

Liberalism: Origins, Perspectives, & Challenges

Instructor:

Dr. Colin Koopman (koopman@uoregon.edu)

Office Hours: Wednesdays at 9:30a-11:20a in Susan Campbell Hall room 250a
(please communicate with me via email – do *not* message me on canvas)

Graduate Teaching Fellow (GTF):

Valérie Simon (vsimon3@uoregon.edu)

Office Hours: Thursdays at 2:00p-3:50p in Susan Campbell Hall room 11C (basement)

Course Meetings:

Lecture and Group Work Sessions (w/ Instructor & GTF)

Mondays and Wednesdays 12:00-1:20
in Fenton Hall 110

(these meetings will include time for lecture, full-class discussion, group work, & individual writing)

Seminar Discussion Sections (w/ GTF)

Fridays, 12:00-12:50 or 1:00-1:50
in Gerlinger Hall 303

(these meetings will typically consist of discussion-intensive seminars)

Course Website: via UO Canvas

Course Objective & Description:

This course will offer an introduction to political philosophy by way of a detailed examination of the prominent and influential political philosophy of liberalism. The term “liberalism” refers to forms of political theory that emphasize the values of liberty for, and equality among, citizens. In academic discussion and scholarship, the word does not simply refer to “left-leaning” politics in the sense of “liberal” common in contemporary political discourse. Rather, “liberalism” refers to any political vision that puts freedom, especially equal freedoms, first. Thus “liberalism” is the common vision of both contemporary Democrats and Republicans in the U.S. (at least most of them). In this sense of the term, the standard sense in scholarly and academic discussion, liberalism has long been the dominant theoretical tradition in contemporary political philosophy throughout developed societies.

This course will focus on the origins, development, and challenges of liberalism. In Part I, we will begin by considering the major theoretical and cultural origins of modern liberalism. We will briefly consider the earliest statements of liberalism by the English philosophers Thomas Hobbes (1588-1679), John Locke (1632-1704) and the Scottish philosopher David Hume (1711-1776), before taking an extended tour through John Stuart Mill’s (1806-1873) classic statement of liberalism, exploring how Mill saw himself as reconciling the twin imperatives of romanticism and utilitarianism central to nineteenth-century British culture. In Part II, we will use this historical context to develop a fuller understanding of some of the foremost work in contemporary liberal theory. The contemporary liberalisms on which we focus will include John Rawls’s (1921-2002) egalitarian political liberalism, Friedrich Hayek’s (1899-1992) constitutionalist market liberalism, and Martha Nussbaum’s (1947-) liberal theory focused on equity for diverse persons to achieve the capabilities and functionings that basic human dignity requires. In Part III, we will then briefly conclude with discussion of some of the most pressing challenges facing liberal political societies, drawing from the writings of the French philosopher-historian Michel Foucault (1926-1984).

II. Course Schedules:

II.A) Schedule of Lecture Class Meetings with Instructor & Assigned Readings (*note: always bring assigned book to class and complete reading before lecture*)

| Introduction to Liberalism | |
|-----------------------------------|--|
| 9/30 | <i>[No class due to campus holiday]</i> |
| 10/2 | Kwame Anthony Appiah, <i>The Ethics of Identity</i> , pp. ix-xi, 1-9 [PDF pp. 7-9, 18-26] Adam Gopnik, <i>A Thousand Small Sanities</i> , pp. 1-14, 236-237 (if you own the book) [PDF pp. 9-15, 114-115] <i>(Note: in light of our first regular lecture falling on a holiday, you may read these two items after class; all subsequent readings are to be completed before the class session for which they are listed.)</i> |

| Unit I: Classical Liberal Theories | |
|---|---|
| Origins of Liberalism: Social Contract Theory | |
| 10/7 | John Locke, <i>Second Treatise of Government</i> , pp. 7-16, 42-53 [PDF] <i>Recommended:</i> Thomas Hobbes, <i>Leviathan</i> , pp. 117-121 [PDF] <i>Recommended:</i> David Hume, “Of the Original Contract” [PDF] |
| Classical Liberalism: Liberty | |
| 10/9 | J.S. Mill, <i>On Liberty</i> , Ch. I, pp. 1-14 (Public/Private & the Harm Principle) <i>Recommended:</i> Colin Heydt, “John Stuart Mill” at <i>Internet Encyclopedia of Philosophy</i> , §1 + §2.e, < https://www.iep.utm.edu/milljs/ > |
| 10/14 | J.S. Mill, <i>On Liberty</i> , Ch. II, pp. 15-52 (Liberty of Thought) |
| 10/16 | J.S. Mill, <i>On Liberty</i> , Ch. III & IV, pp. 53-72, 73-9 (Individuality & Authority) + In-Class Writing Workshop: Argument & Counter-Argument |
| 10/21 | Short Argumentative Essay Due Today (at start of class) – see also assigned reading for today below |
| Unit II: Contemporary Liberal Theories | |
| Fairness-First Liberalism: Equality within Liberty | |
| 10/21 | John Rawls, <i>Justice as Fairness</i> , Pt. I, pp. 1-18 (Fundamental Ideas: Basic Structure) <i>Recommended:</i> Henry Richardson, “John Rawls” at <i>Internet Encyclopedia of Philosophy</i> , §§2.a-d < https://www.iep.utm.edu/rawls/ > |
| 10/23 | [No class today because of instructor travel for lecture.] |
| 10/28 | John Rawls, <i>JaF</i> , Pt. II, pp. 13-38 (Fundamental Ideas: Original Position) <i>Recommended:</i> Rawls, “The Idea of Public Reason Revisited” [PDF] |
| 10/30 | John Rawls, <i>JaF</i> , Pt. II, pp. 39-71 (Two Principles of Justice) |
| 11/4 | John Rawls, <i>JaF</i> , Pt III, pp. 80-85, 94-109, 119-126 (Argument for the Two Principles) & Pt. IV, pp. 135-140 (Application to Basic Institutions) & 162-176 (Application to Family as Public/Private Institution) |

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| | + In-Class Writing Workshop: Delimiting Your Thesis & Argument |
| Free-Market Liberalism: Liberty within Society | |
| 11/6 | Friedrich Hayek, <i>The Constitution of Liberty</i> , Introduction & Ch. 1 & Postscript, pp. 47-72, 519-534 (Liberty, Coercion, & Liberalism) <i>Recommended:</i> David Schmitz, “Friedrich Hayek” at <i>Stanford Encyclopedia of Philosophy</i> , §2 + §4, < https://plato.stanford.edu/entries/friedrich-hayek/ > + In-Class Writing Workshop: Argument & Counter-Argument (again) |
| 11/11 | Friedrich Hayek, <i>CoL</i> , Chs. 2, 4, & 6, pp. 73-91, 107-132, 148-165 (Evolved v. Planned Order) <i>Recommended:</i> Hayek, “The Use of Knowledge in Society” [PDF] |
| 11/13 | Friedrich Hayek, <i>CoL</i> , Chs. 17, 19 & 24, pp. 369-383, 405-429, 498-516 (Applications to Health and Education) |
| Capabilities Liberalism: Equity within Diversity | |
| 11/18 | Martha Nussbaum, <i>Creating Capabilities</i> , Chs. 1-2 in full (Capabilities Approach) <i>Recommended:</i> Rachel Aviv, “The Philosopher of Feelings” in <i>The New Yorker</i> < https://www.newyorker.com/magazine/2016/07/25/martha-nussbaums-moral-philosophies > |
| 11/20 | Essay Proposal Due Today (at start of class) – see also assigned reading for today below |
| 11/20 | Martha Nussbaum, <i>CC</i> , Chs. 3-5, pp. 46-58, 77-96, 101-112 (Justifications) + In-Class Writing Workshop: Arguing the Other Side |
| 11/25 | Martha Nussbaum, <i>CC</i> , Ch. 8-Concl., pp. 143-166, 185-187 (Applications) <i>Recommended:</i> Nussbaum, “Women’s Capabilities and Social Justice” [PDF] |
| 11/27 | Research Essay Due Today (at start of class) – see also assigned reading for today below |
| Unit III Challenges for Liberalism: Power | |

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| 11/27 | Michel Foucault, <i>Discipline and Punish</i> , pp. 3-31 (Historicist Critical Political Theory) <i>Recommended:</i> Colin Koopman, “The Power Thinker” at <i>Aeon</i> < https://aeon.co/essays/why-foucaults-work-on-power-is-more-important-than-ever > + Take-Home Writing Workshop: Peer Review and Being Your Own Best Critic (you must attend class today to complete this assignment) |
| 12/2 | Peer Review Due Today (at start of class) – see also assigned reading for today below |
| 12/2 | Michel Foucault, <i>D&P</i> , pp. 170-194 (Observation, Normalization, Examination) + 195-228 (Panopticism) |
| 12/4 | Michel Foucault, <i>D&P</i> , pp. 249-256, 264-277, 293-308 (The Genealogy of Liberalism) |
| 12/10 | Final Revised & Expanded Essay Due to Your GTF Tue @ 5:00 in Exam Week |

II.B) Schedule of Discussion Section Topics, Fridays with your GTF (*note: always bring relevant book(s) to class*)

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|-----------------|--|
| Week 1 10/4 | Introductions, Overview, & Basic Concepts |
| Week 2 10/11 | Discussion of Mill & Locke |
| Week 3 10/18 | Discussion of Mill |
| Week 4 10/25 | Discussion of Rawls: Fundamental Ideas |
| Week 5 11/1 | Discussion of Rawls: Difference Principle |
| Week 6 11/8 | Discussion of Hayek & Rawls on Contemporary Issues: Health Care Insurance and Free-Market v. Fair-Care Approaches |
| Week 7 11/15 | Discussion of Hayek |
| Week 8 11/22 | Discussion of Nussbaum |
| Week 9 | [No Class Meeting for Thanksgiving Holiday] – remember to complete peer reviews |
| Week 10 12/6 | Discussion of Foucault |

III. Course Requirements & Assessment:

III.A) Regular Recurring Work: (30% of total grade)

1. Lecture Attendance (5%)

Please note the strict attendance policy for this course. Here is a good way to remember my attendance policy for this course: if you don't want to show up for class, then you should not take this course.

- You may miss up to 1 of our lecture meetings without any penalty.
- For each additional lecture beyond the first that you miss without an accepted reason, you will lose 33.34% of this portion of your grade. Thus, missing four (or more) lectures will result in a 0% on this portion of your grade (which is equivalent to a 5% deduction on your overall class grade).
- Five or more absences from lecture (which represents missing approximately one-quarter of our twenty lecture meetings) is grounds for an 'F' in this course (and that 'F' will be automatically applied unless you come to discuss your absences with the instructor during office hour).
- In the application of this rule, absences will only be excused for documented medical reasons or clear emergencies; other reasons will not serve as excuses.

2. Reading Responses to daily assigned readings (5%)

You should come to every class with a very short hardcopy (typed or hand-written) response to the assigned reading for that day. Your response must include your full name, the class number (PHIL 307), and the date (in numeric month/day format) at the top. The response should be very short and must contain two elements. *First*, you must state what you thought was the best or most interesting idea in the reading—you may quote our author or not but either way you must state the idea in your own words and include a page number reference to the passage you have picked. *Second*, you must pose a reasonable question about the reading—this can be either a basic comprehension question, or a more nuanced question regarding the author's argument, and perhaps its implications. (Note lastly that if there are two, or more, assigned readings, just pick one for the response.)

3. Lecture Participation and In-Lecture Writing Assignments (10%)

You are expected to complete a number of individual and group in-class writing exercises which will be assigned during almost every lecture session. Many of these assignments will require a solid comprehension of the assigned reading at the beginning of class. If you do not attend lecture, you cannot make these up. If you have a legitimate reason for absence, such as a signed doctor note, you can submit the note with the makeup work in order for it to be considered, but it will be your responsibility to find out what you have missed.

4. Seminar/Section Participation (10%)

You are expected to attend all discussion section meetings with your GTF and contribute to seminar discussions. Discussion section is extremely important to your success in this class. Our readings, subject matters, and methods in this class are extremely complex. From lecture you will receive explanations and contextualization. And in discussion section you will have a fuller chance to pose questions, deliberate with others, and think through this material in a fuller way. Attendance is mandatory, and failure to attend section will result in the following deductions:

- You may miss up to 1 of your Friday section meetings with your GTF without any automatic penalty.
- If you miss more than 1 section, this portion of your grade will be cut in half (i.e., your overall grade for the class will be lowered 5%)
- If you miss more than 2 sections, you will receive 0 points for this portion of your grade (i.e., your overall grade lowered by 10%)
- If you miss 4 or more sections (without an accepted reason for absence), you will fail the course.
- In the application of this rule, absences will only be excused for documented medical reasons or clear emergencies; other reasons will not serve as excuses.

In addition to the above deductions for failure to attend, this portion of your grade will be assessed on: your preparedness when you come to class, your degree of participation in class, your conducting yourself in a respectful manner in contributing to class discussions. Thus, even if you attend all 10 section meetings, if you are not prepared to discuss the material you may lose some points on this portion of your grade.

III.B) Major Writing Assignments: (70% of total grade)

5. Short Argumentative Essay (15%) – [see schedule below for due date]

Early in the term you will write a short argumentative essay on a topic central to John Stuart Mill's *On Liberty*. This will be an argumentative essay in which you are expected to develop an argument agreeing or disagreeing

with some aspect of Mill's view as he develops it in *On Liberty*. A writing assignment prompt will be supplied to you at least one week before the due date for this essay.

This assignment will be graded on the following three assessment criteria: 1) the quality of your writing (including grammar, style, and organization), 2) your demonstration of understanding (comprehension of the concepts you write about, accuracy in describing the views of assigned reading material, accuracy in citation and quotation), 3) quality of your argument (including the soundness/cogency of your argumentation and the completeness of your argument in engaging reasonable alternative views)

Format requirements: your short essay should be approximately 500-750 words (between 1½-2½ pages ideally but no more than 3 full pages), and set in 12 pt. Times New Roman, double-spaced, 1-inch margins all around, with any notes as single-space footnotes 10 point. (If you cite material and include a list of references these will not count as words for your word-count limits.)

Submission Instructions: Online on Canvas

6-9. Research Essay (consisting of four elements, see 6., 7., 8., 9. below)

6. Research Essay Proposal (5%) – *[see schedule below for due date]*

At the middle of the term, you will begin preparing for your major class assignment, an argumentative research essay. As part of the preparations you will submit a research essay proposal. This proposal should contain: a provisional title, a reference to the primary author and book you will be addressing (with at least one specific page or section reference to the portion of the book you will be primarily focused on), a clear thesis statement, a description in broad terms of the argument you will develop in support of that thesis.

7. Research Essay (20%) – *[see schedule below for due date]*

At the middle of the term, you will write a short argumentative essay concerning some aspect of the main contemporary liberal theories we are working with in the middle weeks of the course (i.e., Rawls, Hayek, or Nussbaum). It is your responsibility to develop both the question to which your essay is addressed as well as the thesis which you will argue for in response to this question (see note below). Your essay should include discussion of at least one source from secondary literature (i.e., articles, books, or chapters about Rawls, Hayek, or Nussbaum by another author). One place where you can find relevant secondary literature is *The Philosopher's Index* online database available through the UO library website.

This assignment will be graded on the following three assessment criteria: 1) the quality of your writing (including grammar, style, and organization), 2) your demonstration of understanding (comprehension of the concepts you write about, accuracy in describing the views of assigned reading material, accuracy in citation and quotation), 3) quality of your argument (including the soundness/cogency of your argumentation, the completeness of your argument in engaging reasonable alternative views, and the viability and basic intelligibility of the argument you have formulated)

Format requirements: your essay should be 1500-2000 words (roughly 5-7 pages), and set in 12 pt. Times New Roman, double-spaced, 1-inch margins all around, with any notes as single-space footnotes 10 point. In addition, your paper must contain a bibliography of all references cited in the paper (which should be included with your paper but will not count as words for your word-count limits).

Note on topic selection: Part of your assignment for this essay is to formulate a good and interesting question, which you will then give a good answer to. As such, there will not be an assigned question/prompt except for the following. The requirement for the topic of the essay, then, is only the following: you will frame your essay around a claim of your choice as it is argued by one of our authors in our assigned class readings from this portion of the course (ideally, you would find a clear quote from one of our assigned readings as conveying the topic of your argument). Your essay will then argue either for or against that claim. If you argue against the author, be charitable to their view but patiently explain why you find it incorrect, considering potential counter-arguments they would offer in reply. If you argue for the author's claim, then you need to frame your argument around a plausible critique of that claim (either a hypothetical critique or an actual critique from another source).

Submission Instructions: In addition to turning this in online on Canvas, you must bring two stapled copies (each stapled separately) of your paper to class on the due date—these will be used for our peer review exercises. If you choose to be absent from class on the due date of this paper, you may still turn it in online for full credit (by the due date and time), but you will not be eligible to participate in the peer review exercise below.

8. Peer Review Exercise (5%) – [see schedule below for due date]

Over Thanksgiving break you will conduct a peer review of two classmates' papers (which will likely be addressed to the same theorist you focused on in your paper). Papers assigned to you for review as well as peer-review worksheets will be distributed in class on Wednesday before Thanksgiving and two copies of each of your worksheets (thus *four* pieces of paper total) with peer-review comments must be returned at the start of our lecture class meeting on the Monday after Thanksgiving. Note that you will be unable to complete this assignment (and thus will receive a 0% for it) if you are absent on either of the following two days: our Wednesday lecture meeting on the day before Thanksgiving or our Monday lecture meeting on the weekend after Thanksgiving.

Submission Instructions: bring two copies of both completed peer reviews (so four sheets of paper total) to class on the due date noted on the schedule.

Alternative Make-Up Assignment: for those missing class and ineligible to turn this in, you can make up this assignment for a maximum of 80% credit on this assignment (so earning up to 4% of the total 5% of your overall grade possible on this assignment) as follows. Read the following brief essay and write a roughly two-page summary and argumentative response to the essay (formatted as per the writing assignments above): John Dewey, "The Future of Liberalism" (available as a PDF on our course website).

9. Revised and Expanded Final Research Essay (25%) – [see schedule below for due date]

At the end of the term, you will revise and expand your research essay. This will involve reworking your previous essay in (at least) the following ways:

- You will *revise* the essay in light of the feedback you received on your earlier version of this paper from your GTF
- You will *revise* the essay in light of the feedback you received on your earlier version of this paper from your peers during an in-class writing workshop at the end of the term).
- You will *expand and revise* the essay in light of the final weeks of readings in the course. Depending on what your argument was in the first half of the paper, you can: either use Foucault's analysis of the role of power in liberal societies as a potential objection to your previous argument in defense of some aspect of the liberal theory you defended in the first half (such that you would develop a counter-argument against the hypothetical Foucauldian objection), or you can use Foucault's analysis as supporting your initial argument against some aspect of the liberal theory you critiqued in the first half. Part of the assignment will thus involve considering whether or not Foucault's analysis would support or oppose your initial thesis statement and how.
- You will include a one-to-two page set of *revision notes* describing all substantive revisions you have made to your paper, and explaining why you have made them. The point of this exercise is primarily for you to take the time to engage in some self-reflection around your revision process. These notes should describe substantive changes (that is, changes in argument, or organization, or interpretation, but not small stylistic changes or grammatical or syntactical fixes). You will include this at the end of your essay in the same file you upload. These notes will count for 20% (or 1/5th) of your grade for this assignment (so 5% of your overall class grade) and will be graded on a pass-fail basis (if you turn this in and it is minimally acceptable you will receive 100%, but if you fail to turn in minimally-acceptable notes you will receive a 0% on this 1/5th portion of the grade for this assignment).

This assignment will be graded on the following three assessment criteria: 1) the quality of your writing (including grammar, style, and organization), 2) your demonstration of understanding (comprehension of the concepts you write about, accuracy in describing the views of assigned reading material, accuracy in citation and quotation), 3) quality of your argument (including the soundness/cogency of your argumentation, the completeness of your argument in engaging reasonable alternative views, and the viability and basic intelligibility of the argument you have formulated)

Format requirements: your essay should be 2000-2500 words (roughly 6-8 pages), and set in 12 pt. Times New Roman, double-spaced, 1-inch margins all around, with any notes as single-space footnotes 10 point. In addition, your paper must contain a bibliography of all references cited in the paper (which should be included with your paper but will not count as words for your word-count limits).

Submission Instructions: Online on Canvas

III.C) Optional Extra Credit

10. Optional Extra Credit (up to a **5%** boost to your grade, up to a maximum grade of 100%)

There will be at least five public lecture events throughout the term that I will recommend to you (I'll distribute details both in class and online via our course website). For each lecture that you attend and for which you type up a brief two-paragraph summary and response, 1% will be added to your final grade, up to a maximum of 5%.

IV. Course Readings

IV.A) Primary Readings Available at the Bookstore:

These books are all available in affordable paperback editions at the university bookstore; you *must* bring the edition listed to lectures and section (note that other additions will not be accepted, and though you can use a digital edition the pagination must match the print edition exactly, thus excluding Kindle editions and some other electronic editions):

- John Stuart **Mill**, *On Liberty* (Indianapolis: Hackett Press, 1987); ISBN: 9780915144433
- John **Rawls**, *Justice as Fairness: A Restatement* (Cambridge: Belknap Press, 2001); ISBN: 9780674005112
- Friedrich **Hayek**, *The Constitution of Liberty* (Chicago: University of Chicago Press, 2011 [reprint of original 1960 English edition]); ISBN: 9780226315393
- Martha **Nussbaum**, *Creating Capabilities* (Cambridge: Belknap Press, 2013); ISBN: 9780674072350
- Michel **Foucault**, *Discipline and Punish* (New York: Vintage/Knopf Publishers, 1995 [translation from original 1975 French edition]); ISBN: 9780679752554

IV. B) Primary Readings Available on Course Website:

All other assigned readings (and some recommended readings) will be available as a PDF on our course website.

V. Learning Objectives:

This course is designed to provide you with the opportunity to:

- Understand the central frameworks of political theory in which many contemporary moral and political issues are debated.
- Gain exposure to key terms and arguments of the most influential contemporary political theories.
- Discuss these theories in a respectful environment so that you may gain practice in deliberative exchange on contentious political issues using philosophical thinking.
- Improve argumentative writing skills.
- Improve ability to read, understand, and synthesize dense theoretical readings.

VI. Additional Notes & Statements:

Grading Standards: The following rubric reflects the general standards of the Philosophy Department at the University of Oregon:

- A = Excellent. No mistakes, well-written, and distinctive in some way or other.
- B = Good. No significant mistakes, well-written, but not distinctive in any way.
- C = Acceptable. Some errors, but a basic grasp of the material.
- D = Poor or Unacceptable. Several errors, with a tenuous grasp of the material.
- F = Failing. Problematic on all fronts, with no real grasp of the material, or a complete lack of effort.

Workload: The University of Oregon's policy on student workload is as follows: "University policy defines one undergraduate credit hour as approximately 30 real hours of student work, both in class and out of class. Thus, a 4-credit course should engage students for 120 hours over the course of the term." This 4-credit class involves *approximately* 40 hours (or 4 hours per week) of in-class meeting (including lecture and session) over the course of the term. Thus, you should expect *approximately* 80 hours of out-of-class work (including readings, reading responses, essays, and all other assignments listed above) over the course of the term. Note that out-of-class work is not necessarily distributed evenly over every week of the term (for example, on weeks when you are working on an intensive assignment, such as a research essay, you should expect more out-of-class hours than on weeks when you are only working on reading assignments). An approximate distribution of the 80 out-of-class hours for the average student is as follows: 40 hours for reading assignments (or roughly 4 hours per week) and 40 hours for writing assignments.

Discrimination: Expression of bias with respect to race, ethnicity, gender, sexuality, or ability are unacceptable in an academic context. As our class is meant to be a model of both academic and professional engagement, any such expressions of bias will not be tolerated.

Barriers & Accommodations: If you anticipate any barriers to effective participation in this course, please notify me as soon as possible. I also encourage you to contact the Accessible Education Center in 164 Oregon Hall, (541) 346-1155 or uoacc@uoregon.edu.

Computer Use in Lecture: My policy for this class is that you may use laptops and tablets in class (but not cell phones, smart phones, etc.) provided that you *do not sit in the back row of the lecture hall* and provided also that you *do not use your computers to check your email, your social network sites, shop for shoes, etc.* If need be, we will revise this policy as the class progresses. Successful use of computers in the classroom is up to you, it's not up to me. Don't abuse this privilege such that it interferes with others' enjoyment of it.

Cell Phone Use in Lecture: Usage of cell phones in class is not permitted under any circumstances (unless I directly tell you otherwise). If there is something that is so important that you cannot keep your cell phone put away during class, then you should not come to class.

Recordings: Unauthorized audio and/or video recording of this class is prohibited by law. Class sessions may be video or audio recorded only with the written permission of the instructor. If I am required to allow you this by written notice of the university, then you will be allowed to record class meetings, but only after you make a request (orally or in writing), I reply with written confirmation, and I am able to notify all students that our meetings will be recorded. In addition to being a legal violation, any unauthorized recordings will be considered a violation of class policy and will warrant an automatic failing grade in this class.

Lecture Slides: Lecture slides are *not* a substitute for lecture, but they will be posted at the end of each unit so that you have the opportunity to review them and compare the slides to your notes.

Late Work: Late work will be accepted only by prior email request and approval. Approval will be granted only for extraordinary circumstances beyond your control. Accepted late work will be penalized as follows: subtract 15% from the assignment grade for the first day late (0-24 hrs), then subtract an additional 5% for each additional day (24-48 hrs, 48-72 hrs, etc.) up to a maximum subtraction of 50%.

Excused Absences: Attendance will be excused only for medical reasons, bereavement reasons, true emergency reasons, or if I am required to excuse attendance by order of the university. Note that this implies that club sports trips and other extra-curricular activity (no matter how beneficial it may be) cannot be counted as excused absences.

Academic Honesty: The instructor reserves the right to assign a grade of 'F' to students who engage in any acts of academic dishonesty, including but not limited to:

Plagiarism: Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. By placing one's name on work submitted for credit, one certifies the originality of all work not otherwise identified by appropriate acknowledgements. Verbatim statements by others must be enclosed by quotation marks or set off from the regular text as indented extracts. Students will avoid being charged with plagiarism if there is acknowledgement of indebtedness. Indebtedness must be acknowledged whenever: 1) one quotes another person's actual words or replicates all or part of another's product; 2) one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words; 3) one borrows facts, statistics, or other illustrative material—unless the information is common knowledge. Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise prepared totally or in part by another person, even if that person is acting as a tutor or editor (and ends up substantially producing part of the work).

Fabrication: Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or other findings with the intent to deceive. Examples include, but are not limited to: 1) citing information not taken from the source indicated; 2) listing sources in a reference not used in the academic exercise; 3) inventing data or source information for research or other academic exercises.

Cheating: Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise. Examples include but are not limited to: 1) copying from another student's work; 2) collaborating without authority or allowing another student to copy one's work in a test situation; 3) using the course textbook or other material not authorized for use during a test; 4) using unauthorized material during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing; 5) resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor; 6) taking a test for someone else or permitting someone else to take a test for you.