

INTRODUCTION TO UNITED STATES POLITICS
Lafayette College
Spring 2021

Government 101, Section 03

Tues. & Thurs.
11:00 a.m.- 12:15 p.m., On Zoom
Kirby Hall of Civil Rights

John Kincaid

Meyner Center for State & Local Govt.
001/002 Kirby Hall of Civil Rights
330-5597 / 5598
kincaidj@lafayette.edu

Office Hours: Tues. & Thur. - 2:30-3:30 p.m., and by appointment.

[Feel free to contact me before we sign off Zoom after a class or by email to set up a meeting.]

Rationale

This course introduces you to the ideas, practices, and institutions that constitute the government and politics of the United States. The aim of the course is not merely to show how the U.S. political system operates but also to place the study of U.S. politics in the broader context of political science and the liberal arts.

The course will introduce the basic vocabulary of government and politics, which includes such terms as politics, power, and human nature; constitutionalism, federalism, intergovernmental relations, separation of powers, judicial review, and checks and balances; democracy, liberty, equality, justice, due process of law, and civil rights and liberties; liberalism, pluralism, conservatism, and radicalism; socialization and civic education; and participation, political community, representation, and leadership.

We will examine the nature, origins, development, and operation of the three constitutional branches of the federal government: legislative (the Congress), executive (the presidency), and judicial (the federal courts). We also will examine other components of the U.S. political system: parties and elections; interest groups and lobbying; media and public opinion; race, ethnicity, language, gender, and religion; protest movements; bureaucracies; taxation and spending; and domestic and foreign policy.

We will explore substantive matters and also stimulate critical thinking. Intellectual curiosity as a disposition to question clearly, deeply, and broadly will be encouraged. Classroom discussions and other course activities and requirements will seek to promote more effective intellectual dialogue based on rigorous examination of texts and other course materials. You will be introduced to the variety of approaches to the study of U.S. politics. In addition, you will be introduced to the use of the library and resource materials.

Learning Outcomes

- Explain key provisions of the Declaration of Independence and U.S. Constitution
- Identify, analyze, and critique a research article in a political science journal
- Analyze a political science research article
- Analyze the impacts of political ideas on political action
- Employ rational arguments and empirical evidence to construct and evaluate policy choices involving questions of political and moral concern such as equal protection of the laws, campaign spending, welfare and personal responsibility, and mutual assured destruction
- Analyze and debate important political ideas and public policies
- Recognize the intergovernmental nature of public policy in the United States
- Distinguish among the key functions of the federal, state, and local governments
- Explain the basic difference between civil liberties and civil rights
- Identify the key provisions of the U.S. Bill of Rights and the multifaceted interpretations of those rights
- Explain how and why a bill becomes a law
- Apply the provisions of Article II of the U.S. Constitution to presidential behavior
- Apply the concepts of patronage, civil service, and reinventing government to public agencies
- Explain the impacts of the U.S. Supreme Court on U.S. government and society
- Analyze the sources of your own opinions about government and politics
- Evaluate public opinion poll information
- Explain the principal policy and demographic differences between Democrats and Republicans
- Apply textbook principles to actual political campaigns
- Evaluate media messages and explain the media's impacts on government and politics
- Describe the key strategies used by interest groups to achieve objectives
- Outline the principal steps of policy-making
- Propose possible solutions for the financial crises facing key social-welfare programs
- Apply basic principles of taxation to tax policies
- Distinguish monetary and fiscal policy
- Identify diplomatic and military strategies in relation to foreign policy objectives

Required Text

Theodore J. Lowi, Benjamin Ginsberg, Kenneth A. Shepsle, and Stephen Ansolabehere.
American Government: Power and Purpose. 15th ed.; New York: W. W. Norton, 2019, 733+ pp.
 [LGSA]. READING THE TEXTBOOK IS AN ESSENTIAL PART OF YOUR LEARNING!

Please also read a daily newspaper (e.g., *New York Times*, *Philadelphia Inquirer*, *Wall Street Journal*, or *Washington Post*) and/or a weekly news magazine (e.g., *The Economist*, *The Nation*, *National Review*, or *Weekly Standard*).

Class Reading and Discussion Schedule

- T: Feb. 9 Introduction of course, participants, and requirements.
- TH: Feb. 11 Foundations: LGSA, Ch. 1, pp. 2-29.
CQ: Why has public trust in the federal government declined and stayed low? What are the five principles of government?
- T: Feb. 16 Founding and Constitution: LGSA, Ch. 2, pp. 30-71.
CQ: What were the Articles' weaknesses and how did the Constitution fix them?
- TH: Feb. 18 The Constitution of the United States of America: LGSA, pp. A13-A20.
CQ: Why does the Constitution require two-thirds votes to impeach, ratify treaties, and override a presidential veto? / **DQ:** 1.
- F: Feb. 19 **Deadline** for dropping and adding courses and conversion to pass/fail.
- T: Feb. 23 The Federal Constitution and Constitutional Issues: LGSA, pp. A21-A33.
CQ: What are the full-faith-and-credit and privileges-and-immunities clauses (Art. IV, Secs. 1 &2) and what are their practical effects? / **DQ:** 2
- TH: Feb. 25 Federalism: LGSA, Ch. 3, pp. 72-103.
CQ: What are key reasons for having a federal system, and should we keep it? / **DQ:** 3
- T: Mar. 2 State and Local Government
CQ: What is a state, county, municipality, township, school district, and special district, and what do they do? / **DQ:** 4.
- TH: Mar. 4 Civil Liberties: LGSA, Ch. 4, pp. 104-131.
CQ: Should it be illegal for a person to lie about having won military medals when the person has never served in the military? / **DQ:** 5.
- T: Mar. 9 Civil Liberties: LGSA, Ch. 4, pp. 131-147.
CQ: If you are detained by police as a criminal suspect, should the police be able to search your cellphone without a warrant? / **DQ:** 6.
- TH: Mar. 11 Civil Rights Issues: LGSA, Ch. 5, pp. 148-187.
CQ: Is the refusal of a ballet company or weight-loss company to hire an obese person (e.g., 250 pounds) a violation of the obese person's civil rights? / **DQ:** 7.

- T: Mar. 16 The Legislative Branch: LGSA, Ch. 6, pp. 188-217. **Article Review Paper Due** in class today. Be sure to hand in your article with the paper.
CQ: Why do most people hate Congress but love their congressperson (i.e., representative and senators)? / **DQ:** 8.
- TH: Mar. 18 The Legislative Branch: LGSA, Ch. 6, pp. 217-247.
CQ: Why has Congress become so polarized? / **DQ:** 9.
- T: Mar. 23 The Executive Branch: LGSA, Ch. 7, pp. 248-271.
CQ: Why has the presidency grown so much in power since 1789? / **DQ:**10
- TH: Mar. 25 The Executive Branch: LGSA, Ch. 7, pp. 271-297.
CQ: Why do most presidents' public approval ratings decline over time? / **DQ:** 11.
- March 30-31 Spring Study Break
- TH: April 1 The Bureaucracy: LGSA, Ch. 8, pp. 298-335.
CQ: Are government bureaucracies bloated, inefficient, and ineffective? / **DQ:** 12.
- T: April 6 **Mid-Term Exam** (50 multiple-choice questions online via Moodle)
- TH: April 8 The Judicial Branch: LGSA, Ch. 9, pp. 336-359.
CQ: Why does the United States have a dual (federal and state) court system, and which handles the most litigation? / **DQ:** 13.
- T: April 13 The Judicial Branch: LGSA, Ch. 9, pp. 359-383.
CQ: Why is the U.S. Supreme Court so polarized? / **DQ:** 14
- TH: April 15 Public Opinion and Socialization: LGSA, Ch. 10, pp. 384-435.
CQ: How can we explain the apparent paradox that Americans want lower taxes but higher spending on social welfare, education, transportation, and other government services? / **DQ:** 15
- M: April 19 **Preregistration** begins today for Fall 2021 classes.
- T: April 20 Political Parties: LGSA, Ch. 12, pp. 500-551.
CQ: Do political parties serve useful or pernicious purposes? / **DQ:** 16

- TH: April 22 Elections, Voting, and Campaigns: LGSA, Ch. 11, pp. 436-499.
CQ: Why is U.S. voter turnout so low compared to other developed democracies? / **DQ:** 17
- M: April 26 Last day to withdraw from courses with a WD.
- T: April 27 Interest Groups: LGSA, Ch. 13, pp. 552-593.
CQ: Why does the United States have so many interest groups, and what are their principal functions in the political system? / **DQ:** 18
- TH: April 29 The News Media: LGSA, Ch. 14, pp. 594-627.
CQ: Is the news media biased in favor of liberals? Does it unduly influence people's political opinions? / **DQ:** 19
- T: May 4 Economic Policy: LGSA, Ch. 15, pp. 628-648.
CQ: What is the difference between monetary policy and fiscal policy? / **DQ:** 20
- TH: May 6 Economic Policy: LGSA, Ch. 15, pp. 648-669.
CQ: What are market failures and government failures? / **DQ:** 21
- T: May 11 Domestic Social Policy: LGSA, Ch. 16, pp. 670-684.
CQ: What is a homeless person, and how can government best solve the problem of homelessness? / **DQ:** 22
- TH: May 13 Domestic Social Policy: LGSA, Ch. 16, pp. 684-701.
CQ: Why are Social Security, Medicare, and Medicaid in financial trouble, and what can be done to fix those programs? / **DQ:** 23
- T: May 18 Foreign & Defense Policy: LGSA, Ch. 17, pp. 702-733.
CQ: What are the major threats to U.S. national security today and how should we counter them? **Paper 2** due in class today or on the day of the final exam. Persons who hand in their paper on May 18 will receive three extra points on the paper grade. A late paper will be one handed in after the Final-Exam day.
- May 22-29 Final Exams (College policy prohibits early final exams. If you miss the Final on its scheduled day, you will receive an Incomplete and be expected to take a make-up Final at 12 noon on August 31, 2021.)

June	1	Senior Grades due to Registrar
June	8	All Non-Senior Grades due to Registrar

Research and Writing Assignments

Please type or computer print in 12 pt. font all writing assignments double spaced on 8.5" x 11" white paper with 1" margins on all sides.

Do not put paper in a covering binder; just staple it in the upper left-hand corner. Do not add a cover page; just left-justify your paper title at the top of the first page and left-justify your name under the title.

Print your paper on both sides of the paper if you can do so.

For all research-source citations, follow the APSA's Style Manual for Political Science, which can be found at

<https://connect.apsanet.org/stylemanual/>

Article Review Paper. The first writing assignment, due no later than **March 16, 2021**, is to read and review one article of your choice from one of the following five political science journals. The article must deal entirely or primarily with American national government (e.g., Congress, presidency, Supreme Court), national politics (e.g., American national political parties, voting behavior, public opinion), and/or national public policy (e.g., U.S. social welfare, environmental protection, defense policy). Do not choose a book review, review essay, short article, introduction, research note, letter, or editorial. (If in doubt about anything, consult the instructor.) In selecting an article, stay within the years 2016-2021. All of the journals are available electronically through the Kirby and Skillman libraries. Please deliver your paper by email with your paper as a Word document attachment that I can comment on electronically. Also attach a pdf of the article you reviewed. The length of the paper should be about 1,000 words; it can be longer if you wish to say more. Failure to select an article from one of the journals below, to choose an article relevant to this course, or to choose a substantive article will result in a grade of 0 with no option to re-do the paper.

American Journal of Political Science
 American Political Science Review
 Journal of Politics
 Polity
 Publius: The Journal of Federalism

After reading the article, kindly do the following in your paper:

- Summarize the main idea and findings or conclusions of the article in 700-725 of your own words so as to demonstrate that you really understood the article. The reader of your paper should not have to read the article in order to get all of its key points and to understand it. Your summary should be sure to cover, among other things, (a) the main purpose of the article, (b) the key question the author is answering in the article, (c) the most important information and findings in the article, and (d) the main conclusions of the article. Then, in another 250-275 words:

- What important facts or data does the author use to support their main idea or conclusions?
- Discuss any examples of bias, faulty reasoning, or unsupported assertions you found in the article.
- Discuss the implications of the author's findings or conclusions for American government or politics.
- Explain what you learned from reading the article.

You do not need full endnote or reference citations of the article you are reviewing. If you refer to a portion of the article or quote from the article, simply provide the page number in parentheses at the point in your paper where you refer to a portion of the article or quote from it. However, provide full citations of any other articles or books you use in writing your paper.

Research Paper. The second writing assignment, due on **May 18, 2021** or on the **day of the Final Exam**, is to write a 2,500 – 3,000-word, double-spaced paper arguing **for** or **against** one of the following propositions:

1. Should voting in the United States be made compulsory as suggested by President Barack Obama and some others?
2. Like many state legislators, should members of the U.S. House of Representatives be limited to 6 two-year terms and members of the U.S. Senate limited to two six-year terms?
3. Was the U.S. Supreme Court's 2010 ruling, *Citizens United v. Federal Election Commission*, which overturned the McCain-Feingold ban on corporate and labor-union funding of electioneering ads, a bad decision that biases elections in favor of the rich and subverts our democracy or a good decision that ensures freedom of speech and democratic vitality?
4. Should the U.S. Supreme Court have abolished all affirmative action in *Abigail Noel Fisher v. University of Texas at Austin, et al.* (2016) rather than allowing it to continue?
5. Should persons who enter or remain in the United States illegally be allowed to become U.S. citizens?
6. Should we abolish the electoral college and elect the president of the United States by a direct national vote of the people?
7. Should we abolish the two-term term limit on the president?

8. Should justices on the Supreme Court and judges on the federal circuit and district courts continue to be nominated by the president and confirmed by the Senate, but, like many state judges, after six years of service, should they be required to stand for a retention election and, if retained, then stand for retention elections every 12 years thereafter?
9. Should every person be required to show a photo ID in order to be able to vote in any federal, state, or local election?
10. Do third parties serve any useful purpose in American politics and government?
11. Should a baker or photographer who has religious objections to same-sex marriage be required nonetheless to provide services for a same-sex wedding?
12. Should we add the initiative and referendum, which are used in many states, to the U.S. Constitution so that the American people as a whole can amend the U.S. Constitution, enact federal laws, and require Congress to put certain measures to a vote of the people?
13. Should Social Security be reformed so as to allow individuals to invest some or all of their Social Security contributions in CDs, stocks, bonds, and other regulated investments?
14. Are U.S. Senators Bernie Sanders and Elizabeth Warren right that a four-year undergraduate public college or university education should be free?
15. Should the federal government forgive all student debt?
16. Should the president should be permitted to use drones or other lethal means to kill U.S. citizens who live outside the United States if he believes they are engaged in terrorism?
17. You may formulate and address, with the instructor's approval, a proposition of your own choice.

You must conduct scholarly research on your proposition by reading and citing relevant scholarly scientific books and scholarly scientific articles on your subject, as well as court cases when relevant. Your paper will need a minimum of eight sources of high scholarly and intellectual quality. Do not rely only on journalistic or non-scholarly Internet sources. All sources used and/or quoted in your paper must be cited properly according to the APSA Style Manual, the link for which is provided above on page 6. Grammar, punctuation, spelling, citation format, and so on will all count as part of grading your paper.

DQ Debate Topics for Class-Participation Grade Component

You must sign up for at least one debate question (DQ). Your presentation should be no longer than 4 minutes. In-class debate presentations will be scored on a 10-point scale. Your presentation(s) will count toward class participation but will be only one component of your total

participation grade. More important will be your participation in class discussions. For each DQ, I have given a brief argument to trigger thinking, but for each question, there are more arguments that can be made on each side and should be made by you.

DQ 1: Should state universities be allowed to charge a higher tuition for out-of-state students than in-state students despite the U.S. Constitution's privileges and immunities clause (Art. 4, Sec. 2)?

Yes: States invest differently in their universities and tax their citizens differently to help support those universities.

No: In today's economy and mobile society, students should be able to attend any public university anywhere in the country without paying a tuition penalty.

DQ 2: The U.S. Senate should join the U.S. House to pass the Concealed Carry Reciprocity Act.

Yes: The U.S. Constitution's full-faith-and-credit clause (Art. 6, Sec. 1) and Second Amendment require it.

No: The U.S. Supreme Court has recognized some policy exceptions to the full-faith-and-credit clause; banning concealed-carry weapons in public places is a legitimate exception.

DQ 3: Should the U.S. Supreme Court require all states to legalize physician-assisted suicide or should states continue to be allowed to permit or prohibit physician-assisted suicide?

Yes: Prohibiting physician-assisted suicide violates the equal-protection-of-the-laws and due-process-of-law clauses of the Fourteenth Amendment.

No: Physician-assisted suicide is a fundamental moral and cultural question that should be decided by the democratic process in the states, not by the U.S. Supreme Court.

DQ 4: Should individual villages, towns, and cities be able to prohibit marijuana shops and marijuana production sites in a state where a majority of voters has legalized medical and recreational marijuana?

Yes: Local governments should be able to use their zoning power to block such marijuana businesses just as they might use the zoning power to prohibit strip clubs or strip malls.

No: Local governments should respect the people's majority vote statewide.

DQ 5: Should the U.S. Supreme Court rule that hate speech is not protected by the First Amendment just like it has held that obscenity and terroristic threats are not protected?

Yes: Hate speech is not only offensive but also harmful to people.

No: Hate speech is very difficult to define, and any definition would put us on a slippery slope.

DQ 6: Should speeding fines be a flat percentage of one's annual income, let's say 1%, adjusted for the level of speed rather than a flat fine, let's say \$250 for everyone? If two speeders get a \$250 fine, but speeder A earns only \$20,000 per year and speeder B earns \$200,000 per year, speeder A's fine is 1.3% of his income while speeder B's fine is only 0.1% of her income.

Yes: The differential income bite of the current fine system is unfair. Also, setting fines as the same percentage of everyone's income is consistent with the Fourteenth Amendment's equal-protection-of-the-laws clause.

No: Pegging fines to income would produce excessively unfair results, such as a driver who received a \$1.1 million fine for speeding in Switzerland. It also would encourage police to pursue people who drive expensive cars.

DQ 7: Should animals have recognized constitutional rights just like human beings?

Yes: Animals experience physical and emotional pain, and animal abuse is widespread.

No: Animals cannot be said to have constitutional rights because they cannot reason and have no capability to deliberate about constitutional rights.

DQ 8: In order to be truly representative, must a legislative body such as Congress mirror the country's population? For example, if 12.5% of Americans are black, then 12.5% of the members of Congress should be black. About 12.4% of House members today are black, but only 4% of U.S. senators are black.

Yes: Race, ethnicity, gender, sexual orientation, and the like are crucial for representation. (This is called descriptive representation.)

No: What is most important is whether a representative reflects his or her constituents' views. (This is called substantive representation.)

DQ 9: Should the U.S. Senate filibuster be abolished so that all voting can be by a simple majority (i.e., 51 senators)?

Yes: The 60-vote rule makes a mockery of majority rule.

No: The filibuster is vital for protecting minorities against oppressive majorities.

DQ 10: Should we amend the U.S. Constitution to give the president a line-item veto?

Yes: A presidential line-item veto would reduce waste and make the president more accountable.

No: A presidential line-item veto would weaken Congress and give the president too much legislative power.

DQ 11: Should the president be prohibited from killing by drone a U.S. citizen who lives outside the United States and is deemed by the president to be a terrorist posing a risk to the United States?

Yes: A U.S. citizen is entitled to all constitutional protections against government actions whether or not the person resides in the United States.

No: The president is much better equipped than a court to determine who poses a terrorist threat.

DQ 12: Should governments privatize and contract out more public services?

Yes: Desiring profits, private companies work hard to succeed, and competition among companies can produce better public services at lower costs.

No: Desiring profits, companies reduce the quality of services.

DQ 13: How should states select their judges?

Direct election by the people because the people are the best guardians of their own welfare. No form of judicial selection can exclude politics.

Selection or appointment by the governor with legislative approval because these elected officials have more information about judicial candidates and can monitor their performance better than ordinary citizens.

DQ 14: Should we amend the U.S. Constitution to require U.S. Supreme Court justices to retire from the Court at age 75?

Yes: Because of longer life spans today than in 1789, mandatory retirement is necessary.

No: Justices are well able to serve beyond age 75.

DQ 15: Because most people get political news and information from the Internet, should companies such as Google, Facebook, Twitter, Instagram, and the like be required to fact-check postings about government and politics and delete untruthful posts?

Yes: Such Internet sites have become highways of lies that influence public opinion in harmful ways.

No: Such Internet sites are platforms, no publishers. They promote free speech by allowing users to say what they want to say.

DQ 16: Should primary elections be open rather than closed?

Yes: Open primaries are the most democratic because they allow independents to vote.

No: Open primaries weaken the ability of parties to maintain coherent organizations and messages.

DQ 17: Should every person be required to present a valid state-issued photo ID in order to vote in a federal, state, or local election?

Yes: In order to have uncorrupt elections, we must ensure that every person who casts a vote is legally entitled to do so.

No: There have been no widespread reports of illegal voting and election corruption.

DQ 18: Should voting be made compulsory in the United States as it is in Argentina, Australia, Brazil, Ecuador, Luxembourg, Peru, and Uruguay, among other countries?

Yes: It is vital that every citizen cast a vote in a democracy.

No: Compulsory voting violates individuals' freedom.

DQ 19: Should the federal government continue providing taxpayer funding to the Public Broadcasting System (PBS) and National Public Radio (NPR)?

Yes: PBS and NPR are highly trusted media that provide news, information, and educational programming.

No: PBS and NPR were created when the country had only three television networks and limited radio airwaves. Today, there are hundreds of television stations and satellite-radio stations.

DQ 20: Overall, which is the best economic policy for government to use in response to recessions and depressions?

Keynesian policy because government can best stimulate the economy by engaging in deficit spending.

Supply-side policy because reducing taxes allows taxpayers to stimulate the economy by increasing purchases of and investments in things they desire.

DQ 21: Should the United States repeal its progressive income tax and institute a flat income tax in which everyone pays the same rate, let's say 19 percent of all income?

Yes: A flat tax would treat everyone fairly and equally.

No: A flat income tax would place a regressive tax burden on middle- and low-income people.

DQ 22: All able-bodied adults who receive any means-tested social welfare benefits such as Medicaid, SNAP, TANF, and/or Section 8 housing vouchers should be required to get a job.

Yes: Benefits should be limited to people unable to work.

No: People unable to get or hold a job will lose crucial welfare benefits.

DQ 23: The federal government should start privatizing Social Security by allowing young people to put their Social Security tax payments into an investment accounts that belong to them and from which they can start draw retirement income at age 67.

Yes: Privatizing Social Security will ensure retirement income for today's young people because the current Social Security system is running out of money.

No: Privatizing Social Security will expose individuals to too much financial risk and produce significant inequalities among future retirees.

General Style

All sources used and/or quoted in your papers must be cited properly according to the Author-Date style found in the APSA's Manual of Style for Political Science (see p. 6 of this syllabus). Grammar, punctuation, spelling, citation format, and so on count as part of your paper grade.

Course Requirements and Grading

You are expected to complete all reading and other assignments on time before class and to participate actively in class discussions. The readings assigned for each class day should be read before that class day. Your final course grade will be based on the following distribution:

Class Attendance	3%	A = 94-100	C = 73-76
Class Participation	12%	A- = 90-93	C- = 70-72
Article Review Paper	20%	B+= 87-89	D+= 67-69
Research Paper	25%	B = 83-86	D = 63-66
Mid-Term Exam	20%	B- = 80-82	D- = 60-62
Final Exam	20%	C+= 77-79	F = 00-59

Attendance is expected at each class. Students in attendance at classes during which the instructor takes roll will earn points toward their final course average under Class Attendance. During the semester, there may be opportunities to earn additional attendance points for attending extracurricular academic events.

Cheating on an exam will result in a grade of zero on that exam.

Classroom Decorum: You are expected to Zoom in on time for class sessions and remain in the classroom for the duration of each class session (preferably with camera on). If you wish to speak up during class, you can use the Raise Hand function or just speak up.

Classroom Participation: Participation is important because democracy is not a spectator sport and engaging classroom subject-matters is important for learning. You can score high on participation by the end of the semester by (1) asking questions and commenting on topics in class, (2) coming to class with a comment or question based on what you read, (3) responding to the professor's questions posed in class, (4) discussing what you found to be most interesting about the day's readings and also asking an intelligent question about the readings, (5) bringing a news item to class and discussing it briefly, and (6) participating in a classroom debate.

Disability Statement: In compliance with Lafayette College policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Requests for academic accommodations need to be made during the first two weeks of the semester, except for unusual circumstances, so arrangements can be made. Students must register with the Office of the Dean of the College for disability verification and for determination of reasonable academic accommodations.

Early Papers: The paper deadlines in this syllabus are final deadlines. You are free to hand in a paper to the instructor before a deadline.

Electronics: The use of cell phones, blackberries, ipods, and the like is not permitted during class and exam sessions. Recording of class sessions is not permitted. Use of a computer to take notes during class sessions is acceptable, but computers and calculators are not permitted during exam sessions.

Extra Credit: Please concentrate on the assigned work for the course. Do not expect extra credit to compensate for a low grade on an exam or paper.

Free Speech and Free Thought: Everyone is free to express their ideas and views. Likewise, everyone is free to challenge respectfully the views expressed by others in class, including the professor. No one will be degraded or downgraded because of their views or for challenging the professor.

Late Papers: Two points will be subtracted from the grade of a paper for each day it is late, including the day it's due (if delivered after class) and Saturdays and Sundays. This penalty will not be waived for any reason.

Moodle contains student information that is protected by the Family Educational Right to Privacy Act (FERPA). Disclosure to unauthorized parties violates federal privacy laws. Courses using Moodle will make student information visible to other students in this class. Please remember that this information is protected by these federal privacy laws and must not be shared with anyone outside the class. Questions can be referred to the Registrar's Office.

Plagiarism: Plagiarism on any written assignment or examination will result in an F grade for the course, no matter what your other assignment or exam grades, and a recommendation to the College for expulsion or other disciplinary action. The instructor reserves the right to make the sole determination of plagiarism by one of the following two methods: (1) producing the original source for the plagiarism or (2) examining the student orally at a time and place of his discretion. If, in the instructor's judgment, the student does not demonstrate understanding and mastery of his/her own writing assignment, the instructor will make a final determination of plagiarism.

Recommendation Letters: The professor will be happy to write recommendation letters for prospective employers, graduate schools, law schools, or medical schools.

Rewriting Papers: If you receive an unsatisfactory grade on a paper, permission will not be given to rewrite the paper for a better grade. It is the student's responsibility to be clear about the assignment and to consult the instructor in advance about any questions or problems with the assignment.

Syllabus Disclaimer: The instructor reserves the right to change or deviate from the syllabus during the semester and to expect students to know material that cannot be covered in class sessions but is in the textbook.

Syllabus Reference: Please keep this syllabus for your reference. Reading assignments are to be completed by the dates indicated on the syllabus.

Test Policies: You must take all tests at their scheduled times shown in this syllabus or as announced by the College. Make-up tests will be scheduled at the convenience of the instructor, and will consist of 2-3 essay questions different from questions used on the regularly scheduled test. The final exam will be given only on its College-appointed date; no provisions will be made for early final tests for individuals. Please plan your summer schedule accordingly. Failure to take the regularly scheduled final exam or to arrange for a make-up with the instructor on or before May 25, 2021, will result in a final course grade based on the work completed as of that date.

Federal Compliance Statement:

The student work in this course is in full compliance with the federal definition of a four credit hour course. Please see the Registrar's Office web site (<http://www.registrar.lafayette.edu/additional-resources/cep-course-proposal/>) for the full policy and practice statement.

Academic Honesty Rules

To maintain the scholarly standards of the College and, equally important, the personal ethical standards of our students, it is essential that written assignments be a student's own work, just as is expected in examinations and class participation. A student who commits academic dishonesty is subject to a range of penalties, including suspension or expulsion. Finally, the underlying principle is one of intellectual honesty, if a person is to have self-respect and the respect of others, all work must be his/her own.

Please review closely and follow in letter and spirit the principles expressed in Lafayette College's academic integrity policy statement, which is located at <http://facultyadvising.lafayette.edu/policies/academic-integrity/academic-integrity-statement/>. The instructor should be consulted if there is any ambiguity about the rules for any assignment. All matters of academic honesty will be treated with utmost seriousness.