

**Politics, Policy, and Law in American Federalism**  
Lafayette College  
**Spring 2018**

**Government 310, Sec. 01 (W+)**

Tues. & Thurs. K 003

1:15 - 2:30 p.m.

Kirby Hall of Civil Rights

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**Rationale**

This course seeks to introduce you to the theories and practices of American federalism and intergovernmental relations. The United States has been the world's preeminent federal polity--the model most often consulted, adopted, or adapted by other nations seeking to establish federal arrangements (e.g., Canada, Australia, Mexico, and Switzerland).

The aim of the course is not only to show how and why the federal system operates in distinctive ways but also to understand federalism as a form of democracy, namely, federal democracy, a system of self-rule and shared rule that seeks to combine unity and diversity in the pursuit of peace, prosperity, and liberty. Two key concerns in the course will be the ways in which federalism structures law, politics, and policy in the United States and the ways in which Americans have evaluated the benefits and costs of federalism, past and present.

Today, virtually every field of public policy, both domestic and foreign, is intergovernmental in one way or another. Although efforts were made in the past to keep the federal government and the states locked into separate spheres of power, the power-sharing requirements as well as competitive political dynamics of federalism have drawn the federal government, state governments, and local governments into every sphere of public law and policy.

In the course, we will seek to analyze and understand (1) the place of federalism in Western political thought and theology, (2) the theoretical and political origins of American federalism, (3) the American contributions to the theory and practice of federal democracy, (4) the constitutional and legal bases of the federal system, (5) the historical phases and changing conceptions of federalism in the United States, (6) the legal, political, administrative, and fiscal dynamics of relations among the nation's more than 90,056 governments, (7) the intergovernmental institutions and processes that shape the formation, implementation, and outcomes of public policy, and (8) the impacts of federalism on specific policy issues, such as civil rights and liberties, economic regulation, environmental protection, crime, health care, and foreign affairs.

## Your Learning Outcomes

By the end of this course, if you have attended classes, participated in classroom activities, asked questions, analyzed ideas, read all assigned readings, visited with the professor when necessary, paid attention to news about federalism in government and politics, and studied diligently, then you will be able to, among other things,

- Explain key constitutional, legal, political, and sociological features of U.S. federalism
- Explain the key federalism provisions of the U.S. Constitution
- Explain how federal democracy is a distinctive form of democracy
- Evaluate political ideas pertinent to federalism
- Distinguish among the key functions of the federal, state, and local governments
- Apply rationales for the distributions of particular powers in a federal system
- Identify and explain the key dual, cooperative, and coercive historical phases and continuing dimensions of American federalism
- Explain the impacts of Congress, the president, and the Supreme Court on U.S. federalism
- Analyze a U.S. Supreme Court case pertaining to federalism
- Recognize the intergovernmental nature of public policy in the United States
- Analyze the intergovernmental dimensions and dynamics of public policy
- Propose possible intergovernmental solutions to public policy challenges

## Required Texts

There is no textbook for this course. Readings marked **HO** listed below are class handouts. Readings marked **M**, listed below for class sessions are among the materials available to you on Moodle. Readings marked **OL** are available electronically through the Kirby and Skillman libraries. Please bring each day's readings to class for discussion.

## Class Reading and Discussion Schedule

TU: Jan 23 Introduction of the Course, Participants, and Requirements.

TH: Jan 25 Federalism Today and The Idea of Federalism – (1) Anon, “Can States Fix the G.O.P. Tax Law?” *New York Times*, January 5, 2018, p. A26 **HO**; (2) Carl Hulse, “Unlikely Issue Draws Long-Awaited Uproar,” *New York Times*, January 6, 2018, A11 **HO**; (3) Anon, “Jeff Sessions’s Endless War on Marijuana,” *New York Times*, January 8, 2018, A18 **HO**; (4) Anon, “Jeff Sessions’s Marijuana Candor,” *Wall Street Journal*, January 6-7, 2018, A10 **HO**; (5) Larry Davidson, “It’s time the Supreme Court makes sales tax fair again,” *Washington Post*, January 7, 2018 **HO**; (6) Coral Davenport, “Florida Gets Exemption; Other States Ask, Why?” *New York Times*, January 11, 2018, A20 **HO**; (7) Tim Henderson, “Census Uncertainty Spurs State Action to Prevent Undercounting,” *Stateline*, January 11, 2018 **HO**;

(8) Cecilia Kang, “States Look for Ways to Keep Net Neutrality,” *New York Times*, January 12, 2018, B3 **HO**; and (9) John Kincaid, “Federalism,” *Civitas: A Framework for Civic Education* (Calabassas, CA: Center for Civic Education, 1991), pp. 391-398 **M**.

- TU: Jan 30 Understanding Federalism: Concepts and Values – John Kincaid, “Federalism,” *Civitas: A Framework for Civic Education* (Calabassas, CA: Center for Civic Education, 1991), pp. 398-416 **M**.
- TH: Feb 1 Historical Roots of Federalism -- (1) Daniel J. Elazar, “The Political Theory of Covenant: Biblical Origins and Modern Developments,” *Publius: The Journal of Federalism* 10 (Fall 1980): 3-30 **OL**; (2) Preamble to the Massachusetts Constitution of 1780 **M**; and (3) Henry Steele Commager, *The Empire of Reason* (Garden City, NY: Anchor Books, 1978), pp. 206-214 **M**.
- FR: Feb 2 **Deadline** for adding and dropping courses and converting to pass/fail or audit.
- TU: Feb 6 The Founders’ Invention of Federalism – (1) Articles of Confederation **M**; (2) James Madison, *Federalist* 10, 39, and 51 **M**; (3) Letter of Robert Yates and John Lansing to the Governor of New York, 1787 **M**; (4) George Mason, “Objections to the Proposed Constitution” **M**.
- TH: Feb 8 Federalism and the U.S. Constitution – The U.S. Constitution **M**.
- TU: Feb 13 Federalism and the U.S. Constitution -- The U.S. Constitution **M**.
- TH: Feb 15 Early Debates about the Federal Republic – (1) The Kentucky Resolutions, 1798 **M**; (2) *McCulloch v. Maryland*, 17 U.S. 316 (1819) **M**; (3) *Dartmouth College v. Woodward* (1819) **M**; (4) *Sturges v. Crowninshield* (1819) **M**; (5) *Gibbons v. Ogden*, 22 U.S. 1 (1824) **M**; (6) John C. Calhoun, “A Discourse on the Constitution and Government of the United States” **M**; and (7) Daniel Webster, “Second Reply to Hayne” **M**.
- TU: Feb 20 Dual Federalism, the Crisis of Union, and Emerging Nationalism – (1) Rozann Rothman, “Political Method in the Federal System: Albert Gallatin’s Contribution,” *Publius: The Journal of Federalism* 1 (Winter 1972): 123-141 **OL**; (2) John Kincaid, “The Federalist and V. Ostrom on Concurrent Taxation and Federalism,” *Publius: The Journal of Federalism* 44:2 (Spring 2014): 275-297 **OL**; (3) *Prigg v. Commonwealth of Pennsylvania* (1842) **M**; (4) *Dred Scott v. Sandford*, 19 Howard 393 (1857) **M**; (5) Abraham Lincoln, “Speech at Springfield,” “Speech at Chicago,” “A House Divided” Speech (1858) **M**; and (6) Theodore Roosevelt, “The New Nationalism” (1910) **M**.

TH: Feb 22 The New Deal and the Rise of Cooperative Federalism – (1) John Kincaid, “Frank Hague and Franklin Roosevelt: The Hudson Dictator and the Country Democrat,” *Franklin D. Roosevelt: The Man, The Myth, The Era*, eds., Herbert D. Rosenbaum and Elizabeth Bartelme (Westport, CT: Greenwood, 1987), pp. 13-39 **M** and (2) John Kincaid, “How the protesters of the ‘60s eased the way for the occupiers,” *The Providence Journal*, December 30, 2011, B7 **M**.

**Exam 1**

TU: Feb 27 Cooperative Federalism – (1) The Declaration of Interdependence (1937) **M** and (2) Daniel J. Elazar, “Cooperative Federalism,” *Competition among States and Local Governments: Efficiency and Equity in American Federalism*, eds., Daphne A. Kenyon and John Kincaid (Washington, DC: Urban Institute Press, 1991), pp. 65-86 **M**.

TH: Mar 1 The Rise of Coercive Federalism -- (1) John Kincaid, “The Rise of Social Welfare and Onward March of Coercive Federalism,” *Networked Governance: The Future of Intergovernmental Management*, eds., Jack W. Meek and Kurt Thurmaier (Los Angeles: Sage/CQ Press, 2011), pp. 8-38 **M** and (2) States’ Federalism Summit Statement (October 1995) **M**.

**Paper 1** due in class today.

TU: Mar 6 Contemporary Coercive Federalism – (1) John Kincaid, “State-Federal Relations: Revolt Against Coercive Federalism?” *The Book of the States* (Lexington, KY: Council of State Governments, 2012), pp. 39-50 **M** and (2) John Kincaid, “Introduction: The Trump Interlude and the States of American Federalism,” *State and Local Government Review* 49:3 (September 2017): 1-14 **OL**.

TH: Mar 8 Competitive Federalism – John Kincaid, “The Competitive Challenge to Cooperative Federalism: A Theory of Federal Democracy,” *Competition among States and Local Governments: Efficiency and Equity in American Federalism*, eds., Daphne A. Kenyon and John Kincaid (Washington, DC: Urban Institute Press, 1991), pp. 87-114 **M**.

March 12-16 Spring Study Break.

TU: Mar 20 The U.S. Supreme Court and Federalism -- *United States v. Alfonso Lopez, Jr.*, 514 U.S. 549 (1995) **M**.

TH: Mar 22 The New Judicial Federalism – (1) John Kincaid, “State Court Protections of Individual Rights Under State Constitutions: The New Judicial Federalism,” *Journal of State Government* 61 (Sept./Oct. 1988): 163-169 **M** and (2) *Michigan v. Long* (1983) **M**.

**Paper 1:** Draft of sections 1 and 2 due today.

- TU: Mar 27 Federalism in Congress – (1) John Dinan, “Strengthening the Political Safeguards of Federalism: The Fate of Recent Federalism Legislation in the U.S. Congress,” *Publius: The Journal of Federalism* 34:3 (Summer 2004): 55-83 **OL** and (2) John Dinan, “Implementing Health Reform: Intergovernmental Bargaining and the Affordable Care Act,” *Publius: The Journal of Federalism* 44:3 (Summer 2014): 399-425 **OL**.
- TH: Mar 29 The Intergovernmental Fiscal System – Raymond C. Scheppach and Frank Shafroth, “Intergovernmental Finance in the New Global Economy,” *Intergovernmental Management for the 21<sup>st</sup> Century* (Washington, DC: Brookings, 2008), pp. 42-74 **M**.  
**Exam 2**
- M: Apr 2 **Preregistration** for Fall 2018 classes starts today.
- TU: Apr 3 Interstate and State-Local Relations – (1) Crady deGolian, “The Evolution of Interstate Compacts,” *The Book of the States* (2012), pp. 61-64 **M**; (2) Ann O’M. Bowman and Neal D. Woods, “Why States Join Interstate Compacts,” *The Book of the States* (2017), pp. 19-23 **M**; (3) Joseph F. Zimmerman, “Trends in Interstate Relations,” *The Book of the States* (2016), pp. 33-35 **M**; (4) Eric M. Fish, “The Uniform Law Commission: Preserving the Roles of Federal and State Law,” *The Book of the States* (2012), pp. 65-69 **M**; (5) Lori Riverstone-Newell, “The Rise of State Preemption Laws in Response to Local Policy Innovation,” *Publius: The Journal of Federalism* 47:3 (Summer 2017): 403-425 **OL**; and (6) National Conference of State Legislatures, *Reforming State-Local Relations: A Practical Guide* (Denver, CO: NCSL, 1989), pp. xi-xxiv and 145-152 **M**.
- TH: Apr 5 Tribal Governments in the Federal System – (1) Ronald Reagan, “American Indian Policy,” January 24, 1983 **M**; (2) President’s Executive Order 13084, “Consultation and Coordination with Indian Tribal Governments” **M**; and (3) David E. Wilkins and Keith Richotte, “The Rehnquist Court and Indigenous Rights: The Expedited Diminution of Native Powers of Governance,” *Publius: The Journal of Federalism* 33:3 (Summer 2003): 83-110 **OL**.
- TU: Apr 10 Representation in the Federal System – (1) Randall E. Adkins and Kent A. Kirwan, “What Role Does the “Federalism Bonus” Play in Presidential Selection?” *Publius The Journal of Federalism* 32:4 (Fall 2002): 71-90 **OL**; (2) Richard J. Powell, “The Strategic Importance of State Factors in Presidential Elections,” *Publius The Journal of Federalism* 34:3 (Summer 2004): 115-130 **OL**; (3) Kevin Arceneaux, “Does Federalism Weaken Democratic Representation in the United States?” *Publius: The Journal of Federalism* 35:2 (Spring 2005): 297-311 **OL**; and (4) Kay Stimson, “Preventing Disasters from Disrupting Voting: National Task Force Urges States to Plan for Election Emergencies,” *The Book of the States* (2015), pp. 185-188 **M**.

- TH: Apr 12 Homeland Security and Disaster Relief in the Federal System – (1) William Lester, “Disaster Response 2020: A Look into the Future,” *Networked Governance: The Future of Intergovernmental Management*, eds., Jack W. Meek and Kurt Thurmaier (Los Angeles: Sage/CQ Press, 2011), pp. 150-171 **M**; (2) Beverly Bell, “Another Major Disaster Reveals Stubborn Battle Lines Between Disaster Relief and Fiscal Restraints,” *The Book of the States* (2013), pp. 439-444 **M**.
- M: Apr 16 **Deadline** for withdrawing from classes with WD.
- TU: Apr 17 Social Welfare in the Federal System – (1) Diane Rowland, “Medicaid: A Future Challenge for the States,” *The Book of the States* (2002), pp. 432-439 **M**; (2) Marcia K. Meyers, Janet C. Gornick, and Laura R. Pecj, “More, Less, or More of the Same? Trends in State Social Welfare Policy in the 1990s,” *Publius: The Journal of Federalism* 32:4 (Fall 2002): 91-108 **OL**; and (3) Frank J. Thompson and Michael K. Gusmano, “The Administrative Presidency and Fractious Federalism: The Case of Obamacare,” *Publius: The Journal of Federalism* 44:3 (Summer 2014): 426-450 **OL**.
- TH: Apr 19 Environment and Education – (1) Denise Scheberle, “The Evolving Matrix of Environmental Federalism and Intergovernmental Relationships,” *Publius: The Journal of Federalism* 35:1 (Winter 2005): 69-86 **OL**; (2) David M. Konisky and Neal D. Woods, “Environmental Policy, Federalism, and the Obama Presidency” *Publius: The Journal of Federalism* 46:3 (Summer 2016): 366-391 **OL**; (3) Ashley Jochim and Lesley Lavery, “The Evolving Politics of the Common Core: Policy Implementation and Conflict Expansion,” *Publius: The Journal of Federalism* 45:3 (Summer 2015): 380-404 **OL**; and (4) Andrew Saultz, Lance D. Fusarelli, and Andrew McEachin, “The Every Child Succeeds Act, the Decline of the Federal Role in Education Policy, and the Curbing of Executive Authority,” *Publius: The Journal of Federalism* 47:3 (Summer 2017): 426-444 **OL**.  
**First draft of Research Paper 2** due to instructor.
- TU: Apr 24 Devolution -- John Kincaid, “De Facto Devolution and Urban Defunding: The Priority of Persons Over Places,” *Journal of Urban Affairs* 21 (1999): 135-167 **M**.
- TH: Apr 26 Social Issues in the Federal System – (1) Robert McKeever, “Abortion, the Judiciary and Federalism in North America,” *The Federal Nation*, eds., Iwan W. Morgan and Philip J. Davies (London: Palgrave Macmillan, 2008), pp. 223-239 **M**; (2) J. Mitchell Pickerill and Paul Chen, “Medical Marijuana Policy and the Virtues of Federalism,” *Publius: The Journal of Federalism* 38:1 (Winter 2008): 22-55 **OL**; (3) Sam Kamin, “Marijuana Regulation and the State-Federal Balance,” *The Book of the States* (2014): 393-395 **M**; and (4) Robyn Hollander and Haig Patapan, “Morality Policy and Federalism: Innovation, Diffusion and Limits,” *Publius: The Journal of Federalism* 47:1 (Winter 2017): 1-26 **OL**.

TU: May 1 The States and Foreign Affairs – (1) John Kincaid, “The International Competence of US States and Their Local Governments,” *Regional & Federal Studies* 9:1 (Spring 1999): 111-130 **M**; (2) Robert Stumberg and Matthew C. Porterfield, “Who Preempted the Massachusetts Burma Law?” *Publius: The Journal of Federalism* 31:3 (Summer 2001): 173-204. **OL**; and (3) Chris Whatley, “Growing State Interest in Trade Promotion,” *The Book of the States* (2008), pp. 546-550 **M**.

TH: May 3 Course Wrap Up and Final-Exam Review – (1) John Kincaid and Richard L. Cole, “Citizen Evaluations of Federalism and the Importance of Trust in the Federation Government for Opinions on Regional Equity and Subordination in Four Countries,” *Publius: The Journal of Federalism* 46:1 (Winter 2016): 51-76 **OL**; and (2) Bill Clinton, “Address by William Jefferson Clinton,” *Publius: The Journal of Federalism* 29:4 (Fall 1999): 23-32 **OL**.

**Research Paper 2** is due in class today or on the day of the final exam. Persons who deliver their paper in class on May 3, 2018, will receive three extra points on the paper grade. A late paper will be one that is handed in after the final-exam time.

May 7-14 **Final Exams (Exam 3** date to be announced by the College.)

May 15 Senior grades due to Registrar

May 19 Commencement

May 21 All other 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 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.

Follow the APSA’s Style Manual for Political Science, which can be found at <http://www.apsanet.org/Portals/54/APSA%20Files/publications/APSAStyleManual2006.pdf>

**In-Class Oral Reports on Readings:** For each class session, selected students will be asked to report and reflect orally on one or more readings for that day. Your oral report should be 5 minutes in length (which is 650-700 words). Your report should be written and emailed to the professor no later than 12 noon on the day the report is due. You will then present your report

orally in class. Your report should include the following: (1) a clear and accurate summary of the reading(s), (2) a discussion of what you think is the most important point of the reading(s) and why the point is important, and (3) an intelligent question about the reading.

There are two assignments involving original research and writing.

**Paper 1:** The first writing assignment, due in class no later than **March 1**, 2018, is to write a creative and intelligent 2,000-2,500-word, double-spaced essay addressing two of the questions below. The paper's purpose is for you to learn about the practical impacts of federalism and intergovernmental relations on day-to-day life. Your paper should accomplish two things. First, it should describe fully and accurately the various roles played by each government in each topic and provide data and information about those roles. Second, your paper should consider whether any of the roles of one or more governments should be abolished, reduced, increased, switched to a different government, or otherwise changed in order to make your life better with respect to each of your chosen topics.

For each of the two questions you choose from below, it will be very important to do research to uncover the many direct and indirect roles of each order of government in your topics. You can examine relevant books and articles at the library, consult online sources, and interview people. All research sources must be cited properly in your paper according to APSA style. If you interview someone, the citation should read like this: Personal/Telephone Interview, Jane Doe, Vice President for Compliance, AT&T, New York, NY, 12 February 2018.

- (1) How do the federal, state, and local governments affect college and university students (e.g., the federal government funds research at colleges and universities, states legally charter colleges and universities, and local governments do not levy property taxes on colleges and universities)?
- (2) How do the federal, state, and local governments affect driving your automobile (e.g., the federal government sets many road safety-standards, and state and local governments build roads)?
- (3) How do the federal, state, and local governments affect your use of your cell phone or telephone (e.g., all three governments levy telephony taxes)?
- (4) How do the federal, state, and local governments affect you when you go to a sports bar (e.g., the Federal Communications Commission regulates television transmissions, states regulate certain licenses for bars and restaurants, and local governments use their zoning power to determine the location of sports bars)?

**Research Paper 2.** The second writing assignment, due in final form in class on **May 3**, 2018, or on the day of the final exam, will be a 12-14 double-spaced page (3,000-3,500 words) analysis of an intergovernmental policy issue (e.g., environmental protection, K-12 education, or



policing). A draft of sections 1 and 2 of the paper will be due in class on March 22, 2018. The first draft of your complete paper for review will be due in class on Tuesday, April 19, 2017.

Your paper must be organized according to the sections below and must address the questions posed in each section below:

### **Guidelines for Intergovernmental Policy Analysis Paper**

1. **Introduction:** Some brief historical background on the policy area, its importance, the current facts and situation, and the key issues.
2. **Intergovernmental Roles:** What are the federal, state, and/or local government roles and responsibilities--legislative, administrative, regulatory, financial, and/or political--in the policy area, and how well are the relevant governments carrying out their responsibilities?
3. **Intergovernmental Role Changes:** Have the federal, state, and/or local roles in the policy area changed in recent years? If so, how and why, and have they moved in the direction of dual, cooperative, competitive, or coercive federalism?
4. **Concepts of Federalism:** Which concept or concepts of federalism--dual, cooperative, competitive, and/or coercive--seem best to describe intergovernmental relations in the policy area--past and present?
5. **Key Intergovernmental Issues:** What are the key intergovernmental issues in the policy area (e.g., are state and/or local governments concerned about federal aid, mandates, or inflexibility; are federal officials concerned about state and/or local failures to meet public needs)?
6. **Key Values:** What values (e.g., justice, equality, rights, welfare, safety, property) are being emphasized by the federal, state, and local governments in the policy field, and are these governments pursuing the same or different values?
7. **Changing Directions?** Do the federal, state, and/or local roles appear to be moving in a new direction today, toward dual, cooperative, competitive, or coercive federalism? If so, how and why?
8. **Evaluations of Change Proposals:** What proposals, if any, have been made to change the federal, state, and/or local roles in the policy area? How and why, and how do you evaluate those proposals?
9. **Change Recommendations:** What changes would you make in the policy area with respect to federal, state, and local roles and responsibilities? Why? Support your proposals with data and sound logic.

### 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. Grammar, punctuation, spelling, citation format, and so on will all count as part of your paper grade.

### Chase Prize

Please note that the Eugene P. Chase Government Prize is awarded for the best written exposition in the field of political science submitted to the Department of Government and Law during the academic year. Research papers done by students in regular courses are eligible to be nominated for the prize. You might, therefore, keep this prize in mind while writing your papers for this course.

### Course Requirements

You are expected to complete all reading and other assignments on time and to participate actively in class discussions. The readings assigned for each class day should be read before that class day. If you have any disability or difficulty that might affect your work in the course, please let the instructor know at the beginning of the semester. Otherwise, if you have any questions or problems during the semester, feel free to consult with the instructor. Your final course grade will be based on the activity distribution listed to the left below and grade scale listed to the right. When computing your final grade average, decimals of 0.5 to 0.9 will be rounded up to the next whole number.

Paper 1	15%	A	= 93-100	C	= 73-76
Paper 2	20%	A-	= 90-92	C-	= 70-72
Exam 1	14%	B+	= 87-89	D+	= 67-69
Exam 2	14%	B	= 83-86	D	= 63-66
Exam 3	15%	B-	= 80-82	D-	= 60-62
Class Participation	20%	C+	= 77-79	F	= 00-59
Class Attendance	2%				

**Attendance** is expected at each class. Students in attendance at classes during which the instructor takes roll will earn points on 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 arrive on time for class sessions, remain in the classroom for the duration of each class session, refrain from wearing caps in the classroom, and abstain from talking to your neighbors during class sessions.

**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. Filming of class sessions is not permitted, although tape recording is acceptable. Use of a computer to take notes during class sessions is acceptable, but computers and calculators are not permitted during exam sessions. If, in the opinion of the instructor, you are using unauthorized electronic equipment during a class session, you will be counted absent for the day.

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

**Late Papers:** Two points will be subtracted from the grade of a paper for each day that 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 instructor will be happy to write recommendation letters for prospective employers, graduate schools, law schools, or medical schools.

**Rewrite Policy:** If you receive a grade on a paper that is unsatisfactory to you, 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 assigned material that cannot be covered in class sessions.

**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 are expected to take all tests at their scheduled times (February 22, March 29, and final-exam week TBA, 2018). 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. Test 3 will be given only on its College-appointed date; no provisions will be made for an early final test for individuals. Please plan your summer schedule accordingly. Failure to take the regularly scheduled Test 3 and to arrange for a make-up with the instructor on or before May 18, 2018, will result in a final course grade based on the work completed as of that date.

**Weather Class-Cancellation:** My policy is to hold class whenever possible during bad weather such as a snowstorm; if it is necessary to cancel class, I will leave a voice-mail message about the cancellation on my office telephone line: 610-330-5597.

### **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.