



**POSC 3341: GANDHI AND KING AND NONVIOLENT RESISTANCE
SPRING 2024**

Instructor: Michael J. Nojeim
Section # and CRN: P01; 25090
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Student Hours: I invite you to come to my office for a F2F visit on Mondays or Wednesdays from 12:00 – 3:00 pm; or visit via Zoom appointment by going to www.calendly.com/mjnojeim. Our agenda will be whatever you want to discuss!
Mode of Instruction: Face to face
Course Location:
Class Days & Times: MW 3:00 – 4:20 pm
Catalog Description: Historical examination of Gandhian and Kingian nonviolent political resistance in the context of the Indian independence movement and the American civil rights movement.
Prerequisites: History 1302 and POSC 2305.
Co-requisites: None.
Required Texts: Nojeim, Michael J. *Gandhi and King: The Power of Nonviolent Resistance*. Westport, CT: Preager, 2004. ISBN: 0-275-96574-0. This is the **MAIN TEXT**.
Recommended Texts: None.

Course Learning Objectives:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome
1	Identify significant historical figures in NV resistance.	SLO #1: terms and principles
2	Define key terms and concepts regarding nonviolent resistance.	SLO #1: terms and principles
3	Explain the life and times Mohandas K. Gandhi and Martin Luther King, Jr.	SLO #3 and #4: domestic and international issues and concepts.
4	Evaluate the effectiveness of Gandhian and Kingian nonviolence.	SLO #3 and #4: domestic and international issues and concepts.
5	Present a written or oral project that applies principles of NV to a real-world problem.	SLO #2: research

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value (in points)	Weighted % of final grade and due date
Quizzes (four, three highest count)	100	30
Discussion Leadership	100	15
King vs. <u>?</u>	100	20
Field Trip	100	15
Debate/Panel Discussion	100	15
JB Coleman Library Academic Integrity	100	02
Syllabus Quiz	100	<u>03</u>
Total		100

Grading criteria and conversion: A=90-100; B=80-89; C=70-79; D=60-69; F=below 60

Detailed Description of Major Assignments [See the 16 week calendar below and Canvas for due dates]

Requirement	Description
Quizzes (30% of final grade)	Four quizzes focusing on identifying terms and people will occur, with the lowest quiz grade dropped. These will be open book, but NOT open notes (yes, I changed my mind). There are no make-up quizzes, so if you miss a quiz, that will be your drop. No hats—for women or men—are allowed on quiz days. Quizzes will typically have several questions and you will be asked to pick four or five.
Discussion Leadership (15% of final grade)	<p>Students must sign up for one week leading the class in a discussion. Discussion leadership can be anything you desire, so long as the subject matter is connected to this course’s subject matter (Gandhi, King, nonviolence) and the specific topic of the week in which you are leading class. Here are some examples of previous students’ work:</p> <ul style="list-style-type: none"> • Lead the class in a discussion of the major themes found in the assigned readings (for instance, King’s famous “Letter from Birmingham Jail” or Thoreau’s famous essay on civil disobedience); • Lead the class in a discussion of violence/nonviolence from scenes in a film clip you will show us (for example, a clip from a documentary on the life/work of Gandhi or King, or a clip from a feature-length cinematic production, OR you could show a clip from a Hollywood production and lead the class in analyzing it through the lens of this course); • Lead the class in a discussion of a real-life conflict that you either experienced personally or read about and then have the class come up with ways to resolve the conflict using the techniques of Gandhi or King (for example, a fight you were in, or the conflict in Syria or Iraq); • Lead the class in an exercise that somehow demonstrates knowledge and application of the major principles of Gandhian or Kingian nonviolence (for instance, a Kahoot.it quiz). <p>You must submit a 1-2 page outline in Canvas before you lead the class. This assignment will be graded on the following two main criteria:</p> <ol style="list-style-type: none"> 1. [50 points] Level of preparation and professionalism. A-range work demonstrates: 1) that the student spent considerable time preparing for his/her Discussion Leadership session; 2) use of the technology offered in the classroom; 3) that such preparation showed in a well-organized and articulate presentation; and 4) that s/he spoke clearly, was dressed and comported professionally. 2. [50 points] Level of engagement with the literature. A-range work demonstrates sophisticated knowledge of the life and work of Gandhi and King and/or nonviolence principles. It demonstrates that the student deeply engaged and applied key concepts from this course.
King vs. ___?___ (20% of final grade)	<p>[I have added an AI component to this activity, which I hope makes it more fun and interesting.]</p> <p>There are two due dates for this assignment:</p> <ol style="list-style-type: none"> 1. King vs. ___?___ Proposal: Submit a short statement, no more than three sentences, on the person you chose to have a dialogue with King. Failure to submit the proposal counts as one absence. 2. Final King vs. ___?___ critical analysis. Submit your critical analysis based on the instructions below. <p>Ask Bard (not ChatGPT) to create a discussion/debate (600 – 1,000 words, with in-text source citations and a Works Cited Page) between King and an opponent of your choice, e.g., Malcolm X, Stokely Carmichael, H. Rapp Brown, Ta-Nehisi Coates, Donald Trump, etc. Critically evaluate ChatGPT’s output. The requirements and grading criteria follow:</p> <ol style="list-style-type: none"> 1. [10 points] Explain why you chose that person to oppose King. Did s/he agree with King at all? 2. [15 points] Explain what you told Bard to do. Did the question you asked include specific references to King’s nonviolence? Demonstrate how you refined your question at least once.

	<p>3. [35 points] Critically evaluate Bard’s relevance and depth of knowledge. Is the debate superficial, does it lack in-depth knowledge of key concepts? <u>What is missing from the debate?</u> Based on <i>your</i> knowledge, how would <i>you</i> revise King and his opponent’s comments?</p> <p>4. [35 points] Critically evaluate the accuracy in how King and his opponent’s point of view were portrayed. For both King and his opponent state what Bard got right and what it got wrong.</p> <p>5. [15 points] Critically evaluate the sources Bard cited. Do the sources ChatGPT cited actually exist? Explain at least two other quality sources you think ChatGPT should have cited.</p>
Field Trip (15% of final grade)	<p>Together, we will organize a field trip to a nearby locale that is pertinent to our course on Gandhi, King, and nonviolence. Upon completion of the field trip, students will write a reflection essay on their experience. The grade for this assignment will be based on:</p> <ol style="list-style-type: none"> [75 points]: Reflection Essay: depth of reflection and critical analysis; [25 points]: Conduct during the field trip: was the student attentive? Did the student behave respectfully? Was the student distracted by their cell phone? Was the student disruptive?
Debate or Panel Discussion (15% of final grade)	<p>Students will sign up for one of four panel sessions, the first two of which will be on Gandhi and take place in Week Eight and the third and fourth of which will be on King and take place in Week 15. As the instructor, I will serve as panel moderator and ask the group various questions on Gandhi and King. The grade for this assignment <u>will be based on a grading rubric I will hand out</u>, which two key elements:</p> <ol style="list-style-type: none"> [75 points] The quality of students’ answers such as the extent or depth of knowledge reflecting a level of preparation and engagement with the course material; [25 points] Professional conduct during the panel session.
Coleman Library Academic Integrity Certificate (2%)	<p>I take the Panther Code of Honor seriously and so students will register for and complete the Library’s one-hour session on academic integrity. Click here, then click the first + sign you see to view available days/times. Even if you’ve done this before, you must do it again. Once you complete the course, submit your Certificate of Completion in the proper Canvas assignment link.</p>
Syllabus Quiz (3%)	<p>Read the syllabus carefully and then answer the questions on this quiz.</p>
Political Science Learner Contract	<p>This is a required completion assignment. Upload your signed Contract to Canvas. Failure to do so will count as one absence AFTER the mid-term period.</p>
Who are You? Video	<p>This is a required completion assignment. Log into Canvas and upload a 30-second self-introduction video. Failure to do so will count as one absence AFTER the mid-term period.</p>

Course Procedures or Additional Instructor Policies

The “oopsie ticket.” Each student gets one “oopsie ticket,” which can be used one time for any missed assignment, no questions asked. It cannot be used for do-overs or for assignments due in Week 15 or later.

Political Science Program Policy on Plagiarism: Plagiarism is a serious academic crime, and the Political Science Program has a strict, rigorous enforcement policy for students who commit plagiarism. In general, plagiarism is using another person's or artificially generated program’s words, statistics, and/or ideas as if they were your own. Plagiarism, which is formally defined in the University Rules and Procedures section of this syllabus, can come in many forms, such as: 1) directly quoting a source without quotation marks; 2) taking or using another student’s work; 3) directly quoting a source without giving a reference citation; 4) paraphrasing a source without giving a reference citation; and 5) passing off artificially generated words, statistics, or ideas as your own. It is incumbent on students to seek help from the instructor or other University resources to avoid even the appearance of plagiarism in their work. If in doubt, CITE THE SOURCE! Any student caught committing ANY type of plagiarism in a Political Science course will receive one OR MORE of the following punishments, depending on the severity of the offense and in accordance with the Student Code of Conduct:

1. Grade Penalty (an F for the assignment or for the course) in addition to cancellation of any extra credit points
2. Letter of Reprimand
3. Probation
4. Suspension

5. Dismissal from Academic Program
6. Expulsion from the university.

The POSC Program requires the [Chicago Manual of Style's](#) Author-Date citation style. The link will show examples of both Works Cited Page entries and parenthetical style citations that go in the body of the paper; footnotes and endnotes are not allowed. Consult the University's Code of Conduct for other forms of academic dishonesty and the punishments.

Electronic Communication Policy: Notes and other course materials are posted on eCourses, which is available at <http://ecourses.pvamu.edu>. You are expected to use this website as a resource for the class. The University also maintains an email account for you. For security purposes, **I will not respond to emails sent to me from addresses that do not come from your official PVAMU email address. I expect you to check your Prairie View A&M email account at least once a day.** If you have problems accessing your account, call (936) 261-2525. Not having access to your Panther Email is not an excuse for missing important information.

Make-up Policy: You will only be allowed to make up an exam or assignment if you have a valid excuse. Valid excuses include *documented* illness, school or business trips, or family crises. Without proper documentation, there will be no makeup assignments. **If granted a make-up, you have a period of three (3) class days to schedule your make-up assignment or exam. After that point, the grade becomes a zero.** Please provide written documentation for why you need to make up an assignment from a university official, doctor, police officer, or coach. Student athletes must notify me **BEFORE** they attend an event to represent the school and **MUST** be proactive in getting their assignments completed. Make up exams may be an essay/short answer test or a modified version of the original exam. Any assigned extra credit cannot be made up.

Grade Groveling Policy: Students concerned about their grades should endeavor to attend all class sessions and complete all work to the best of their ability. Students **earn** high grades, based on demonstrating mastery of the subject matter and not based on what they want or need for their overall GPA. Therefore, no grade groveling will be entertained and no "do-overs" allowed.

Attendance Policy: For this class, students are allowed three unexcused absences **BEFORE** the mid-term, after which the mid-term course grade will be reduced by a full letter. Students are then allowed three additional unexcused absences **AFTER** the mid-term, after which **the final course grade will be reduced by a full letter.**

Late/Tardy Policy: Attending class on time is important. Class will start at the scheduled time and will end at the scheduled time. If you come to class more than 9 minutes late (in the 10th minute or later), you will be asked to leave class and you will be counted absent.

Taskstream Policy

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

16 WEEK CALENDAR (assignments must be submitted in Canvas by 11:59 pm on their due date)

Week One: 1/16 – 1/19

Readings:

Assignments:

Course Introduction and General Information

Note: all readings and videos are required and, except for the main text, are provided through eCourses.

N/A

Week Two: 1/22 – 1/26

Readings:

Assignments:

Introductory Comments on Violence and Nonviolence

Guest Speaker: Jordan Siganter PVAMU Library, Wed. Jan. 24

Preface and Introduction to the main text, *Gandhi and King*, by Nojeim
["Give Peaceful Resistance a Chance,"](#) by Chenoweth

Who are You? Video Self-Introduction, January 22.

Syllabus Quiz, Friday, Jan. 26.

Political Science Learner Contract, Friday, Jan. 26.

Amya Fedd and Deborah Funches Discussion Leadership on Wednesday, Jan. 24; submit a 1-2 page outline in Canvas beforehand

Week Three: 1/29 – 2/2

Readings:

Violence and Nonviolence: What's the Difference?

Chp. 1 of the main text, *Gandhi and King*, by Nojeim

“A Gandhian Blueprint for Nonviolent Change,” by Nojeim

Assignments:

Jackie Nyiragasingwa and Carson Esset Discussion Leadership; submit a 1-2 page outline in Canvas beforehand

Week Four: 2/5 – 2/9

Readings:

Philosophical vs. Strategic Nonviolence

Chp. 2 of the main text, *Gandhi and King* by Nojeim

“[Power and Struggle](#),” by Sharp

“[Shy U.S. Intellectual Created Playbook Used in a Revolution](#),” Gay Stolberg

Assignments:

Quiz One, open book only, in class on Wed. Feb. 7.

Michelle Newsom and Lauren Robertson Discussion Leadership (submit 1-2 page outline in Canvas)

Week Five: 2/12 – 2/16

Readin(s):

From “Moniya” to the “Mahatma”

Introduction to Part II and Chp. 3 of the main text, *Gandhi and King*, by Nojeim

“[Gandhi is Deeply Revered, But . . .](#)” by Frayer

“The Gandhi We Did Not Know” by Manheru

Assignments:

Xandria McGilber and Safietou Gaye Discussion Leadership (submit 1-2 page outline in Canvas)

Week Six: 2/19 – 2/23

Readings:

Gandhian Principles of Nonviolence

Chp. 4 of the main text

“[Civil Disobedience](#),” by Thoreau

“[Was Mahatma Gandhi a Racist?](#)” by Biswas

“[Gandhi’s Racism](#),” by Devji.

Assignments:

Leila Fields and Chantelle Adams Discussion Leadership (submit 1-2 page outline in Canvas)

Week Seven: 2/26 – 3/1

Readings:

Gandhian Nonviolent Resistance Campaigns

Chp. 5 of the main text.

“[Gandhi Left his Racism Behind Before he Left S. Africa](#),” by Plaut

“[The Real Truth About Gandhi’s So-Called Racist Views](#),” Majmudar

Assignments:

Richard Hopkins and Joshua Poston Discussion Leadership (submit 1-2 page outline in Canvas)

Week Eight: 3/4 – 3/8

Readings:

Panel Discussions

N/A

Assignment:

Panel Discussion #1 on Gandhi, Monday March 4: Raiven Charles, Deborah Funches, Jackie Nyiragasingwa, Stamon Braggs, Carson Essett

Panel Discussion #2 on Gandhi, Wed, March 6, Chantelle Adams, Laila Fields, Courtnee Williams, Safietou Gaye, Rosolaoluwa Akins

Quiz Two, day/time TBD.

Week Nine: 3/11 – 3/15

Readings:

Spring Break

N/A

Assignment:

N/A

Week Ten: 3/18 - /322

Reading(s):

From “Mike” to the “Moral Leader” of our Nation

Introduction to Part III *and* Chp. 6 of the main text

“Gandhi and the Struggle for Racial Justice in the United States,” by Nojeim

Watch “[I Have a Dream](#),” by King (18 mins)

Assignment:	Raiven Charles and Stamon Brags Discussion Leadership (submit 1-2 page outline in Canvas)
Week Eleven: 3/25 – 3/29 Readings:	Kingian Principles of Nonviolent Resistance Chp. 7 of the main text “ Pilgrimage to Nonviolence ,” by King “ My Trip to the Land of Gandhi ,” by King Watch <i>Another Brother</i> video, available in Coleman Library.
Assignments:	Proposal for King vs. ___? ___, Friday, March 29. JB Coleman Library Academic Integrity Certificate, Friday, March 29. Christian Seejattan and Brijona Mosley Discussion Leadership (submit 1-2 page outline in Canvas)
Week Twelve: 4/1 – 4/5 Readings:	Kingian Nonviolent Resistance Campaigns Chp. 8 of the main text “ Letter from Birmingham Jail ,” by King “ Palm Sunday Sermon on Mohandas K. Gandhi ,” by King TED Talk on NV King’s famous “Mountaintop” speech
Assignments:	Quiz Three, open book only, in class Wed. April 3 Olivia Taylor and Donnesha Robertson Discussion Leadership (submit 1-2 page outline in Canvas)
Week Thirteen: 4/8 – 4/12 Readings:	Comparing Gandhi and King Chp. 9 of the main text “Gandhi and King: A Comparison,” by Nojeim The Hospitality of Receiving: Mahatma Gandhi, Martin Luther King ,” by Thatamanil “ Drum Major Instinct Sermon ,” by King (played at his own funeral 4 minutes).
Assignment(s):	Rosolaoluwa Akins and Courtnee Williams Discussion Leadership (submit 1-2 page outline in Canvas) King vs. ___? ___, Friday, April 12
Week Fourteen: 4/15 – 4/19 Readings:	Legacies for the 21st Century Chp. 10 of the main text “ In Modi’s India, Gandhi has Become Irrelevant ,” by Ayyub. “ Michael Brown, Eric Garner, and the ‘Other America’ ,” by Lewis “ Understanding the Gandhi-King Legacy in Contemporary Terms ,” by Balaji
Assignment(s):	Jazzlyn Lang Discussion Leadership (submit 1-2 page outline in Canvas)
Week Fifteen: 4/22 – 4/26 Reading(s): Assignment(s)	Panel Discussions Field trip? Panel Discussion #3 on King, April 22, Jazzlynn Lang, Michelle Newsom, Donnesha Robertson, Joshua Poston, Christian Seejattan
Weeks 16 & 17: 4/29 – 5/11 Reading(s): Assignment(s):	Panel Discussion #4 on King, April 24, Richard Hopkins III, Lauren Robertson, Olivia Taylor, Brijona Mosley, Amya Fedd, Xandria McGilber. Quiz Four, time and day TBD.

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Phone: 936-261-1500; Website: [J. B. Coleman Library](#).

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when the student is unsure of the best resource for their needs. Some students are supported by faculty advisors in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. You can find your advisor's location by academic major at the [Academic Advising Website](#), Phone: 936-261-5911.

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support is offered face-to-face in the [UTC, in virtual face-to-face sessions](#), and through [online sessions at PVPlace](#). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: [University Tutoring Center](#).

The Writing Center

The Writing Center provides well-trained peer tutors that assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Student must register for Grammarly by using their student email address. In addition, students have access to face-to-face as well as virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: [The Writing Center](#); [Grammarly Registration](#).

Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alert helps students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PVPlace and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: [Academic Early Alert](#).

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: [Student Counseling Services](#).

Office of Testing Services

Testing Services serves to create opportunities by offering suite of exams that aid in the students' academic and professional success. Currently we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: [Testing Services](#).

Office of Diagnostic Testing and Disability Services

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, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hardware and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: [Disability Services](#).

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assisted and 2-way video course delivery. For more details and contact information, visit: [CIITS Student Webpage](#); Phone: 936-261-3283.

Veteran Affairs

Veteran Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: [Veteran Affairs](#).

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: [Office for Student Engagement](#).

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: [Career Services](#).

University Rules and Procedures

Academic Misconduct (See Student Planner)

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Planner, especially the section on academic misconduct (see *University Administrative Guidelines on Academic Integrity*). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed or to have attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.

Forms of Academic Dishonesty:

1. **Cheating**: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a “cheat sheet” on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher.
2. **Plagiarism**: Careless or deliberate use of the work or the ideas of another; representation of another’s work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another’s paper or answers, failure to identify information or essays from the Internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another’s words with quotation marks.

3. **Multiple Submission:** Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty.
5. **Fabrication of Information/Forgery:** Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or production of a counterfeit document, particularly documents which make up the student's academic record. Examples: making up a source or citing nonexistent publication or article; representing made up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student academic exercise.

Nonacademic Misconduct (See Student Planner)

The University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, or (2) the ability of students to benefit from the instructional program, or (3) the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Office for Student Conduct under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance, or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at the [Title IX Webpage](#) including confidential resources available on campus.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations. More information can be found at this [webpage](#).

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in its programs and activities. The University is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies, and can be reached at Harrington Science Building, Suite 109 or by phone 936-261-1744 or 1792.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Catalog and by doing so within

thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals at this [webpage](#).

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:

Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*	Most current version of Google Chrome, Safari or Firefox
Smartphone or iPad/Tablet with Wi-Fi*	High speed Internet access
8 GB Memory	15” monitor, 800x600, color or 16 bit
Sound card w/speakers	Microphone and recording software
Hard drive with 320 GB storage space	Keyboard & mouse

*Smartphone, Google Chrome books and Android tablets may not be supported. iPads are the only tablets supported.

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:

Sending and receiving email	A working knowledge of the Internet
Microsoft Word (or a program convertible to Word)	Acrobat PDF Reader
Windows or Mac OS	Video conferencing software

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.” Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during session. Before class session begins, test audio, video and lighting to alleviate technology issues.

Technical Support

Students should go to the [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services (CIITS) at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses. Students will receive feedback and grade for assignments within one week of submission, unless otherwise noted

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the COVID-19 pandemic, Prairie View A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain.
- **Physical Distancing** - Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- **Classroom Ingress/Egress** - Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Students should leave classrooms promptly after course activities have concluded, should not congregate in hallways and should maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- **Face-to-face Class** - To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office for Student Conduct for adjudication. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- **COVID-19 Guidelines for Student Conduct Adjudication** - The mandatory COVID-19 Training/Certification taken by all students serves as the 1st Warning for violation of COVID-19 Guidelines.
 - 1st incident: upon review of Incident Report and finding of responsibility — Conduct Probation
 - 2nd incident: upon review of Incident Report and finding of responsibility — Suspension
 - Consult the Code of Student Conduct in the Student Planner or [Student Conduct website](#) for additional information on Conduct Probation and Suspension.
- **Personal Illness and Quarantine** - Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.