inbox or submitted to me in hardcopy form as “received” until they also have been submitted at the course website as required.

For exams, if you don’t show to take Exam #1 in-class at the specified day/time or (for Option 1 only) you don’t submit the take-home exam (Exam #2) by the due day/time it is due, I will assign the grade of “F” for the exam. The Late Submission policy above (i.e., grade reductions) does not apply to exams in this course. See Examination Policies section (above) regarding course policies in the event you suffer accident, illness or bereavement at the time of an exam.

Incompletes: A final grade of incomplete (“I”) can be reported only if you have presented a legitimate and compelling reason, typically beyond your control, which has prevented you from completing a significant proportion of the course work. You must have been performing at least at a “low pass” level before the event or circumstances for the “I” to be assigned. I must receive your request for the “I” grade for any exam during the period when the class is in session (i.e., August 31-December 09, 2015, inclusive) on or before 5:00 P.M. on Friday, December 11, 2015. If you did not submit an exam and did not request an “I” grade by this date and time, then I will assign the grade of “F” to the exam. Before an “I” can be assigned, you must download from your academic adviser (CCAS or ESIA) and complete the student portions of an “incomplete contract” agreement. You provide the form to me in duplicate, along with documentation for the legitimate reason for why you did not submit the exam. Once I complete and sign the form in duplicate, you sign both copies and receive one for your files while I retain the other.