

Syllabus

Pl Sc 318 (Fall 2008)

Professor Adam Brown

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Course website: <http://adambrown.info/p/courses/2008/fall/318>

Office location: 772 SWKT

Office hours: Mon 3:15-5:00, or stop by whenever

What's this course about?

- How do voters decide whether and how to vote?
- Can campaigns influence these decisions?
- Which campaign tactics work best? Why?
- How do potential candidates decide whether to run?
- What effects do our electoral rules have on (1) how voters decide, (2) who runs for office, and (3) who wins?
- If the electoral rules matter, would we get better results if we changed the rules?
- Do the answers to these questions depend on whether we are looking at presidential, Congressional, or sub-national (e.g. gubernatorial, state legislative, city council) elections?

Grades and assignments

I use a variety of assessment methods to keep final grades as fair as possible, including closed-form questions (e.g. multiple choice, true/false), short answer questions, and essays. You will see all these question types on each exam. To encourage you to stay current with lectures and readings, I also offer a few points for attendance.

5% Bonus for staying current and attending

25% Midterm #1

15% Essay

25% Midterm #2

30% Final (partly comprehensive)

Staying current: I was an undergrad once, so I know how tempting it is to sluff on readings until right before an exam, then cram like crazy. But if you don't stay current, it's difficult for us to have interesting discussions. To reward those who stay current (both by attending and by doing the readings), I give occasional in-class quizzes. Each is worth two points: One for being there, one for answering correctly. I use a die to decide which days to give a quiz, so don't look for a pattern; it's random. To allow for the occasional absence (or incorrect answer), you get one dropped quiz for each five I give.

Missed exams: No makeups unless you (1) arrange it in advance for a valid reason or (2) have a genuine emergency and contact me as soon as possible to work things out.

Final exam: The final exam will be at **11:00am on Thursday, December 18**. No, you may not take it early, so don't buy plane tickets for the 17th.

Mercy rule: If you do better on the final than on one (or both) of the midterms, then whichever midterm you perform worst on will have its weight reduced by 5 percentage points and the final will have its weight increased by 5 percentage points.

Extra credit: If you volunteer for 10 or more unpaid hours for a political campaign (state, local, or national is fine) *during this semester* (not in the past), I will raise your course grade by 3 percentage points. (I will not give credit if you get internship credit, credit in another course, or payment.) To claim this credit, ask me for a form that you can have somebody from the campaign sign; ask by election day. Expect me to ask you to talk in class for a few minutes about your experience.

Other course policies

Many of my course policies are the same for every course. To save space, I don't print them here. For answers to general questions like the following, read my policies at this URL: <http://adambrown.info/p/courses/policies>

- How many hours per week should I schedule for this class?
- What do your tests and exams look like (and why)?
- What is plagiarism, and what happens if I do it?
- How do I request a regrade for a particular assignment?

What books do we need to buy?

Most readings come from free (to you) online resources like JSTOR. You might need to be on campus to access some URLs, though. Required books:

- Popkin, Samuel. 1994. *The reasoning voter*, 2nd edition. [Amazon: \\$15 new, \\$3 used](#).
- Donovan, Todd, and Shaun Bowler. 2004. *Reforming the republic: Democratic institutions for the new America*. [Amazon: \\$34 new, \\$4 used](#).
- The news. Stay abreast of developments in presidential, Congressional, and state/local elections. Questions about current events WILL appear on your exams. To track the presidential campaign, read the *New York Times* or *Washington Post*. For our local and Congressional elections, read the *Deseret News* or *Salt Lake Tribune*. All are available online. In fact, I have aggregated a few of them for you into a single [news feed](#); look for it in the right sidebar of the course website.

Reading schedule

Dates are approximate. Changes will be announced in class. Under each date you may find the following headings:

- Lecture title, usually given as one or more questions. You should be able to answer these questions by the end of the lecture. You will see some of these questions on the exams.
- Terms: Keywords to help you identify key points. Also, look for keywords in your readings. Some of these keywords will appear on exams.
- Readings: Required readings. Read them before the indicated lecture.
 - Some URLs will be accessible only from on-campus.
 - Some URLs take you only to an article's abstract, but I **do** expect you to read the entire article; look above or below the abstract for a link to the full article.

- If a URL is broken, let me know; then, head over to [Google Scholar](#) and look for a correct URL. A broken URL is not an excuse to skip the reading.
- Remember to follow the newspaper, too.
- Resources: You are not required to read these, but I might draw on them during lecture. (These won't be visible until after the lecture.)

Although my lectures will diverge considerably from the readings—more so for some topics than for others—be advised that anything from lecture or the readings is fair game for the exams.

Unit 1: How voters decide—and how campaigns persuade

Wed, Sep 3rd, 2008. Course overview. Sociological, psychological and economic contributions to voting theory. How do voters decide? Is voting different from shopping?

- Terms: Michigan school; funnel model; Columbia school; sociological model; calculus of voting; partisan differential

Fri, Sep 5th, 2008. Continued.

- Readings: Popkin (1993), prologue and ch 1 [21 pages]

Mon, Sep 8th, 2008. Information. When will people spend time gathering information about politics and government? Where are people spending their leisure time and why does it matter?

- Readings: Popkin (1993), ch 2 [22 pages]

Wed, Sep 10th, 2008. Information shortcuts. What are the most important information shortcuts voters use about political parties and candidates?

- Terms: party images; cues; information shortcuts
- Readings: Popkin (1993), ch 3 [28 pages]

Fri, Sep 12th, 2008. Media. How do changes in media affect voters? How do politicians react to these changes?

- Readings:
 - [Popkin \(2006\), "Changing media, changing politics"](#) [15 pages]
 - skim [Hamilton \(2007\), "News that sells: Media competition and news content"](#) [30 pages]
 - Ballard (2008), ["Sharing the gospel using the Internet"](#) [4 pages]

Mon, Sep 15th, 2008. Media, continued. What has happened to the presidential audience? What were Americans attentive to after 9/11?

- Readings:
 - [Baum and Kernell \(1999\), "Has cable ended the golden age of presidential television?"](#) [15 pages]
 - [Prior \(2002\), "Political knowledge after September 11"](#) [6 pages]

Wed, Sep 17th, 2008. Endorsements. When, and for whom, do endorsements matter? When are religious media important in elections? How did JFK overcome anti-Catholic prejudice? Did his strategy work for Romney, Obama, Giuliani or Clinton as they confronted prejudices about their race, religion or gender?

- Readings:
 - [McDermott \(2006\), "Not for members only: Group endorsements as electoral information cues"](#) [8 pages]
 - [The Christian Century \(1956\), editorial, "Drive on for Catholic vice president"](#) [1 page]

- [Massa \(1997\), "A Catholic for president? John F. Kennedy and the 'Secular' Theology of the Houston Speech, 1960" \[21 pages\]](#)

Fri, Sep 19th, 2008. Advertising. How do positive and negative ads differ in their effects on mobilization, information and partisanship?

- Terms: affective intelligence; affect
- Readings:
 - [Ansolabehere \(2005\), "Political advertising" \[4 pages\]](#)
 - [Brader \(2005\), "Striking a responsive chord: How political ads motivate and persuade voters by appealing to emotions" \[16 pages\]](#)

Mon, Sep 22nd, 2008. Advertising (continued).

- Readings:
 - [Freedman, Franz, and Goldstein \(2004\), "Campaign advertising and democratic citizenship" \[18 pages\]](#)
 - Visit and enjoy: <http://livingroomcandidate.org/>

Wed, Sep 24th, 2008. Narratives. Why do candidate biographies get so much coverage and attention? How do we incorporate information and assemble narratives about candidates and government?

- Readings:
 - Popkin (1993), ch 4 [23 pages]
 - [Wattenberg \(2004\), "Personal popularity in U.S. presidential elections" \[12 pages\]](#)
 - ["Old guy vs change: McCain, Obama images take shape" \(from the Yahoo "Political Pulse", July 2008\) \[3 pages\]](#)
 - [McCain fighting the label 'old and confused' \(from Yahoo/AP, July 25, 2008\) \[2 pages\]](#)
 - Washington Post, August 22, 2008, [Houses Add Up to a Snag for McCain](#) [3 pages]

Fri, Sep 26th, 2008. Post-9/11 politics. How do terrorism and fear change perceptions of leaders?

- Readings:
 - [Kam and Kinder \(2007\), "Terror and ethnocentrism: Foundations of American support for the war on terrorism" \[18 pages\]](#)
 - [Glenn \(2004\), "On death and voting" \[6 pages\]](#)
 - [Iyengar \(1987\), "Television news and citizens' explanations of national affairs" \[15 pages\]](#)

Mon, Sep 29th, 2008. Foreign policy as a campaign issue. How and when can foreign policy matter if voters are so ignorant about the world?

- Readings:
 - skim [Baum \(2007\), "Soft news and foreign policy: How expanding the audience changes the policies" \[30 pages\]](#)
 - [Aldrich et al \(1989\), "Foreign affairs and issue voting: Do presidential candidates 'waltz before a blind audience'?" \[17 pages\]](#)

Wed, Oct 1st, 2008. Campaigns. What do campaigns do and when does it matter?

- Readings: Popkin (ch 5) [19 pages]

Fri, Oct 3rd, 2008. Spin. How much 'spin' is there and whom do we think is getting spun? Does propaganda work?

- Terms: minimal effects hypothesis, RAS model
- Readings:
 - [Gladwell \(1998\), "The spin myth" \[9 pages\]](#)
 - [Davison \(1983\), "The third person effect in communication" \[15 pages\]](#)
 - (We might start the "mudslinging" material from the next lecture, so read ahead.)

Mon, Oct 6th, 2008. Part I: Mudslinging. When does it make sense to attack and why? Part II: Opposition Legitimacy. How does "in-your-face" programming influence public opinion?

- Readings:
 - [Theilmann \(1998\), "Campaign tactics and the decision to attack"](#) [12 pages]
 - skim [Yahoo news: McCain takes aim at Obama's character](#) [3 pages]
 - [Mutz \(2007\), "Effects of In-Your-Face Television Discourse on Perceptions of a Legitimate Opposition"](#) [14 pages]
 - Video: [Jon Stewart on Crossfire, Oct 15, 2004](#) (warning: some crass language)
- I will pass out a study guide for midterm #1 today (if you remind me).

Wed, Oct 8th, 2008. Economic voting. What types of economic conditions matter to which kinds of voters? Why was there so little radicalism during the depression?

- Terms: class consciousness
- Readings:
 - [Mughan and Lacy \(2002\), "Economic performance, job insecurity, and electoral choice"](#) [21 pages]
 - skim [Schlozman and Verba \(1977\), "Unemployment, class consciousness, and radical politics: What didn't happen in the thirties"](#) [32 pages]
 - skim [Rudolph \(2003\), "Who's responsible for the economy?"](#) [12 pages]

Fri, Oct 10th, 2008. MIDTERM #1 in class. Yippee!

Unit 2: Nominating candidates. The primary election system.

Mon, Oct 13th, 2008. Candidate nomination. How do primaries and caucuses influence the type of candidate that gets on the ballot?

- Terms: parliamentarism; presidentialism; primary; caucus; boss caucus; pledged delegate; superdelegate; nominating convention; median voter theorem
- Readings:
 - Donovan and Bowler (2004), pp 106-113 and 120-130 [17 pages]
 - E-reserve: King (1981), "How not to select presidential candidates: A view from Europe" [25 pages]

Wed, Oct 15th, 2008. Runoffs, fusion, and the instant runoff. Is there a better way to select our candidates?

- Terms: fusion; runoff; minor/third party; party-column ballot; office-column ballot; alternative vote (or "preference voting" or "instant runoff"); Condorcet cycle; plurality; majority
- Readings:
 - Donovan and Bowler (2004), ch 5 [22 pages]
 - Intorcio and Storey (2008), "[The Debut of the Top-Two \[Runoff\] Primary](#)" (a brief review of types of primary systems currently in use) [2 pages]
 - skim [Argersinger \(1980\), "A place on the ballot: Fusion politics and antifusion laws"](#) [19 pages]

Fri, Oct 17th, 2008. Primaries and representation. Who participates in primaries vs in caucuses? Does it matter?

- Terms: open primary; closed primary; caucus
- Readings:
 - [Gerber and Morton \(1998\), "Primary election systems and representation"](#) [19 pages]
 - [Kaufmann et al \(2003\), "A promise fulfilled? Open primaries and representation"](#) [17 pages]

- [Deseret News: Majority of unaffiliated didn't vote in primary](#) [2 pages]

Mon, Oct 20th, 2008. Momentum and inevitability. The rise and fall of candidates during presidential primaries. What is wrong with "momentum theories?" When does an early victory influence voters in other states?

- Readings:
 - [Maslin \(2004\), "The front-runner's fall"](#) [8 pages]
 - skim [Blumenthal blog post from pollster.com](#) [3 pages]
 - Popkin (1993), ch 6 [33 pages]
 - skim Donovan and Bowler (2004), pp 113-120 [7 pages]

Unit 3: Learning from recent (1976-2008) presidential elections

Wed, Oct 22nd, 2008. Long shot candidacies. Why did Jimmy Carter succeed in 1976 with so little experience or initial support? Why haven't any other "long shots" succeeded since?

- Terms: Jimmy Carter; Gerald Ford
- Readings:
 - [Kam \(2006\), "Political campaigns and open-minded thinking"](#) [15 pages]
 - Popkin (1993), ch 7 [17 pages]

Fri, Oct 24th, 2008. The Reagan years. What issues divided the Republicans in 1980 and the Democrats in 1984?

- Terms: Jimmy Carter; Ronald Reagan; Walter Mondale
- Readings: skim Popkin (1993), ch 8, 9 [44 pages]

Mon, Oct 27th, 2008. Willie Horton and the 1988 presidential election. When does "race baiting" gain votes? When do parties or candidates try to make an issue a "taboo topic"?

- Terms: Willie Horton; Michael Dukakis; George H. W. Bush
- Readings:
 - [Bidinotto \(1988\), "Getting away with murder"](#) [4 pages]
 - [Abramowitz and Segal \(1990\), "Beyond Willie Horton and the Pledge of Allegiance: National issues in the 1988 elections"](#) [15 pages]
- ESSAY INSTRUCTIONS WILL BE PASSED OUT TODAY. Due next week!

Wed, Oct 29th, 2008. The Clinton years. The 1992 and 1996 elections.

- Terms: George H. W. Bush; Bill Clinton; Bob Dole
- Readings: Popkin (1993), ch 11 [27 pages]

Fri, Oct 31st, 2008. The Bush (Jr.) years. How does the Electoral College influence campaign strategy?

- Terms: Al Gore; George W. Bush; John Kerry; partisanship v ideology; battleground state; defensive strategy; offensive strategy; mixed strategy; focused high-risk strategy; media market; "cost per persuadable voter"; gross rating point
- Readings:
 - E-reserve: Shaw (2006), *The race to 270*, ch 3
 - skim [Johnston, Hagen, and Jamieson \(2001\), "Dynamics of the 2000 presidential campaign: Evidence from the Annenberg Survey"](#) [23 pages]

Mon, Nov 3rd, 2008. ESSAY DUE TODAY. The 2008 presidential primaries and election. What did Giuliani,

Clinton, and Romney do wrong? What's going to happen on Election Day (tomorrow)?

- Terms: vice presidential home state advantage; projection models
- Readings:
 - ["How Obama Did It", from Time, June 2008](#) [5 pages]
 - Video: [Yes We Can speech](#) (it's long; watch from 9:25 on if you don't have time for the whole thing)
 - Video: [McCain ad: Words matter](#)
 - Video: [McCain ad: Sailor #624787](#)
 - Just for fun: [Unofficial Simpsons spoof of #624787 ad](#)
 - Video: [Another McCain ad. "Don't hope for a better life; vote for one."](#)
 - Video: [Obama "Unite for Change" event](#)
 - [NYT: McCain ad has familiar ring. Copycat slogans in 2008](#) [1 page]
 - [NYT: Once Bitter Rivals, McCain and Romney Make Up](#) [3 pages]

Tue, Nov 4th, 2008. Election Day!!

- This is the day we've been waiting for all semester. Pay close attention to the news tonight and be prepared to discuss it tomorrow. Keep track of Congressional and state/local election results, not just presidential results. Oh, and another thing—VOTE!

Wed, Nov 5th, 2008. Election Day post-mortem

- Readings: You had darn well better follow the media's election coverage closely, or your goose is cooked.

Unit 4: Congressional, gubernatorial, and sub-national elections

Fri, Nov 7th, 2008. Congressional elections. What's wrong? What's not?

- Terms: incumbency advantage; casework; constituency service; trustee; delegate
- Readings:
 - Donovan and Bowler (2004), ch 3 [19 pages]
 - E-reserve: skim Mayer and Canon (1999), "Why don't we like Congress?" pp 15-40 [25 pages]

Mon, Nov 10th, 2008. Redistricting. Does competitiveness matter?

- Terms: redistricting; gerrymander; partisan gerrymander; racial gerrymander; one man one vote; malapportionment; reapportionment; contiguity
- Readings:
 - [Abramowitz et al. \(2006\), "Don't blame redistricting for uncompetitive elections"](#) [3 pages]
 - [McDonald \(2006\), "Drawing the line on district competition"](#) [3 pages]
 - [Brunell \(2006\), "Rethinking redistricting: How drawing uncompetitive districts eliminates gerrymanders, enhances representation, and improves attitudes toward Congress"](#) [8 pages]
 - Play the game at <http://redistrictinggame.org/>. No, really, we're going to discuss it.

Wed, Nov 12th, 2008. Challengers. Why do political amateurs run against popular incumbents? What kind of person runs at all? Does it matter? Congressional vs gubernatorial vs legislative elections.

- Terms: challenger quality; challenger experience; strategic challenger; strategic donor; effects of challenger spending; effects of incumbent spending
- Readings:
 - [Brown and Jacobson \(2008\), "Party, performance, and strategic politicians: The dynamics of](#)

[elections for senator and governor in 2006](#)" [30 pages]

- [Ehrenhalt \(2008\), "Are you experienced? Why a U.S. Senator might not trump a state legislator"](#) [2 pages]
- I will pass out a study guide for midterm #2 today (if you ask nicely).

Fri, Nov 14th, 2008. Are there better ways to elect Congress (and state legislatures)?

- Terms: proportional representation; term limits; polarization
- Readings: Donovan and Bowler (2004), ch 4 [22 pages]

Mon, Nov 17th, 2008. MIDTERM #2 in class. How lovely!

Unit 5: The burdens of democratic citizenship

Wed, Nov 19th, 2008. The paradox of voter turnout. Why don't more people vote? Correction: Why does anybody bother to vote at all?

- Terms: voter fatigue; suffrage; mandatory voting
- Readings:
 - Brady, Verba, and Schlozman (1994), "[Beyond SES: A resource model of political participation](#)" [20 pages]
 - skim McDonald and Popkin (2001), "[The myth of the vanishing voter](#)" [8 pages]
 - Gerber, Green, and Shachar (2003), "[Voting may be habit-forming: Evidence from a randomized field experiment](#)" [10 pages]

Fri, Nov 21st, 2008. Mobilization. How do we get out the vote?

- Terms: social pressure; contagion effect; GOTV
- Readings:
 - [Gerber, Green, and Larimer \(2008\), "Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment"](#) [10 pages]
 - [Nickerson \(2008\), "Is Voting Contagious? Evidence from Two Field Experiments"](#) [7 pages]

Mon, Nov 24th, 2008. Representation and responsiveness. Do elections keep politicians responsive?

- Terms: descriptive representation; substantive representation
- Readings:
 - [Stimson, MacKuen, and Erikson \(1995\), "Dynamic representation"](#) [18 pages]
 - [Gay \(2002\), "Spirals of trust? The effect of descriptive representation on the relationship between citizens and their government"](#) [16 pages]

Tue, Nov 25th, 2008. No class today. Drive safely.

Unit 6: Evaluating proposed reforms to our electoral system

Mon, Dec 1st, 2008. Institutions vs personality. Do electoral institutions matter?

- Terms: Madison's dilemma; Mosiah's dilemma; checks and balances

- Readings:
 - [Madison \(1787\), Federalist #51](#) [3 pages]
 - ["Constitution of the United States," in Encyclopedia of Mormonism](#) [3 pages]
 - (*I suggest that you read these scripture references in the order given.*)
 - skim Mosiah chapters 9-11 and 19 (for context)
 - skim Ether chapters 7-11, 13-15 (for context)
 - [Mosiah 11:1-7](#)
 - [Mosiah 23:6-16](#)
 - [Mosiah 28:10-19](#)
 - [Ether 6:19-23](#)
 - [Mosiah 29 \(especially 1-21, 25-31\)](#)

Wed, Dec 3rd, 2008. Direct democracy, part I. Who has direct democracy, and why? Did the Progressive movement become Madison's worst nightmare? Can voters handle direct democracy?

- Terms: Hiram Johnson; initiative; referendum; recall; 2003 California recall; progressivism; tyranny of the majority; low-information rationality; information shortcut; rolloff; voter fatigue; confusion; strategic voting
- Readings:
 - Donovan and Bowler (2004), ch 7 [31 pages]
 - review Madison (1787), [The Federalist](#), #10 and #51 [5 pages]
 - Bowler and Cain (2004), ["Recalling the Recall: Reflections on California's Recent Political Adventure"](#) [3 pages]

Fri, Dec 5th, 2008. Direct democracy, part II. How does direct democracy change public policy?

- Terms: gun behind the door; (see terms from last time)
- Readings:
 - Lupia (1994), ["Shortcuts versus encyclopedias: Information and voting behavior in California insurance reform elections"](#) [10 pages]
 - skim Gerber (1996), ["Legislative response to the threat of popular initiatives"](#) (look for the point; don't get too caught up in the complicated game theory proofs) [27 pages]

Mon, Dec 8th, 2008. Campaign finance. What's the problem? Did BCRA fix it? Should the government pay for elections?

- Terms: campaign finance; FECA; Buckley v Valeo; BCRA; soft money; hard money; PAC; 527; independent expenditure
- Readings:
 - Donovan and Bowler (2004), ch 8 [26 pages]
 - [USA Today: Q&A: Obama's public funding opt-out](#) [2 pages]
 - [Newsweek: Why Obama opted out of public financing](#) [2 pages]
 - Video (also embedded in Newsweek article): [In Obama's words](#)
 - [Bernick @ Des News \(2008\), "Public financing of campaigns is best solution"](#) [2 pages]

Unit 7: What is to be done?

Wed, Dec 10th, 2008. Conclusion. Is the system broken or not?

- Terms: voter fatigue; butterfly ballot; hanging chad; internet voting
- Readings:

- skim Donovan and Bowler (2004), ch 2, ch 9 [35 pages]
- Hoffman @ Des News (2008), "[Record number may cast ballots – on paper](#)" (from Aug 7 Deseret News)
- [D&C 134](#) [2 pages]
- skim [Oaks \(1992\), "Our divinely inspired Constitution"](#) [7 pages]
- I will pass out a study guide for the final exam if you ask nicely.

Final exam: The final exam will be at **11:00am on Thursday, December 18**. Be there.

I will make every effort to be available to you in my office all morning on Monday, December 15, in case you have any last-minute questions.

Notices

The following are notices from the political science department.

Plagiarism: While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. General information about the honor code can be found at honorcode.byu.edu. Details about Academic Honesty at the Honor Code site can be found by moving your mouse over "Honor Code" in the second grey bar and then move down then right and click on "Other Clarifications", then move your mouse down and click on "Academic Honesty."

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

Discrimination: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Disabilities: Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB

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