

MODERN AMERICAN POLITICAL THOUGHT
POLITICAL SCIENCE 323
BRIGHAM YOUNG UNIVERSITY
WINTER 2009

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Course Meeting Times and Location
MW 12:30-1:45
793 SWKT

COURSE DESCRIPTION AND OBJECTIVES

This course investigates political thought in the United States after 1865. We will seek to understand the ways in which our constitutional system and our political values were transformed following the Civil War, as America confronted a host of new ideas and forces. We will explore the normative meaning of such changes. Among other questions, we will ask about the American Dream: what does it require of individuals and of government? Who is included and who is not? Do the answers given by the American Founders still apply in a world buffeted by powerful economic trends, devastating wars, and rapidly changing mores? Which ideas from the past are still relevant and which are not? And how do we tell the difference between the two?

This semester is the first time I have taught this course at BYU, which means that it is still under development. I have consulted widely with other scholars in the process of constructing this syllabus, but I look forward to your ideas and reactions, too. I hope to enlist your help in identifying elements of the course that work well along with elements that still need improvement. Feel free to communicate with me frequently and constructively about your reactions (both positive and negative) to our work together.

Because this is a relatively small (by BYU standards), upper-division course, I will conduct the class as a seminar. I will begin each session with an overview of the important elements that I see in the reading, adding some background and context to allow you to gain a broader perspective on the scholarly landscape. We will then discuss the issues together, working to delve more deeply into the implications of particular lines of thought and to more fully understand the subject matter. You are expected to arrive at class having read the material carefully and ready to participate actively in the discussion. Adequately preparing for our discussions will mean considerable time spent before class working through the texts, making notes, and critically assessing the ideas contained in them.

Beyond the specific themes in American political thought we will investigate, this course will be a success if it develops in you the habits of work and mind that are central to college-level thought and argument and that will serve you well long after the final exam. We will emphasize the importance of attentive reading, thoughtful questioning, and compelling writing. By the end of the term, you should be practiced in the scholarly skills of critical reflection and persuasive reason-giving, and you should be able to craft an effective, insightful, and perhaps even eloquent college-level argument. In this course, I hope you will begin to become a producer of ideas, not

just a consumer of them. By adding something new – your unique ideas and perspectives – to the intellectual life of the university, you will become an integral part of the BYU community. The course will be valuable not simply because of what has been taught, but because of what you have learned.

While this process of learning can be demanding, it can also be exhilarating and extremely rewarding. Remember, too, that we are in this together. I expect our class to be an intellectual community in which we support and respect one another, giving each other constructive feedback and encouragement along the way.

COURSE REQUIREMENTS

The requirements for this course are rigorous but fair. I expect you to come to every class prepared. That means you should complete all reading assignments *before* class, and you should arrive at class having already made some notes and begun to think critically about what you have read. The reading assignments usually consist of about 100-125 pages per week (sometimes a little more, sometimes a little less). This is not a great deal of reading in terms of the number of pages (especially for an upper-division course), but often, we will cover several writers or thinkers per class period. More importantly, because this material has significant theoretical content, you will need to read more carefully (and probably more slowly) than you might with other kinds of reading assignments.

Assignments for this class include a writing journal (turned in to me twice during the semester), two essays, a midterm, and a final. The remainder of your grade comes from active participation in class discussions. In computing the final grades, assignments will be weighted as follows:

10%	Writing Journal
10%	Class Participation
20%	Midterm Exam
30%	Essay Assignment(s)
30%	Final Exam

Writing Journal

Your writing journal is an opportunity for you to compose some initial constructive thoughts and critical reactions to what we are reading. It is NOT to be a mere summary of the reading or of class discussion, but instead, an opportunity to develop your own reactions, questions, ideas, concerns, theses, or other meaningful responses about the ideas contained in the reading. As the semester proceeds, you may, for example, compare and contrast different authors. If done well, the journal should be a tool for you to prepare for classes, essays, and exams. Think of it as a conversation with yourself (or, alternatively, with me) about the ideas contained in the course. Because this course is still in development, you may also use your journal to identify readings or authors that were especially good or bad (that is, readings that should definitely – or definitely not – be on the syllabus the next time I teach this).

Your writing journal should include a minimum of one entry per week (though the better journals may include more than that). The length is up to you. You will turn in the journal to me twice during the semester – once at the time of the midterm and again prior to the final exam.

I will randomly choose a few of your entries to read and will give you a grade of 25 (outstanding – very thoughtful, high-quality reactions, questions, ideas, etc.), 20 (good, but not as thoughtful as it might have been or some entries are missing or mere summary), 15 (journal turned in, but several missing or exceptionally low quality entries), or 0 (no journal submitted). The average journal will likely receive a score of 20.

Class Participation

Class participation involves regular, high-quality interventions in class discussion. Quality is more important than quantity, but you should try to participate actively in the discussion. High-quality comments are usually only possible when you have read carefully and prepared for the class session. For some, speaking up in class is an especially difficult challenge. If this is true for you, please come see me so we can talk about alternative ways to participate in the ongoing scholarly conversation. For example, I would be happy to promote additional classroom discussion using the online discussion tool in Blackboard.

Exams

We will have two exams over the course of the semester – a closed-book midterm that you will take home and complete on your own and a final exam given in class on Friday, April 17 from 11am-2pm. More detail about the exams will be distributed prior to the exam dates.

Essays

You will have an opportunity to write either two 5-6 page essays (worth 15% of your final grade each) or one 12-15 page essay (worth 30% of your final grade). You must decide no later than January 19 which essay option you will follow for the semester. If you choose the two-essay option, the first essay will be due February 18 and the second will be due April 6. If you choose the longer essay option, it will be due on April 3.

More information about the essay assignments will be distributed toward the end of the week of January 12. The short essays will involve exploring one of the additional themes listed on pages 9-10 of the syllabus (or another theme of your own choosing, approved by me). You will create a thoughtful thesis and argument about the relationship between that concept or idea and the main themes of the course. The longer writing option will be a research essay in which you explore a political thinker or idea from the course in detail. As with the shorter essays, a compelling thesis and argument are essential.

Grading

In this course, when computing your final course grade, I do not follow a curve or limit the number of students who can receive top marks in any way. If every student in the course produces A-level work, every student in the course can receive an A. My expectations for your work will be high, however.

When grading, I evaluate only the words on the page before me. The effort you put into an essay or exam will most certainly be evident in what you submit. Please note that I expect your work to be free of grammatical, spelling, and formatting errors. (I am happy to explain any technical

issues that seem confusing or obscure.) Failure to meet these expectations may result in a lowered final grade.

Due dates for assignments are **firm and final**. Personal extensions are not fair to other members of the class, including me. For this reason, there will be **no personal extensions** under any circumstances except documented illness or family emergency.

Because personal extensions are not allowed, **failure to meet assigned due dates will bring serious consequences**. For essay assignments, including drafts and final revisions, your assignment grade will be docked one full letter grade per 24-hour period beginning one minute after the deadline. The date and time of the final exam are set by the university. Do not ask for extensions or changes; I am not allowed to give them.

COURSE TEXTS

Available at the BYU Bookstore:

- Scott J., Hammond, Keven R. Hardwick, and Howard L. Lubert, eds. *Classics of American Political & Constitutional Thought: Volume 2, Reconstruction to the Present* (Indianapolis, IN: Hackett Publishing Company, 2007).
- Isaac Kramnic and Theodore J. Lowi, eds. *American Political Thought: A Norton Anthology* (New York: W.W. Norton and Company, 2009).

Available by Other Means

- Additional readings will be made available to you via Blackboard.

COURSE SCHEDULE

Note: Reading assignments are to be completed before class on the day indicated. The abbreviation *APT* stands for *American Political Thought*, and *CAPCT* stands for *Classics in American Political & Constitutional Thought, Volume 2: Reconstruction to the Present*. An asterisk (*) after the listing means that the reading is available through Blackboard. Detailed instructions for the writing assignments will be furnished during the semester.

Week 1

January 5: Introduction and Course Overview

- *Thirteenth, Fourteenth, and Fifteenth Amendments* (APT, p. 926)

January 7: Some Larger Themes

- Louis Hartz, *The Concept of a Liberal Society* (APT, p. 1247)
- Rogers Smith, *Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America* (*)

Week 2

January 12: Individualism, Equality, and the Frontier

- Tocqueville, *Democracy in America* (*)
- Frederick Jackson Turner, *The Significance of the Frontier in American History* (*)

January 14: Social Darwinism: The American Dream Gets Tough

- William Graham Sumner, *What the Social Classes Owe to Each Other* (APT, p. 703)
- William Graham Sumner, *The Absurd Effort to Make the World Over* (APT, p. 719)
- William Graham Sumner, *The Challenge of Facts* (APT, p. 724)
- William Graham Sumner, *Consolidation of Wealth: Economic Aspects* (APT, p. 728)
- Russell Conwell, *Acres of Diamonds* (CAPCT, p. 123)

Week 3

January 19: **NO CLASS** (Martin Luther King, Jr. Day)

January 21: The Power of Wealth and Other New Forces

- Thorstein Veblen, *The Theory of the Leisure Class* (CAPCT, p. 250)
- Andrew Carnegie, *The Gospel of Wealth* (APT, p. 730)
- Henry Adams, *The Education of Henry Adams* (CAPCT, p. 359)

Week 4

January 26: Capitalism, Individualism, and Community

- Edward Bellamy, *Looking Backward* (APT, p. 747)
- Henry Demarest Lloyd, *Wealth Against Commonwealth* (APT, p. 764)
- *Lochner v. New York* (Peckham opinion and Holmes dissent) (CAPCT, p. 242)

January 28: Radicals and Labor

- Emma Goldman, *Anarchism: What It Really Stands For* (APT, p. 818)
- Eugene V. Debs, *Unionism and Socialism* (APT, p. 834)
- Samuel Gompers, *The American Labor Movement* (APT, p. 848)
- International Workers of the World, *Manifesto on Organizing the Industrial Workers of the World* (CAPCT, p. 271)

Week 5

February 2: Women and Equality

- Seneca Falls Declaration of Sentiments (CAPCT, p. 16)
- Elizabeth Cady Stanton, *Solitude of Self* (*)
- Elizabeth Cady Stanton, *Address to the New York State Legislature* (CAPCT, p. 18)
- Charlotte Perkins Gilman, *Women and Economics* (APT, 872)

February 4: Women and Equality (cont'd)

- Susan B. Anthony, *Speech About Her Indictment* (APT, 869)
- Jane Addams, *If Men Were Seeking the Franchise* (APT, p. 877)
- Margaret Sanger, *Women and the New Race* (CAPCT, p. 353)
- Margaret Sanger, *The Pivot of Civilization* (CAPCT, p. 356)
- Jane Addams, *Why Women Should Vote* (CAPCT, p. 290)

Week 6

February 9: Race and Equality

- Civil Rights Act of 1875 (CAPCT, p. 39)
- *The Civil Rights Cases* (Bradley opinion and Harlan dissent) (CAPCT, p. 65)
- *Plessy v. Ferguson* (Brown opinion and Harlan dissent) (CAPCT, p. 99)
- Ida B. Wells, *On Lynching* (CAPCT, p. 180)

February 11: Race and Equality: Differing Visions

- Booker T. Washington, *Atlanta Exposition Address* (APT, p. 946)
- W.E.B. DuBois, *The Souls of Black Folk* (APT, p. 950)
- W.E.B. DuBois, *The Talented Tenth* (APT, p. 964)
- Marcus Garvey, *The True Solution of the Negro Problem* (APT, p. 974)

Week 7

February 16: **NO CLASS** (Presidents' Day)

February 18: Exposing Problems

- Lincoln Steffens, *The Shame of the Cities* (APT, p. 988)
- Upton Sinclair, *The Jungle* (APT, p. 993)
- Jane Addams, *The Spirit of Youth and the City Streets* (APT, p. 1002)
- Walter Rauschenbusch, *Christianity and the Social Crisis* (APT, p. 1007)

- **First Short Essay Assignment Due**

February 19-20: **TAKE-HOME MIDTERM** (Writing journal due when you pick up your exam.)

Week 8

February 23: Progressivism and the Meaning of Democracy

- Herbert Croly, *The Promise of American Life* (APT, p. 1065)
- Theodore Roosevelt, *The New Nationalism* (APT, p. 1086)
- Louis D. Brandeis, *Industrial Absolutism and Democracy* (APT, p. 1099)
- Brooks Adams, *The American Democratic Ideal* (APT, p. 882)

February 25: Woodrow Wilson

- Woodrow Wilson, *The New Freedom* (APT, p. 1102)
- Woodrow Wilson, *Fourth of July Address on the Declaration of Independence* (CAPCT, p. 318)
- Woodrow Wilson, *Address to the Jefferson Club of Los Angeles* (CAPCT, p. 323)
- Elihu Root, *Experiments in Government* (CAPCT, p. 344)

Week 9

March 2: Americanism, Immigration, and Incorporation

- Josiah Strong, *Our Country* (APT, p. 901)
- Henry Cabot Lodge, *Speech on a Literacy Test for Immigrants* (APT, p. 910)
- Hiram W. Evans, *The Klan's Fight for Americanism* (APT, p. 980)
- Theodore Roosevelt, *Americanism* (*)

March 4: The Melting Pot?

- Horace Kallen, *Democracy versus the Melting Pot* (*)
- Michael Walzer, *What Does It Mean to Be an "American"?* (APT, p. 1449)

Week 10

March 9: The 1920s: The Business of America Is Business

- Calvin Coolidge, *The Press Under a Free Government* (*)
- Herbert Hoover, *American Individualism* (APT, p. 1133)
- Herbert Hoover, *Rugged Individualism* (APT, p. 1137)
- Charles Beard, *The Economic Basis of Politics* (APT, p. 1017)

March 11: The Public and Democracy

- John Dewey, *The Public and Its Problems* (APT, p. 1036)
- Walter Lippmann, *Public Opinion* (APT, p. 1058)
- H.L. Mencken, *On Being an American* (CAPCT, p. 427)
- Reinhold Niebuhr, *Children of Light and Children of Darkness* (APT, p. 1211)

Week 11

March 16: FDR and the New Deal

- Franklin Delano Roosevelt, *Speech at Oglethorpe University* (APT, p. 1164)
- FDR, *Commonwealth Club Speech* (APT, p. 1170)
- FDR, *First Inaugural Address* (APT, p. 1179)
- FDR, *Annual Message to Congress* (APT, p. 1184)
- John Dewey, *Liberalism and Social Action* (APT, p. 1156)
- Charles A. Beard, *The Myth of Rugged Individualism* (APT, p. 1147)

March 18: The New Deal and Its Critics

- FDR, *The Four Freedoms* (APT, p. 1187)
- FDR, *A Second Bill of Rights* (APT, p. 1190)
- Herbert Hoover, *The Challenge to Liberty* (APT, p. 1141)
- Herbert Hoover, *The Fifth Freedom* (APT, p. 1144)
- Twelve Southerners, *I'll Take My Stand* (APT, p. 889)

Week 12

March 23: The Civil Rights Movement

- Langston Hughes, *Let America Be America Again* (APT, p. 985)
- Martin Luther King, Jr., *Letter from a Birmingham Jail* (CAPCT, p. 653)
- Martin Luther King, Jr., *I Have a Dream* (CAPCT, p. 662)
- Malcolm X, *The Ballot or the Bullet* (CAPCT, p. 664)
- Stokely Carmichael, *What We Want* (CAPCT, p. 703)

March 25: Race in America Today

- James Baldwin and William F. Buckley, Debate at Cambridge University (CAPCT, p. 684)
- Cornel West, *Race Matters* (APT, p. 1471)
- Hannah Arendt, *Reflections on Little Rock* (CAPCT, p. 606)
- Barack Obama, Speech on Race (*)

Week 13

March 30: The Great Society

- John F. Kennedy, *Inaugural Address* (*)
- Lyndon Baines Johnson, *Commencement Address at Howard University* (CAPCT, p. 680)
- Lyndon Baines Johnson, *1964 State of the Union Address* (*)
- Barbara Jordan, *Address before the Democratic National Convention* (CAPCT, p. 803)

April 1: The Great Society: Critics and Conservatism

- Kurt Vonnegut, *Harrison Bergeron* (CAPCT, p. 718)
- Barry Goldwater, *1964 Acceptance Speech* (*)
- Barry Goldwater, *The Conscience of a Conservative* (APT, p. 1256)
- Ronald Reagan, *A Time for Choosing* (CAPCT, p. 674)

Friday, April 3: **Long Essay Due**Week 14

April 6: The Women's Movement

- Betty Friedan, *The Feminine Mystique* (APT, p. 1344)
- Betty Friedan, *Our Revolution is Unique* (CAPCT, p. 715)
- National Organization for Women, *Bill of Rights* (APT, p. 1350)
- Kate Millett, *Sexual Politics* (APT, p. 1362)
- Phyllis Schlafly, *The Power of the Positive Woman* (APT, p. 1404)
- **Second Short Essay Due**

April 8: Hippies, Yippies, and Other Radical Visions

- Students for a Democratic Society, *The Port Huron Statement* (APT, p. 1290)
- Jerry Rubin, *A Yippie Manifesto* (APT, p. 1353)
- Saul Alinsky, *Rules for Radicals* (CAPCT, p. 765)

Week 15

April 13: Contemporary Discourse

- Roberto Unger and Cornel West, *Progressive Politics and What Lies Ahead* (CAPCT, p. 917)
- George W. Bush, *2002 State of the Union Address* (CAPCT, p. 923)
- George W. Bush, *Second Inaugural* (CAPCT, p. 927)
- Barack Obama, *Keynote Speech at the 2004 Democratic National Convention* (*)
- Barack Obama, *Inaugural Address* (*)

Friday, April 17: **FINAL EXAM, 11am – 2pm**

ADDITIONAL THEMES

American political thought covers a wide variety of issues and themes. Given the time limits of our semester, we cannot cover all of them. Below are some additional themes, along with a few selected (hardly exhaustive) readings, that we will not cover in class this semester. However, you will have an opportunity to choose one of these themes for an essay assignment. More detail about the essay assignment will be distributed later. See me for additional themes and essay possibilities.

Pragmatism

- William James, *Pragmatism: A New Name for Old Ways of Thinking* (APT, p. 1024)
- John Dewey, *The Influence of Darwin on Philosophy* (APT, p. 1030)

Populism

- William Jennings Bryan, *The "Cross of Gold" Speech* (APT, p. 809)
- The Populist Party Platform (CAPCT, p. 229)

Imperialism and Anti-Imperialism

- Theodore Roosevelt, *The Winning of the West* (APT, p. 907)
- Albert J. Beveridge, *The March of the Flag* (APT, p. 915)
- Platform of the American Anti-Imperialist League (APT, p. 919)
- William Graham Sumner, *The Conquest of the United States by Spain* (APT, p. 921)

World War I and Questions of Dissent

- Eugene V. Debs, *Speech to the Jury* (APT, p. 840)
- *Schenck v. United States* (CAPCT, p. 374)
- *Abrams v. United States* (Clarke opinion and Holmes dissent) (CAPCT, p. 376)

The New Deal Court

- *Powell v. Alabama* (CAPCT, p. 450)
- *West Coast Hotel Co. v. Parrish* (CAPCT, p. 456)
- *Palko v. State of Connecticut* (CAPCT, p. 458)
- *United States v. Darby Lumber Company* (CAPCT, p. 464)
- *West Virginia State Board of Education v. Barnette* (Jackson opinion and Frankfurter dissent) (CAPCT, p. 468)
- *Adamson v. California* (Frankfurter concurrence and Black dissent) (CAPCT, p. 478)
- *Wickard v. Filburn* (available online)
- Learned Hand, *Central Park Address* (CAPCT, p. 478)

Pluralism in 20th Century America

- C. Wright Mills, *The Power Elite* (APT, p. 1264)
- Daniel Bell, *The End of Ideology* (APT, p. 1277)
- Robert A. Dahl, *Who Governs? Democracy and Power in an American City* (APT, p. 1282)
- Theodore Lowi, *Interest Group Liberalism: The New Public Philosophy* (*)

The Cold War

- Reinhold Niebuhr, *The Irony of American History* (CAPCT, p. 509)

- Walter Lippmann, *The Public Philosophy* (APT, p. 1240)
- George Kennan, *The Sources of Soviet Conduct* (APT, p. 1217)

The Cold War and Questions of Dissent

- Whittaker Chambers, *Witness* (APT, p. 1231)
- Arthur M. Schlesinger, Jr., *What is Loyalty? A Difficult Question* (APT, p. 1222)
- *Dennis v. United States* (Vinson, Frankfurter, and Douglas opinions) (CAPCT, p. 522)
- Joseph McCarthy, *Speech at Wheeling, West Virginia* (CAPCT, p. 519)
- J. Edgar Hoover, *Testimony before the House Un-American Activities Committee* (CAPCT, p. 517)
- Learned Hand, *A Plea for the Freedom of Dissent* (APT, p. 1236)

The Warren Court

- *Brown v. Board of Education* (CAPCT, p. 603)
- *Engel et al. v. Vitale et al.* (Black opinion and Stewart dissent) (CAPCT, p. 613)
- *Abington v. Schempp* (CAPCT, p. 618)
- *Heart of Atlanta Motel, Inc. v. United States* (CAPCT p. 624)
- *Katzenbach v. McClung* (CAPCT, p. 627)
- *Miranda v. Arizona* (CAPCT, p. 721)
- *Katz v. United States* (Stewart and Harlan opinion, Black dissent) (CAPCT, p. 729)
- *Brandenburg v. Ohio* (CAPCT, p. 733)
- *Griswold v. Connecticut* (Douglas, Goldberg, and Harlan opinions, Black dissent) (CAPCT, p. 739)
- *Roe v. Wade* (not technically part of the Warren Court; Blackmun opinion, Rehnquist and White dissents) (CAPCT, p. 748)

The American University

- William F. Buckley, Jr., *God and Man at Yale* (APT, p. 1228)
- Young Americans for Freedom, *The Sharon Statement* (APT, p. 1281)
- Allan Bloom, *The Closing of the American Mind* (APT, p. 1438)

Contemporary Political Conservatism

- Pat Robertson, *A Portrait of America* (APT, p. 1464)
- Friedrich Hayek, *The Constitution of Liberty*, Chapter 6 (*)
- Ronald Reagan, “*City Upon a Hill*” *Speech* (CAPCT, p. 817)
- Ronald Reagan, *First Inaugural Address* (CAPCT, p. 822)

The Contemporary Court

- *Employment Division v. Smith* (Scalia and O’Connor opinions, Blackmun dissent) (CAPCT, p. 863)
- *U.S. v. Lopez* (Rehnquist and Thomas opinions) (CAPCT, p. 882)
- *City of Boerne v. United States* (CAPCT, p. 895)
- *Lawrence v. Texas* (Kennedy opinion; Scalia and Thomas dissents) (CAPCT, p. 929)
- *Hamdi v. Rumsfeld* (O’Connor opinion and Scalia dissent) (CAPCT, p. 940)

Contemporary Liberalism and Communitarianism

- John Rawls, *A Theory of Justice* (APT, p. 1370)
- Robert Nozick, *Anarchy, State, and Utopia* (APT, p. 1391)

- Michael Sandel, *The Public Philosophy of Contemporary Liberalism* (APT, p. 1477)
- Amitai Etzioni, *Communitarianism and the Moral Dimension* (APT, p. 1511)
- Michael Walzer, *Spheres of Justice* (CAPCT, p. 785)

POLICIES

It is your responsibility to read and follow these policies. Their presence in writing here constitutes fair notice to you. Please pay careful attention and follow each one!

• **Attendance and Participation:** In order to succeed in this course, your consistent attendance and regular participation in class discussions is essential. You are responsible for all material presented in lecture. Multiple unexcused absences are grounds for a significantly lower participation grade.

While some portion of each class period will be devoted to lecture, we will also discuss together the topics under consideration. I expect everyone to participate meaningfully in our discussions. If you find that such participation is a special challenge for you, please come see me so we can talk about how you can most effectively join the conversation.

• **Communication.** My door is always open to you, and I hope you will feel free to contact me about issues that arise during the course of the semester. I'm happy to meet with you during office hours or by appointment to discuss any aspect of this course. Just ask or e-mail me, or drop by my office during my regularly scheduled office hours.

Because it is the best way for us to communicate with each other outside of class, all class members are *required* to maintain an active email account. It is your responsibility to ensure that the email address that is listed for you in the BYU directory is accurate. To update your email address, log in to Route Y and select "Update Personal Information." There you can specify a current email address if you are not using the one assigned to you by BYU, or you can have your BYU email forwarded to the account you plan to use. I will relay important or time-sensitive class announcements via email. I **strongly** encourage you to check your email daily throughout the semester. You are responsible for any information that I pass along via this medium.

• **Extensions: All deadlines in this course are firm.** Except in the case of medical or family emergency, I give no individual extensions. If, due to such an emergency, you cannot meet a deadline, please contact me as soon as possible. In the event of a medical emergency, you must produce a note from a doctor or from the Student Health Center (or bring me pictures of your newly born baby). Late written work will be marked down one full letter grade for each day late, beginning one minute after the assignment is due.

• **Honor Code:** I expect that you will live by the university's academic honesty policy, which you have already signed: BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest.

• **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. See <http://honorcode.byu.edu> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

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*.

You should be careful to avoid the following examples of plagiarism: (1) Turning in work or portions of work that are identical to work submitted by another student. If two paragraphs of different papers are identical, we will assume that plagiarism occurred and will treat the incident as a serious violation of the Honor Code. (2) Using work from past semesters as anything other than a guide or supplement. If work is submitted for this semester which follows the format or instructions of a previous semester, we will assume that plagiarism occurred. We encourage you to work with other students and even consult work done in previous semesters. However, the work you turn in must be entirely your own work. Because of the simplicity of "cut and paste," it is easy to pass off another person's work as your own. It is your responsibility to make sure that your work is entirely your own.

- **Honor Pledge:** As a way of reinforcing the importance of academic honesty, I am adopting a tradition from Princeton University for the essays you turn in this semester. You should write the following pledge at the end of all drafts and revisions, and then sign it (or, if the paper is submitted electronically, print your name, which will count as your signature): "This paper represents my own work in accordance with University regulations."

- **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 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

- **Access:** 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

University Accessibility Center (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 UAC 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 378-5895, D-282 ASB.

WHAT TO DO NOW

When you get to this point in the syllabus, please e-mail Dr. Karpowitz to say that you read it, and tell me something about yourself and about your goals for the semester. Feel free to ask any questions that you may have about the course.