

WEEK	DATE	TOPICS	READINGS
1	24 Aug	Introduction to the course, course syllabus, & course schedule	Red links on the course Web site: http://people.uncw.edu/lowery/pls203/index.htm
2	29	No class - reading day	Barbour, Ch. 1: Four Views of Science and Religion
	30	Panel discussion – 7:30 pm	Science Education in the U.S.: Should We Panic? (Cameron Hall auditorium)
	31	Overview – Religion & Science	Dr. David Abbott will guest lecture on the Barbour reading assignment
3	5 Sep	Quiz 1: Overview – Religion & Politics	Wald, Preface & Ch. 1: A Secular Society Wald, Ch. 2: Religion in the American Context
	6	Pizza social – 7-9pm	location: Clocktower Lounge (upstairs in the new Fisher Student Union)
	7		
4	12	Quiz 2	Wald, Ch. 3: Religion and American Political Culture
	14		
5	19	Quiz 3	Wald, Ch. 4: Religion and the State
	21		
6	26	Review	
	28	FIRST EXAM	Wald, Chapters 1-4 & Barbour, Ch. 1
7	3 Oct	Quiz 4	Wald, Ch. 5: Mobilizing Religious Interests
	5		
8	10	FALL VACATION	
	12		Poli-Sci-Days events will be substituted for class
9	17	Quiz 5	Wald, Ch. 6: Religion and Political Action
	19		
10	24	Quiz 6	Wald, Ch. 7: Religion and Public Opinion Barbour, Ch. 4: Evolution and Continuing Creation
	26		
11	31	SECOND EXAM	Wald, Chapters 5-7 & Barbour, Ch. 4
	2 Nov	Quiz 7	Wald, Ch. 8: The Political Mobilization of Evangelical Protestants Barbour, Ch. 5: Genetics, Neuroscience, and Human Nature
12	7		
	9	Quiz 8	Wald, Ch. 9: Continuity and Change in the Religious Center
13	14		
	16	Quiz 9	Wald, Ch. 10: Religion and the Politics of Ethnic and Religious Minorities (African-American, Latino, Muslim, LDS)
14	21		
	23	THANKSGIVING VACATION	
15	28	Quiz 10	Wald, Ch. 11: The Other Minorities: Women and Gay People
	30		
16	5 Dec	Summary & Review	Wald, Ch 12: Religion and American Political Life
17	14 Dec	FINAL EXAM	Wald, Chapters 8-12 & Barbour, Ch. 5

MY PHILOSOPHY OF EDUCATION

I believe that good teachers can be best recognized by two traits. First, good teachers enjoy assisting their students in mastering knowledge. Hence, good teachers invest a great deal of time and effort in designing learning experiences (assignments, lectures, discussions, quizzes, exams, etc.) that motivate and bring out the best in students. *In other words, good teachers work hard to help their students.*

Second, good teachers also recognize their obligation to uphold academic standards. They meet their responsibility to their students, academic discipline, institution, and society to verify that the students they certify have mastered appropriate knowledge and skills. Only then do the grades, credits, and degrees granted have meaning, integrity, or worth. *Hence, good teachers expect hard work from their students and do not contribute to either grade inflation or erosion of academic standards.*

These two teaching traits are not contradictory. Good teachers exhibit both traits. They do this by clearly stating requirements, stressing high standards from the very beginning of class, and not wavering from that commitment to excellence. Once it is clear what the rules are -- and that those rules will not be capriciously bent -- then the good teacher works hard to aid student efforts to achieve those high standards. But, the good teacher also expects hard work from all students. *Mastery of knowledge and valuable skills is not an easy challenge. It requires significant effort on the part of the student as well as the teacher.*

STUDY HINTS

For this course, you are expected to complete the reading assignments (listed on the previous page) *before the class meets*. Learning experts suggest five ways to improve your study habits:

- **Budget your time.**
 - A reliable rule of thumb is 2 hours of study each week outside the classroom for each course credit hour.
 - Since this course earns 3 course credit hours, that means you should budget a minimum of *6 hours per week* outside of class for reading, reviewing, studying, and self-testing for this course.
 - Notice that, if you are taking a normal full-time course load of 5 three-credit-hour courses, you should budget a minimum of 30 study hours per week. Hence, your minimum class and study time total 45 hours per week – easily the equivalent of a full-time (40 hour/week) job.
- **Maximize your learning efficiency.**
 - Find a quiet location with no distractions.
 - Find your best time of day for study. Research indicates that most people are more efficient in the morning than in the afternoon or evening.
 - Break up your study sessions. After 40 or 50 minutes, take a 5 or 10 minute break.
- **Read with a purpose.**
 - Use some systematic method to mark important information presented in the text.
 - Make marginal notes to yourself in the text or on the chapter outline that summarize the content and organization of the chapter.
- **Review early and often.**
 - Don't wait until the last day before quizzes or exams and try to cram for all the material covered in reading assignments.
 - Instead, review your notes at the end of each major subject heading. There are typically half-a-dozen major subject headings in most introductory textbook chapters.
 - Review all of your notes after completing the entire chapter.
- **Recruit other students into a study group.**
 - Compare study notes.
 - Quiz each other on facts, concepts, and theories covered in your reading assignments.