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 meaning of 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? As we explore these questions, one especially important theme this semester will be the meaning of liberty in contemporary America.

This semester is the second 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 you complete the reading and construct your journal entry, ask yourself the following questions:

- What is the main thesis of this reading?
- What are the main elements or parts of the argument?
- What assumptions is the author making? What tensions exist between the various parts of the argument? Do the various parts of the argument hang together? Do the conclusions follow from the premises? Why or why not?
- How does this author’s argument compare to other authors we have read or to the broader themes of the course. As the semester proceeds, comparing and contrasting different authors can be an especially valuable way to critically evaluate the reading.
- How does this reading apply to contemporary political debates?
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 exact length of each entry is up to you, but a typical entry might be about 500 words. Every entry should include critical evaluation, discussion, or exploration of themes raised in the readings, not just a summary of what the author said. You might, for example, spend the first sentence or two identifying a main claim, idea, or argument from the reading, but then use most of the rest of your entry to explore your reactions, questions, concerns, and responses to that main idea.

At the beginning of class each Thursday, you will submit your journal entries for the previous week. You are responsible for submitting journal entries for at least 10 weeks during the semester, and you must submit at least 5 times prior to the midterm. You may submit journal entries for as many as 12 weeks, and if you submit more than 10, I will count only the highest 10 grades.

Your journal entries must be well written. They will be graded on a five-point scale, as follows:

- **5:** Highest quality. The journal entry introduces interesting, important ideas and shows evidence of thoughtful, critical engagement with the reading. This grade will be given only to work that reaches the highest standards of excellence.
- **4:** Good. The journal entry takes on an interesting claim or idea from the readings and includes some critical response, but it does not achieve the clarity and creativity of those that meet highest expectations. It achieves modest aims well.
- **3:** Average. The journal entry highlights a claim or idea from the reading and begins to offer a response, but the response may overlook an important idea, argument, or counter-argument. Elements of the author’s argument may be ambiguous, too broad, or muddled.
- **2:** Below Average. This journal entry does not achieve the basic purposes of the assignment. The memo is mostly summary and is lacking in critical response. The memo lacks thoughtful analysis or reflection on main points and/or may get some of the details of the reading wrong.
- **1:** Poor. This journal entry is not of acceptable quality for an upper-division course in the major. The journal does not adequately reflect an argument or idea present in the reading. The author has incorrectly understood the main point of the reading and/or provides no critical evaluation. The writing is vague, confusing, or plainly erroneous.
- **0:** No journal entry was submitted.

**Class Participation**

In order to succeed in this course, your consistent attendance and regular participation in class discussions is essential. Class participation involves regular, high-quality interventions in class discussion. Quality is more important than quantity, but during class meetings, I expect everyone to participate meaningfully 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.

You are responsible for all material presented and/or discussed in class (you are also responsible for all course readings, even if we do not spend significant time on them in class). Multiple unexcused absences will be noticed and are grounds for a significantly lower participation grade. If you are ill or experience a family emergency, please contact me as soon as possible. Illness or other emergencies are reasons for your absence to be excused.

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. Both exams will be in essay format, and 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 24 which essay option you will follow for the semester. (Please indicate your choice in the journal entry you submit on January 24.) If you choose the two-essay option, the first essay will be due February 14 and the second will be due April 5. If you choose the longer essay option, it will be due on April 5.

More information about the essay assignments will be distributed later. The short essays will involve exploring one of the additional themes listed below in 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:**

**Available by Other Means**
- Additional readings will be made available to you via Learning Suite.
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 Learning Suite. Detailed instructions for the writing assignments will be furnished during the semester.

Week 1
January 8: Introduction and Course Overview

January 10: The Post Civil-War World
  • Thirteenth, Fourteenth, and Fifteenth Amendments (APT, p. 926)
  • James McPherson, Forum Address at BYU (*)

Week 2
January 15: Individualism, Equality, and the Frontier
  • Tocqueville, Democracy in America (*)
  • Frederick Jackson Turner, The Significance of the Frontier in American History (*)

January 17: 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 21: Martin Luther King, Jr. Day

January 22: 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)

January 24: Capitalism, Individualism, and Community
  • Edward Bellamy, Looking Backward (APT, p. 747)
  • Lochner v. New York (Peckham opinion and Holmes dissent) (CAPCT, p. 242)

Choose Long or Short Essay Option

Week 4
January 29: 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)
January 31: 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)

**Week 5**

February 5: 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)
- Jane Addams, *Why Women Should Vote* (CAPCT, p. 290)

February 7: 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)

**Week 6**

February 12: Race and Equality: Differing Visions
- Marcus Garvey, *The True Solution of the Negro Problem* (APT, p. 974)

February 14: **NO CLASS** (Happy Valentine’s Day!)
- *First Short Essay Assignment Due*

**Week 7**

February 19: **NO CLASS** (Monday Instruction)

February 21: 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)

**Week 8**

February 25: President’s Day Holiday

February 26: Progressivism and the Meaning of Democracy
- Theodore Roosevelt, *The New Nationalism* (APT, p. 1086)
- **TAKE-HOME MIDTERM DUE AT BEGINNING OF CLASS**
February 28: 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)

Week 9
March 5: Americanism, Immigration, and Incorporation
• Josiah Strong, *Our Country* (APT, p. 901)
• Hiram W. Evans, *The Klan’s Fight for Americanism* (APT, p. 980)
• Rogers Smith, *Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America* (*)

March 7: The Melting Pot?
• Horace Kallen, *Democracy versus the Melting Pot* (*)
• Michael Walzer, *What Does It Mean to Be an “American”?* (APT, p. 1449)
• Theodore Roosevelt, *Americanism* (*)

Week 10
March 12: 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 14: The Public and Democracy
• 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 19: 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)
• Charles A. Beard, *The Myth of Rugged Individualism* (APT, p. 1147)

March 21: 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 26: 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)
• Malcom X, *The Ballot or the Bullet* (APT, p. 1322)

March 28: Race in America Today
• Cornell West, *Race Matters* (APT, p. 1471)
• Lyndon Baines Johnson, *Commencement Address at Howard University* (CAPCT, p. 680)
• Barack Obama, Speech on Race (*)

Week 13
April 2: The Great Society
• John F. Kennedy, *Inaugural Address* (*)
• Lyndon Baines Johnson, *1964 State of the Union Address* (*)
• Barbara Jordan, *Address before the Democratic National Convention* (CAPCT, p. 803)

April 4: 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 5: *Long Essay or Second Short Essay Due*

Week 14
April 9: The Women’s Movement
• Betty Friedan, *The Feminine Mystique* (APT, p. 1344)
• Betty Friedan, *Our Revolution is Unique* (CAPCT, p. 715)
• Kate Millett, *Sexual Politics* (APT, p. 1362)
• Phyllis Schlafly, *The Power of the Positive Woman* (APT, p. 1404)

April 11: Hippies, Yippies, and the Beginning of the Culture Wars
• Students for a Democratic Society, *The Port Huron Statement* (APT, p. 1290)
• Jerry Rubin, *A Yippie Manifesto* (APT, p. 1353)
• Pat Robertson, *A Portrait of America* (APT, p. 1464)

Week 15
April 16: Contemporary Discourse

Monday, April 22: *FINAL EXAM, 7am – 10am*
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)

Populism
- 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)

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)
- *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)

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)
• *Katz 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**
• 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!

• 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. 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: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

• Plagiarism: 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.

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 that follows the format or instructions of a previous semester, I will assume that plagiarism occurred. I 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. If an assignment for this course overlaps substantially with an assignment from another course and you would like to turn in a paper for both courses, you must receive permission from me and the other professor prior to the assignment due date.

**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 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

**Access:** Brigham Young University is committed to providing a working and learning atmosphere that 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**WHAT TO DO NOW**

When you get to this point in the syllabus, please e-mail Dr. Karpowitz (ckarpowitz@byu.edu) 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.