

# *Syllabus*

## *Pl Sc 318 (Winter 2009)*

**Professor Adam Brown**

**Email:** [plsc318@adambrown.info](mailto:plsc318@adambrown.info)

**Course website:** <http://adambrown.info/p/courses/2009/winter/318>

**Office location:** 772 SWKT

**Office hours:** MW 10-12ish, 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?

### ***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. You will also write some papers outside of class. To encourage you to stay current with lectures and readings, I also offer a few points for attendance.

10% Staying current (participation and attendance)

8% Essay

30% Midterm

8% Film review #1

9% Film review #2

35% 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. Quizzes might be lecture- or reading-based. 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.

**Late assignments:** All take-home assignments are due at the *beginning* of class unless you and I work out some other arrangement in advance. Any paper turned in on the due date but after the beginning of class gets a 5% penalty. One weekday late is a 10% penalty; two weekdays late is a 25% penalty; later is unacceptable. Papers must be turned in hard copy, not by email.

**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 Wednesday, April 22nd**. No, you may not take it early, so don't buy plane tickets for the 21st.

**Mercy rule:** If you do better on the final than on the midterm, then your midterm will have its weight reduced by 5 percentage points and the final will have its weight increased by 5 percentage points.

## ***Communication***

Your email address appears on my rollsheets. For most of you, this is the hotmail/gmail/yahoo account that you have provided to BYU via your Route Y profile. You are expected to know anything I send to your email address. Check your email (and your spam folder) daily. Also, important changes to deadlines or to the syllabus might be announced in class. You are expected to know anything announced in class.

## ***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: \\$17 new, \\$2 used](#).
- Donovan, Todd, and Shaun Bowler. 2004. *Reforming the republic: Democratic institutions for the new America*. [Amazon: \\$36 new, \\$5 used](#).
- The news. Stay abreast of developments in presidential, Congressional, and state/local elections.

## ***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.
- Terms: Keywords to help you identify key points. (Not intended to be an exhaustive list.)
- 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 may 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—Three classic theories

**Mon, Jan 5th, 2009.** Course overview.

- Readings: Popkin (1993), prologue [6 pages]

**Wed, Jan 7th, 2009.** How do voters decide? Voting vs shopping. Three competing theories: Sociological, economic, and psychological.

- Terms: Columbia school (sociological model); Downsian model (economic model); calculus of voting; partisan differential; Michigan school (social psychological model, psychological model); funnel model
- Readings:
  - Popkin (1993), prologue and ch 1 [21 pages] (summarizes the Columbia [sociological] and Downsian [economic] models)
  - Downs (1957), [An Economic Theory of Democracy](#), ch 1 (especially pp 3-8, 20) and ch 3 [33 pages] (The economic [Downsian] model)

**Mon, Jan 12th, 2009.** Continued.

- Readings:
  - Campbell et al. (1960), *The American Voter*, ch 6 (pay special attention to pp 128-136) [25 pages] (The Michigan [psychological] model)
  - Niemi and Jennings (1991), ["Issues and Inheritance in the Formation of Party Identification"](#) [18 pages] (an argument against the Michigan model)
  - Bartels (2002), ["Beyond the running tally: Partisan bias in political perceptions."](#) especially pp 117-126 [22 pages] (a defense of the Michigan model)

---

## Unit 2: How voters decide and how campaigns persuade

**Wed, Jan 14th, 2009.** Information. When will people spend time gathering information about politics and government? Where are people spending their leisure time and why does it matter?

- Terms: by-product theory; issue public; civic knowledge; Taft-Hartley Act
- Readings:
  - Popkin (1993), ch 2 [22 pages]
  - Not much reading today, but lots next time; read ahead. We'll probably start the next lecture today.

**Wed, Jan 21st, 2009.** Information shortcuts. What are the most important information shortcuts voters use about political parties and candidates? When, and for whom, do endorsements matter?

- Terms: endorsement; two-step flow; triangulation; running tally; sincerity; incumbency; competence; information shortcuts
- Readings:
  - Popkin (1993), ch 3 [28 pages]
  - McDermott (2006), ["Not for members only: Group endorsements as electoral information cues"](#) [8 pages]

**Mon, Jan 26th, 2009.** No class today.

- Essay due in the political science department by closing time (5pm). Sign your paper in with the department secretaries.

**Wed, Jan 28th, 2009.** Narratives. Why do candidate biographies get so much coverage and attention? How do we incorporate information and assemble narratives about candidates and government?

- Terms: representativeness heuristic; fundamental error of attribution; Gresham's law of information; framing; pseudocertainty; drunkard's search
- Readings:
  - Popkin (1993), ch 4 [23 pages]
  - Wattenberg (2004), ["Personal popularity in U.S. presidential elections"](#) [12 pages]
  - [Obama walks arrogance line](#) (Yahoo News, March 2008) [2 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]
  - [Poll: Obama tops McCain as football-watching buddy](#) (AP/Yahoo, Sep 2008) [2 pages]

**Mon, Feb 2nd, 2009.** Identity politics. 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?

- Terms: Greater Houston Ministerial Association; "I can't imagine anything more awful than polygamy"
- Readings:
  - [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]
  - FiveThirtyEight.com (Aug 11, 2008), [The Persistent Myth of the Bradley Effect](#) (if site is down, here's a [PDF backup](#)) [4 pages]
  - NYT (Nov 5, 2008), [For pollsters, the racial effect that wasn't](#) (if site is down, here's a [PDF backup](#)) [2 pages]
  - Lots of reading next time; read ahead.

**Wed, Feb 4th, 2009.** Media. How do changes in media affect voters? How do politicians react to these changes?

- Terms: minimal effects hypothesis; Google bomb; SEO (search engine optimization); "huge hammer"; FCC public interest requirement; "going public"; soft news; hard news
- Readings:
  - [Gladwell \(1998\), "The spin myth"](#) [9 pages]
  - [Popkin \(2006\), "Changing media, changing politics"](#) [15 pages]
  - Ballard (2008), ["Sharing the gospel using the Internet"](#) [4 pages]
  - Cooper (2008), [The Bigger Tent](#) [5 pages]
  - [Baum and Kernell \(1999\), "Has cable ended the golden age of presidential television?"](#) [15 pages]

**Mon, Feb 9th, 2009.** Advertising. How do positive and negative ads differ in their effects on mobilization, information and partisanship?

- Terms: affective intelligence; disposition system; surveillance system; RAS model
- Readings:
  - [Ansolabehere \(2005\), "Political advertising"](#), from *Polling America: An Encyclopedia of Public Opinion* [4 pages]
  - [Freedman, Franz, and Goldstein \(2004\), "Campaign advertising and democratic citizenship"](#) [18 pages]
  - [Brader \(2005\), "Striking a responsive chord: How political ads motivate and persuade voters by appealing to emotions"](#) [16 pages]
  - Visit and enjoy: <http://livingroomcandidate.org/>

**Wed, Feb 11th, 2009.** Continued. Then: Miscellaneous media topics. When does it make sense to attack your opponent (and why)? How does "in-your-face" programming (like Crossfire or Hardball) influence public opinion?

- Terms: opposition legitimacy; Crossfire; camera angle; civility
- Readings:
  - **First: Going negative**
  - [Theilmann \(1998\), "Campaign tactics and the decision to attack"](#) [12 pages]
  - Washington Post (Sep 24, 2008), ["Talked-About Ads Were Seldom Aired"](#) [2 pages]
  - Yahoo news, [McCain takes aim at Obama's character](#) [3 pages]
  - **Second: In-your-face programming**
  - [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). (You'll need to use Firefox to watch the video on my site. If you're off campus, watch [Jon Stewart on Youtube](#))

**Tue, Feb 17th, 2009.** Foreign policy and the economy as campaign issues. How and when can foreign policy matter if voters are so ignorant about the world? What types of economic conditions matter to which kinds of voters?

- Terms: RAS model; salience; class consciousness; economic voting; retrospective; prospective; sociotropic; pocketbook/egocentric
- Readings:
  - [Baum \(2007\), "Soft news and foreign policy: How expanding the audience changes the policies"](#) [30 pages]
  - skim [Aldrich et al \(1989\), "Foreign affairs and issue voting: Do presidential candidates 'waltz before a blind audience'?"](#) [17 pages]
  - [Mughan and Lacy \(2002\), "Economic performance, job insecurity, and electoral choice"](#) (The empirical analysis from pp 521, "Types of Economic Concern Compared," through bottom of 529, "A more easily interpreted picture..." is dense; just skim that part.) [13 pages]

**Wed, Feb 18th, 2009.** Continued. Then: Post-9/11 politics. How do terrorism and fear change perceptions of leaders? What were Americans attentive to after 9/11?

- Terms: charisma; ethnocentrism; pride; normative; empirical; crime news script
- 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]
  - [Prior \(2002\), "Political knowledge after September 11"](#) [6 pages]
  - Mark Twain, [The War Prayer](#) [2 pages]

**Mon, Feb 23rd, 2009.** Campaigns. What do campaigns do and when does it matter?

- Terms: salience; total benefits; attributable benefits
- Readings: [Popkin \(ch 5\)](#) [19 pages]
- We may have time for some pre-midterm Q&A; bring questions.

**Wed, Feb 25th, 2009.** MIDTERM in class. Yippee!

---

## Unit 3: Nominating candidates. The primary election system.

**Mon, Mar 2nd, 2009.** Candidate nomination overview. Why do we have primaries? What are the different types of primary/caucus systems—and does it matter?

- Terms: primary; caucus; King Caucus; boss caucus; pledged delegate; superdelegate; nomination convention; front-loading; open, semi-open, semi-closed, closed, blanket primary; descriptive representation; substantive representation; sincere voting; strategic voting (raiding, hedging, primary/general electability); runoff; fusion; instant runoff; alternative vote; preference voting
- Readings:
  - Donovan and Bowler (2004), pp 93-103, 106-113, 120-130 [28 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]
  - Blumenthal (2007), read [blog post #1](#) and [blog post #2](#) [7 pages]
  - King (1981), "[How not to select presidential candidates: A view from Europe](#)" [25 pages]

**Wed, Mar 4th, 2009.** First: 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? Second: Proposed reforms—is there a better way to select nominees?

- Terms: momentum; frontrunner; strategic voting
- Readings:
  - **First: Momentum**
  - [Maslin \(2004\), "The front-runner's fall"](#) [8 pages]
  - [Blumenthal blog post from pollster.com](#) [3 pages]
  - Popkin (1993), ch 6 [33 pages]
  - **Second: Proposed reforms**
  - skim Donovan and Bowler (2004), pp 113-120 [7 pages]

---

## Unit 4: Learning from recent (1980-2008) presidential elections

**Mon, Mar 9th, 2009.** The Reagan years. What issues divided the Republicans in 1980 and the Democrats in 1984? More on momentum and volatility in primaries.

- Terms: Jimmy Carter; Ronald Reagan; Walter Mondale; Gary Hart; George H. W. Bush; "Where's the beef?"; "I am paying for this microphone, Mr. Breen"
- Readings: Popkin (1993), read ch 8, skim ch 9 [44 pages]

**Wed, Mar 11th, 2009.** 1988: Did real issues matter, or did Bush win by race-baiting? 1992: How Clinton used Gresham's law of information to his advantage

- Terms: Willie Horton; Michael Dukakis; George H. W. Bush; Ross Perot; Bill Clinton; Arsenio Hall; Gresham's law of information; "The Man from Hope"
- 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]
  - Popkin (1993), ch 11 [27 pages]

**Mon, Mar 16th, 2009.** The War Room

- Film review #1 will be due one week from today.

**Wed, Mar 18th, 2009.** The Bush (Jr.) years. How does the Electoral College influence campaign strategy? What types of electoral college strategy are there, and how do you choose one?

- Terms: Al Gore; George W. Bush; John Kerry; partisanship v ideology; battleground state; leaning state; base state; defensive strategy; offensive strategy; mixed strategy; focused high-risk strategy; media market; "cost per persuadable voter"
- Readings:
  - Donovan and Bowler (2004), pp 83-93 [10 pages]
  - Shaw (2006), [The race to 270, ch 3](#) [30 pages]
  - *Time* (Sep 23, 2008), "[Obama Scales Back his 50 State Strategy](#)" [3 pages]

**Mon, Mar 23rd, 2009.** The 2008 presidential primaries and election. What did McCain do wrong? What did Giuliani, Clinton, and Romney do wrong? How good were the forecasting models?

- Readings:
  - Campbell (2008), "[Editor's Introduction: Forecasting the 2008 National Elections](#)". (In a pre-election issue of *PS: Political Science and Politics*, various political scientists published the results of their favorite forecasting models to try to predict the 2008 elections. Most are 3-5 pages long. Campbell wrote one of these forecasts; he also wrote this article, a brief overview of all this year's forecasts. Read his overview to get a feel for the various forecasts. Pay special attention to table 2.)
  - June 5, 2008: *Time*, "[How Obama Did It](#)" [5 pages]
  - July 9, 2008: NYT, "[McCain ad has familiar ring](#)." [1 page]
  - July 18, 2008: NYT, "[Once Bitter Rivals, McCain and Romney Make Up](#)" [3 pages]
  - Oct 14, 2008: Pollster.com, "[The Bradley-Wilder Media Tour](#)" [2 pages]
  - Oct 15, 2008: NYT blog, "[The early word: The cost of going negative](#)" [2 pages]
  - Oct 31, 2008: Pollster.com, "[Why the 'Joe the Plumber' tax debate hasn't helped McCain](#)" [3 pages]
  - Nov 1, 2008: NYT blog, "[Hussein' chant at Palin rally](#)" [1 page]

- Nov 3, 2008: NYT, "[What happens to public financing when Obama thrived without it?](#)"
- Nov 3, 2008: AP, "['Tis the season for tricking voters](#)" [2 pages]
- Nov 4, 2008: Election day
- Nov 6, 2008: WP, "[Right turn in July put McCain on unfamiliar path](#)"
- Nov 11, 2008: Lombardo @ pollster.com, [Why Obama won](#) (if needed: [PDF backup](#))
- Nov 18, 2008: Franklin @ pollster.com, [Group support and group shifts](#) (if needed: [PDF backup](#))
- Film review #1 due.

---

## Unit 5: Participation, mobilization, and representation

**Wed, Mar 25th, 2009.** First: The paradox of voter turnout. ~~Why don't more people vote?~~ Rather, why does anybody bother to vote at all? Second: Mobilization. How do we get out the vote?

- Terms: altruistic vs sociotropic vs egocentric; marginal effect; VAP; VEP; SES; GOTV; social pressure; contagion effect
- Readings:
  - **First: The paradox of voter turnout**
  - Fowler (2006), "[Altruism and Turnout](#)" [8 pages]
  - 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]
  - **Second: Mobilization**
  - Gerber, Green, and Larimer (2008), "[Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment](#)" [10 pages]
  - skim Grose and Russell (2008), "[Social Desirability and Voting in Public: A Field Experiment of Voter Turnout in the 2008 Iowa Caucus](#)" [28 pages]
  - Nickerson (2008), "[Is Voting Contagious? Evidence from Two Field Experiments](#)" [7 pages]

**Mon, Mar 30th, 2009.** Continued. Then: Representation and responsiveness. Do elections keep politicians responsive? And what does "responsive" mean, anyway?

- Terms: descriptive representation; substantive representation; turnover vs rational anticipation
- 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]

---

## Unit 6: Additional proposed reforms to our electoral system

**Wed, Apr 1st, 2009.** Hacking democracy: Can we trust our voting technology?

- Readings:
  - Donovan and Bowler (2004), ch 2, ch 9 [35 pages]
  - Hoffman @ Deseret News (Aug 7, 2008), "[Record number may cast ballots – on paper](#)"
  - Video: [Homer votes for Obama?](#) (You'll need Firefox to see the video; if you're off-campus, you can view the video [here](#)) [1:20].
- Film review #2 will be due one week from today.

**Mon, Apr 6th, 2009.** Campaign finance. What's the problem? Did BCRA fix it? Should the government pay for elections? What does Obama's opt-out portend for public finance?

- 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]
  - [Bernick @ Des News \(2008\), "Public financing of campaigns is best solution"](#) [2 pages]

---

## Unit 7: What is to be done?

**Wed, Apr 8th, 2009.** Conclusion. Is the system broken or not? Do electoral institutions matter?

- Terms: Madison's dilemma; Mosiah's dilemma; personality vs institutions
- Readings:
  - Donovan and Bowler (2004), ch 1 and 10 [30 pages]
  - "[Constitution of the United States](#)," in *Encyclopedia of Mormonism* [3 pages]
  - [Madison \(1787\), Federalist #51](#) [3 pages]
  - skim [1 Samuel chapter 8](#)
  - skim [Mosiah](#) chapters 9-11 and 19
  - skim [Ether](#) chapters 7-11, 13-15
- Film review #2 due.

**Mon, Apr 13th, 2009.** Flex day.

- Topic and readings TBA.

**Final exam:** The final exam will be at **11:00am on Wednesday, April 22**. Be there.

I will make every effort to be available to you in my office all day on both reading days in case you have any last-minute questions. Note that my wife and I are expecting a baby during finals week, so it's possible that somebody other than me will proctor the exam. For the same reason, don't put off coming to office hours to ask questions; if the baby comes early, I will not be available.

## **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](http://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

**Printed from <http://adambrown.info> || ©2005-2008 || All rights reserved**