What's the point of this course?

The U.S. Congress employs over 11,500 staffers, most of whom work for a specific member of Congress. On average, each U.S. Senator has around 34 personal staffers and each U.S. Representative has around 14 (learn more). Likewise, in most states each legislator has at least a few staffers working for him or her.

Utah is the exception. Members of the Utah legislature have no personal staff. There is some shared staff, of course; for example, each legislative committee has a couple shared staffers that help the legislators draft and analyze bills. But individual Utah legislators do not have any personal staff.

As a result, Utah's legislators rely heavily on their interns for assistance and advice. Congressional interns often work for a Congressman's junior staffer, but legislative interns here in Utah work directly with their legislators. You will have much more meaningful experiences working with your Utah legislator than you would have working in a large Congressional office. But to succeed, you will need to be as useful to your legislator as an office full of personal staff.

My task is to prepare you as well as possible for that role so that you can be as successful as BYU interns have been in the past. Toward that end, we will cover several topics:

- Utah's political history, culture, and geography
- Utah's political system (powers of governor, courts, legislature)
- How legislators represent constituents
- How legislators make laws (committees, floor procedures)
- What motivates legislators
- Utah's fiscal policy and budget process
- Policies likely to receive attention from the legislature this year
- Names and faces of important legislators

Along the way, I hope you will make an effort to acquaint yourselves with one another. To be successful, you will need to work together throughout your internships.

How much credit do we receive?

You will receive 2.0 credits for this class, PlSc 297, held during the first three weeks of January. PlSc 297 will be graded as rigorously as other political science courses; it is not a free "A" merely for participating. You
receive 2.0 credits because you do two-thirds as much work as in a 3.0 credit class, not because the work is easier.

You will receive **6.0 credits** for the actual internship and related coursework as part of **PlSc 399r**.

Everything you do prior to the first day of the legislative session contributes to your PlSc 297 grade. Once the session starts, all your work (including the internship itself) contributes to your PlSc 399r grade. The **PlSc 399r syllabus is available online**. For your information, the following deadlines appear in the current 399r draft syllabus:

- **January 24-March 10**: The legislative session. Be in the capitol all day, every day, from at least 8:00am to 5:00pm. Some legislators will request longer hours. Plan to be in the capitol especially late for the last few days. The legislature typically works right until midnight on the last day of the session.
- **March 15** (Tuesday): Concluding PlSc 399r meeting from 1:00-3:00pm in 793 SWKT.
- **March 25**: PlSc 399r portfolio due.
- **April 18**: PlSc 399r term paper due.

As part of the internship experience, you are required to enroll in 6.0 credit hours of PlSc 399r. **Do not enroll in any other winter semester class** unless it will not require any work until after March 10. In the past, some interns have tried to take classes at the Salt Lake Center even while serving in the legislature. That is not acceptable; shirking your duties in this way will have serious consequences for your 399r grade. You may also be fired from the internship.

If you do wish to complete more credit hours this winter, you have a few options. Sometimes online or independent study courses can work. But your easiest option is to enroll in PlSc 315, 323, or PlSc 360. The department offers these second-block courses specifically for returning legislative interns, meaning that these classes don't get fully underway until after the internship ends. Of course, you are not required to enroll in anything other than PlSc 297 and PlSc 399r if you don't want to.

**What is the workload?**

This is a 2 credit class, so we will do roughly two-thirds as much work as in a typical (3 credit) political science class. However, we will do that work in a little less than three weeks, so it will feel very intense.

You receive only 2.0 credits, but that does not mean this class is any easier than a 3.0 credit class. We will do less work than in a 3.0 credit class, but the grading will be just as rigorous. Students who treat this class as an easy A are often disappointed by their final grade.

The university catalog defines an A as "excellent," B as "good," C as "satisfactory," and so on (see [here](#)). Elsewhere, the catalog contains this interesting policy (here):

"The expectation for undergraduate courses is three hours of work per week per credit hour for the average student who is appropriately prepared; much more time may be required to achieve excellence."

Think that through for a moment. A regular semester has 14 weeks. We will do a semester's worth of work in only 14 days. Thus, "three hours of work per WEEK per credit hour" in a semester-length course translates to "three hours of work per DAY per credit hour" in this course. If you are an "average student" who wants an average grade, **plan to spend roughly six hours on this class every day**, on average. In our department,
"average" means B.

If you want to achieve "excellence," the university's definition of an A, then "much more time may be required."

Punchline: Yes, this is a two-credit course, but you will still need to work hard if you wish to receive an excellent grade.

**Grades, assignments, and policies**

36% Skills assignments  
18% Assignments A through C  
46% Final exam

**Attendance and participation** are required. This course's unusual goals require your active participation. Change your work schedule so that you can attend.

Each missed lecture will result in a 5% penalty to your final grade unless it is made up. If you are sick or have an unavoidable conflict, ask me (promptly) to excuse the absence. If I do, I will allow you to make up the lecture by following the instructions below.

**Makeup assignments.** If I excuse your absence, I will provide you with an audio recording of the missed class. (I won't make a recording unless you ask me to; if no recording is available, then you will not be able to make up the lecture.) You will need to submit a 2-3 page summary of the recording as verification that you listened to it, with a list of any questions you have at the end. Submit this in person to my office so that we can discuss your questions. (Trust me, it's much easier and more enjoyable to just come to class.) This make-up assignment (including the meeting with me) is due within 48 hours (excluding weekends and holidays) of the missed class. Please make an appointment by email to ensure that you do not miss the 48 hour deadline. Late penalties are described elsewhere in this syllabus.

**Skills assignments.** During your internship, you will respond to constituent emails, track bill progress, summarize committee hearings that your legislator cannot attend, analyze constituent surveys, write talking points, and discuss the state budget. Our daily skills assignments will provide you an opportunity to learn and develop these skills. I will distribute further instructions in class.

**Final exam.** Comprehensive. In addition to questions about readings and lectures, expect questions about the skills assignments, individual legislators (study your flashcards), Utah geography (study your other flashcards), and political news.

**Late assignments:** Assignments due on a day that we meet are due at the beginning of class; if they are turned in later that day (or if you come late to class) but before 4:45pm, there is a 5% penalty. Assignments due on a day that we do not meet are due by 4:45pm to the drop box near the 7th floor SWKT elevators. 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, unless otherwise indicated in the assignment instructions. If something legitimate (serious illness, car accident) makes your assignment late, contact me as soon as possible to work things out.

**Other course policies:** Many of my course policies are the same for every course. For answers to general questions like the following, read my policies by clicking here:

- 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 online resources, although you might need to be on campus to access some URLs. You also need these materials...

- **Required**: The BYU Legislative Intern's Handbook (course packet)
  - Available in the bookstore for $6 or so.
  - Available in the bookstore for $10-15. You can also buy it online for around $10 plus shipping.
  - Also available in the library on reserve, but I strongly recommend just buying a copy so that you can write in it and keep it with you in the capitol during your internship for reference.
- **Required**: The news. Stay abreast of developments in Utah politics; you will not succeed in your internship if you do not stay current. Questions about current events WILL appear on your exam.
  - I strongly recommend that you subscribe to the Utah Policy Daily; they'll email you links to the most important news stories every day. The UPD is widely read among Utah politicians and policy wonks. Subscriptions cost a few dollars a month, but they are absolutely worth it if you will work in the legislature.
  - Just as good as UPD (but free!) is the Salt Lake Tribune's daily "political cornflakes" at its "Out of Context" blog. You can subscribe by email, put it in your RSS reader, or just visit the site each day. Visit Out of Context for details.
  - If you don't subscribe to the UPD or Political Cornflakes, then read the Deseret News or Salt Lake Tribune daily for state news, and read the Daily Herald for local news.
- **Required**: Legislator flashcards. To help you learn the names and faces of key legislators, I have arranged for some flashcards. They are online; look for a link in the course website's sidebar.
- **Required**: Map flashcards. To help you learn a little Utah geography, I have arranged for some additional online flashcards.
- **Recommended (optional)**: Donovan, Mooney, and Smith. 2011. State and Local Politics: Institutions and Reform. I use this book in PlSc 311, State and Local Politics. Some of your fellow interns have taken that class; ask around to borrow a copy if you want some 50-state background on legislatures, governors, federalism, or other state political institutions. At ichapters.com you can purchase individual chapters for $6 or so. This book is now in its second edition, but I have placed a copy of the first edition on reserve at the library.

Reading and assignment schedule

Dates are highly likely to change, so come to class and check your email so that you will hear about any announcements I make. You can also view the reading schedule in calendar format.

Unit 1: Utah's Political Context

Tue, Jan 4th, 2011. Utah's political history and culture. What are Utah's cultural regions? What does party competition in Utah look like?
Terms: Cache Valley; Ogden; Salt Lake Valley; Utah Valley; Central Utah; Dixie; Uintas; West Desert; Monument Valley; Wasatch Front; factions in Utah (Patrick Henry Caucus, Cowboy Caucus, Conservative Caucus etc); legislature vs Congress

Readings (112 pages):
- **Flashcards to work on**
  - Senate leader flashcards (practice)
  - Start memorizing map of Utah counties (practice)
- **The internship**
  - BYU's winter 2010 Utah state legislature internship newsletter [8 pages]
  - Internship handbook, Preface and all chapters in Part I [16 pages]
  - Listen to three BYU interns on KVNU's "For the People": Part 1 and Part 2 [11:11]
- **Factions within the legislature**
  - Reflections (2009): "Factions and parties in the Utah House" (Written prior to the formation of the Patrick Henry caucus, but still insightful) [5 pages]
  - Video: The Patrick Henry Caucus's manifesto [3:47]
  - NY times, March 2010, "States' rights is rallying cry for lawmakers" (or as PDF) [3 pages]
  - Salt Lake Tribune, March 2010, "The states' rights session" [2 pages]
  - Salt Lake Tribune, June 2010, "Conservatives push for more power in Utah House" (or as PDF) [2 pages]
  - Utah Policy Daily, November 2010, "Utah County's Influence on Utah's Capitol Hill Grows Under New Speaker" (or as PDF) [3 pages]
- **The 2010 legislative elections**
  - Salt Lake Tribune, November 2010, "State Legislature: Minority party becomes even smaller on Hill" (or as PDF) [1 page]
  - Daily Herald, November 2010, "Utah County Republicans retain state seats" (or as PDF) [1 page]
- **Utah history and politics**
  - Citizen's Guide (2005), ch 1, 2, 3, and 23 [49 pages]
  - Utah Data Points (2010), Can a good Mormon be a good Democrat? and More on whether good Mormons can be good Democrats [4 pages]
  - Utah Data Points (2010), Is Utah the most Republican state? [1 page]
  - Utah Data Points (2010), Is Utah's turnout low because it has so many young voters? [2 pages]
  - Follow Utah political news (DN, SLT, DH) [15 pages]

Resources: Show resources

FYI:
- **Meet from 9:00-11:00am in 948 SWKT (today only)**. We will meet at a different time and place every day. We will meet two hours each day, but plan to spend the rest of the day on homework.
  - The "internship handbook" is the packet you bought at the bookstore.
  - About legislator flashcards: Every day I will assign a specific subset of the legislator flashcards for you to learn. I'm not asking you to turn anything in, only to learn that part of the flashcards. There may or may not be a quiz in class, but legislators will definitely appear on your final. If I show you a picture, you should be able to give the legislator's name, chamber, party, and leadership positions (if applicable). I hope you will learn all the legislators' names, but I especially expect you to learn the names of leaders, standing committee chairs, and appropriations subcommittee co-chairs.
  - About memorizing maps: Same deal as with the legislator flashcards. When I ask you to memorize maps, expect to see them on your final exam.

**Wed, Jan 5th, 2011.** Utah's political system. Is Utah federal? How powerful is Utah's governor? How are citizen legislatures different from professional legislatures? How does direct democracy work in Utah?

- **DUE:** Legislative website (skills assignment; instructions)
- Terms: Federal; unitary; plural executive; appointment power; veto; item veto; GOPB; agenda-setting power; persuasive power; LFA; LRGC; LAG; direct democracy; initiative (direct vs indirect); referendum (popular vs legislative)
- Readings (105 pages):
  - House leader flashcards (practice)
  - Memorize map of Utah counties (practice)
  - Internship handbook, all chapters in Part II, especially chapter 8, "Memoranda" [11 pages]
  - Reflections: "Vehicle fee increases: Legislators vs governor" [8 pages]
  - Reflections: "Budget battles: Role of executive and legislative branches" [7 pages]
  - Citizen's Guide (2005), ch 4, 5, and 7 [62 pages]
  - Utah Data Points (2010), An easy way to boost midterm-year turnout in Utah [2 pages]
  - Follow Utah political news (DN, SLT, DH) [15 pages]
- Resources: Show resources
- FYI: Meet from 10-12 in 793 SWKT (the conference room near the elevator)
Thu, Jan 6th, 2011. Representing constituents. What is representation? How do legislators see their constituency? How do legislators communicate with constituents and estimate district opinion?

- **DUE:** Constituent emails (skills assignment; instructions)
- **Terms:** Geographic constituency; reelection constituency; primary constituency; personal constituency (intimates); issue representation; service representation; allocational representation; descriptive representation; delegate vs trustee
- **Readings (74 pages):**
  - Senate standing committee chair flashcards (practice)
  - Start memorizing the map of major Utah cities (practice)
  - Internship handbook, review Part II, read all chapters in Part III [9 pages]
  - Fenno (1977), *U.S. House Members in their Constituencies* (or as PDF), but only pages 883-890 [8 pages]
  - Reflections: "Constituent and interest group influence in the Senate" [8 pages]
  - Reflections: "Constituent and interest group influence in the House" [7 pages]
  - Reflections: "Who do legislators listen to?" [8 pages]

Fri, Jan 7th, 2011. Making laws. How does a bill become law in the House and in the Senate? Why do we have rules of procedure?

- **DUE:** Bill status and talking points (skills assignment; instructions)
- **Terms:** 1st reading calendar; 2nd reading calendar; 3rd reading calendar; consent calendar; concurrence calendar; previous question; rules of procedures; Mason's manual; drafting attorney; fiscal note; committee actions (amend, substitute, table, report favorably)
- **Readings (126 pages):**
  - House standing committee chair flashcards (practice)
  - Memorize the map of major Utah cities (practice)
  - Internship handbook, all chapters in Part IV [12 pages]
  - Office of the Legislative Fiscal Analyst, *The LFA Guide to Bills, Budgets, and Fiscal Notes* (or as PDF) [36 pages]
  - *Citizen's Guide* (2005), ch 6 [23 pages]
  - NCSL (2001), *The Case for Representative Democracy*, ch 5-6 [10 pages]
  - Reflections: "The powers of state senate presidents" [7 pages]
  - Reflections: "The House Rules Committee chair" [4 pages]
  - Parliamentary motions (or as PDF) [2 pages]
  - Skim the Utah Legislature's rules. After scanning the table of contents, choose at least 5 joint rules, 10 Senate rules, and 10 House rules to read about in detail. [10 pages]

- **After the 2010 elections: Leadership battles**
  - Salt Lake Tribune (blog), November 2010, "Return of Brambo" (or as PDF) (Note: Liljenquist, Bramble, and Urquhart lost their leadership challenge.) [1 page]
  - Salt Lake Tribune, November 2010, "Lockhart united legislators fed up with Clark's heavy hand, insiders say" (or as PDF) [2 pages]
  - Salt Lake Tribune, November 2010, "Rolly: Unexpected power from new House shake-up?" (or as PDF) [2 pages]
  - Utah Data Points, November 2010, *Why is Becky Lockhart the new speaker?* [2 pages]
  - Follow Utah political news (DN, SLT, DH) [15 pages]

- **Resources:** Show resources
- **FYI:** Meet from 10-12 in 793 SWKT

Mon, Jan 10th, 2011. LRGC training in capitol

- **Readings (15 pages):**
  - Follow Utah political news (DN, SLT, DH) [15 pages]
- **FYI:**
  - Be in the capitol by 7:45am. Plan to stay until 2:00pm. There will be a brief lunch break. There is a small cafe in the capitol, but it's cheaper to bring your own lunch. No microwaves.
  - If you miss this training, you will receive double the usual penalty for missing class. Tardiness will also receive a penalty. Due to construction on I-15 and morning traffic, plan for at least 75 minutes from BYU to the capitol by car.
  - You MUST complete the W-2 and I-9 paperwork prior to this training. Follow the instructions I gave in class.

Tue, Jan 11th, 2011. What legislators want. What behaviors does the reelection incentive lead to? Do these behaviors show that our
Constitutional structure is flawed?

- **DUE:** Constituent survey 1 (skills assignment; instructions)
- **Terms:** hierarchy of needs; reelection incentive; power within the House; median voter theorem; advertising; credit claiming; position taking; protectionist phase; expansionist phase; inductive; deductive
- **Readings (78 pages):**
  - Senate appropriations subcommittee chair flashcards (practice)
  - Memorize all maps (practice)
  - Internship handbook, all chapters in Part V [18 pages]
  - Reflections: "House leadership and campaign contributions" (You may skip the sections dealing with 2006 and earlier.) [18 pages]
  - Reflections: "What determines how Senators vote?" [10 pages]
  - Reflections: "How legislators make decisions when voting" [8 pages]
  - Follow Utah political news (DN, SLT, DH) [15 pages]
- **Resources:** Show resources
- **FYI:** Meet from 9-11 in 948 SWKT. Note the time.

Wed, Jan 12th, 2011. Attend interim committee hearings around now
- **DUE:** Committee hearing report (skills assignment)
- **Readings (15 pages):**
  - Follow Utah political news (DN, SLT, DH) [15 pages]
- **FYI:** Typically the legislature holds interim committee meetings a couple weeks before the session begins. You will observe those meetings. I have not yet heard when the meetings will be this year, so this is merely a placeholder. If no suitable meetings are held, then I will assign a video from last year's committee hearings instead.

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**Unit 3: Utah Policy Areas**

Thu, Jan 13th, 2011. Budgeting and fiscal policy. How does Utah's tax burden compare to other states? Where does Utah get its money? What can we expect in FY 2011?

- **Terms:** General sales tax; selective sales tax; sin tax; property tax; income tax (individual vs corporate); progressive vs regressive taxation; flat tax; General Fund; Uniform School Fund; Rainy Day Fund; fiscal year; FY 2011; FY 2012
- **Readings (136 pages):**
  - House appropriations subcommittee chair flashcards (practice)
  - Memorize all maps (practice)
  - Governor Herbert's FY 2012 budget proposal: Read the press release [2 pages]
  - Governor Herbert's [complete FY 2012 budget proposal](released December 2010): Read the cover letter (page iii), budget summary (page ix), overview (pages 1-9, skim pages 10-24), and guides (pages 26-27). For every subsequent chapter, read the first few pages (agency budget overview, governor's goals and initiatives, proposed legislative intent language). For example, read pages 29-33, 40-42, 50-52, 56-58, and so on. You should also skim the detailed tables in one or two chapters so that you can get a feel for how to read them. [75 pages]
  - *Citizen's Guide* (2005), ch 8, also pp 107-109 [33 pages]
  - Deseret News (Nov 2010), "Utah state budget revenues aren't bad, or good" (or as PDF) [1 page]
  - Utah Policy Daily (Nov 2010), "Ed Funding Debate Hints at Coming Conflict with Feds" (or as PDF) [3 pages]
  - The Senate Site (Sen. Lyle Hillyard, Dec 2010), State Budgeting for 2011 [3 pages]
  - The Senate Site (Dec 2010), The hole, defined [2 pages]
  - Salt Lake Tribune (Dec 2010), "House GOP blows $130M hole in Herbert budget" (or as PDF) [2 pages]
  - Additional readings to be announced.
  - Follow Utah political news (DN, SLT, DH) [15 pages]
- **Resources:** Show resources
- **FYI:**
  - Meet from 3-5 in 948 SWKT. Note the time. You won't have much time between this class and the next one, so you should probably read ahead.
  - Read as many news clippings as you can find about the budget situation; the articles linked above are minimal suggestions.

Fri, Jan 14th, 2011. Legislative preview: Policies to watch in 2010
- **DUE:** Constituent survey 2 (skills assignment; instructions)
Readings (43 pages):
- Study all flashcards (practice)
- Memorize all maps (practice)
- Internship handbook, all chapters in Part VI. You should have read the whole handbook by now. [5 pages]
- Every news article you can find about upcoming legislation. (The following articles are a minimal list of articles you should read.)
  - Illegal immigration
    - Deseret News (2010), "Governor calls for thoughtful approach to reform at immigration summit" (or as PDF) [3 pages]
    - New York Times (2010), "Mormon-owned paper stands with immigrants" (or as PDF) [4 pages]
    - Salt Lake Tribune (2010), "Sandstrom has no answer about driving privilege card" (or as PDF) [2 pages]
    - Salt Lake Tribune (2010), "LDS on illegal immigration: Don't split families" (or as PDF) [2 pages]
    - LDS news release (2010), "Church Supports Principles of Utah Compact on Immigration" (or as PDF) [1 page]
    - Salt Lake Tribune (2010), "2 high-profile lawmakers debate immigration strategy" (or as PDF) [2 pages]
  - Gay rights
    - Deseret News (Nov 2009), "Mormon church supports Salt Lake City's protections for gay rights" (or as PDF) [2 pages]
    - Deseret News (Feb 2010), "Utah Legislature: GOP senators step back on gay rights legislation" (or as PDF) [2 pages]
    - Salt Lake Tribune (Nov 2010), "Moab, Murray pass anti-discrimination ordinances" (or as PDF) [1 page]
  - Other bills to watch
    - Salt Lake Tribune (Dec 2010), "State bird, state flower ... now a state firearm?" (or as PDF) [2 pages]
    - Utah Policy Daily (Dec 2010), "Wimmer wants to challenge 16th amendment" (or as PDF) [2 pages]
    - Follow Utah political news (DN, SLT, DH) [15 pages]
- FYI:
  - Meet from 10-12 in 793 SWKT.
  - By now, you should know all the flashcards. Remember, any legislator might appear on your final, but you will see more leaders/chairs than backbenchers on the exam; make sure you know their names especially well.

Tue, Jan 18th, 2011. Final exam
- DUE: Final exam
- Readings (15 pages):
  - Flashcards; know all leaders, standing committee chairs, and appropriations subcommittee chairs. Bonus for knowing rank-and-file also. (practice)
  - Maps; know them all (practice)
  - Follow Utah political news (DN, SLT, DH) [15 pages]
- FYI: The exam's date may change depending on circumstances.

Wed, Jan 19th, 2011.
- DUE:
  - Assignment A (instructions).
  - Assignment B (instructions).
- Readings (15 pages):
  - Follow Utah political news (DN, SLT, DH) [15 pages]
  - FYI: No, this isn't a meeting, just an assignment deadline. If you don't know who you are working for yet, then Assignments A-C will be due within 24 hours (except Sundays) of finding out.

Thu, Jan 20th, 2011.
- DUE: Assignment C (instructions).
- Readings (15 pages):
  - Follow Utah political news (DN, SLT, DH) [15 pages]
  - FYI: No, this isn't a meeting, just an assignment deadline.

Unit 4: The legislative session

Mon, Jan 24th, 2011. First day of session. Be there bright and early.
- Readings (15 pages):
  - Follow Utah political news (DN, SLT, DH) [15 pages]
Preventing Sexual Harassment

By law, Brigham Young University is obligated to protect its students from gender discrimination, including unlawful sexual harassment, in all programs and activities sponsored by the university. As you embark on your internship, please be aware of what constitutes sexual harassment and what you should do if you encounter it during your internship opportunity.

Definition. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when

- Submission to the conduct is made a term or condition of an individual’s employment, or
- Submission to or rejection of the conduct by an individual is used as a basis for employment decisions affecting the individual; or
- The conduct interferes with an individual’s work performance or creates an intimidating, hostile, or offensive working environment.

Examples. Behaviors that contribute to a hostile environment include, but are not limited to:

- Discussing sexual activities
- Telling off-color jokes
- Unnecessary touching
- Commenting on physical attributes
- Displaying sexually suggestive pictures
- Using crude language or demeaning or inappropriate terms
- Using indecent gestures
- Engaging in hostile physical conduct

Appropriate response. Both employers and employees have a responsibility to prevent and stop workplace harassment. If you experience harassment while participating in a BYU-sponsored internship, report the behavior to your internship coordinator (either me or Scott Dunaway) and your experience provider (Jerry Howe, the legislature's internship coordinator). They will take appropriate action to address and correct the behavior. You may also contact the university’s Equal Opportunity Manager directly or use the 24-hour hotline:

- BYU Equal Opportunity Manager, Sue DeMartini
  Telephone: (801) 422-5895
  Email: sue_demartini@byu.edu
- 24-hour hotline: 1 (888) 238-1062
  http://www.ethicspoint.com

I take these issues very seriously. So does BYU. You may read more about sexual harassment here.

Other Notices

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 http://honorcode.byu.edu. Details about Academic Honesty are found at http://honorcode.byu.edu/content/academic-honesty-details

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
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 Opportunities 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 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 Opportunity Office at 422-5895, D-282 ASB.