

## **Civil Rights: POLS 487G Sect 01, MO 209**

Fall 2018 - TR 9:30am-10:45am

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### **Course Description**

In this course, we examine the development and application of constitutional law in the US. Specifically, this course covers civil rights issues, using the US Constitution and cases decided by the US Supreme Court. We cover a vast array of topics including those stemming from the founding of the nation to present day policy issues. Our focus is on the jurisprudential dictates which have followed from the US Constitution to develop a body of law and scholarship on citizens' rights.

### **Course Objectives**

Upon the completion of this course, the student should be able to:

- Understand basic principles outlined in the US Constitution and how those principles are applied to the federal, state and local governments by the Supreme Court;
- Read and summarize statutes used by the Federal government to guarantee citizens' civil rights'
- Read and summarize rulings issued by the Supreme Court in civil rights cases;
- Describe the legal reasons used by the Supreme Court in civil rights cases;
- Evaluate the legal reasons used by the Court in significant cases and determine if other legal reasons may be better supported by the US Constitution.
- Write novel arguments resolving current civil rights conflicts.

### **Readings**

PDFs provided in Moodle

### **Class Policies and Assessment**

#### **Instructor-Student Communication**

If a student has a question about the course, expectations, assignments or other related content, it is the student's responsibility to contact the instructor in a timely manner. The student should make every effort to come by the instructor's regularly scheduled office hours or make an appointment. If the student is completely unavailable for a meeting, the student is encouraged to email

the instructor. Please keep in mind that email responses may not be instant (ie as if we were “texting”) but the instructor should respond within 24 hours during the work week and 48 hours on weekends or holidays. If the student does not hear back after these time periods, please follow up. It is the student’s responsibility to follow up within a timely manner. With this in mind, emailing the instructor the night before a deadline may not receive a response until after the assignment is due. It is the student’s responsibility to make timely inquiries about all questions concerning this course.

When emailing the instructor, it is necessary to include the course the inquiry is about and the specific question at hand. The instructor will not respond to questions regarding information that is stated in the syllabus (i.e. when something is due, what the late policy is, what was covered in class on a particular day as per the class calendar). Please remember that emails should be written in a professional tone and use appropriate grammar and construction.

I prefer to be addressed as “Dr. Hall” or “Kinzie.” All correspondence addressed to “Mrs. Hall” may be forwarded to my Mother-In-Law, as this is her name, not mine. If you are to be addressed in a way that is not reflected in your university profile (i.e. different name, gender, racial group etc), please let me know. I will be using a seating chart so you can fill it out using your preferred name and come see me if there are any other issues that arise in how I address you. If I make an error in using your appropriate identity (i.e. incorrect name pronunciation, incorrect gender assignment, incorrect assumptions regarding minority group status), please know that it is a mistake and I definitely want to correct myself in the future, but I will need your help to do so. It is imperative that students feel comfortable in the classroom environment and respecting individual identity is part of that imperative. Additional aspects of appropriate conduct will be addressed below.

## **Classroom Conduct**

The purpose of a university is to explore diverse and controversial ideas, but such discovery cannot occur without the willingness to feel uncomfortable and the ability to handle such discomfort. Thus, continued enrollment in this course constitutes an express waiver by you of any objection to exposure to issues, ideas, portrayals, or words in course materials or discussions that some people may find offensive and/or disturbing. Indeed, continued enrollment at this or any university constitutes express desire on your part that all your most cherished thoughts be directly and vigorously confronted and challenged through such education. Students’ will be treated with respect and their views are a valuable part of the classroom discussion. Students are expected to treat the instructor and their fellow students with the same respect and value their contributions. To that end, disruptive comments or side conversations will not be tolerated. Students are expected to raise their hands and contribute to the discussion in an orderly fashion. Students are expected to remain engaged in the class for the duration of the class time. Any students who have their cell phones out or are engaged in disruptive comments during the class will be asked to leave.

Studies show students who use laptops or tablets to take notes perform worse than students who handwrite their notes therefore students are strongly encouraged to take hand written notes during class<sup>1</sup> Further, studies also show that students who handwrite their notes but are in classes where some students are using electronic devices to take notes also perform worse than students

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<sup>1</sup>see for example Mueller, Pam A. and Daniel M. Oppenheimer, 2014. “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science*, p1-10.

who are in classes where there are no electronic devices<sup>2</sup> As a means of addressing this without wholly banning devices (as a privacy protection mechanism to those students who's disability accommodation requires the use of such devices), students who choose to disregard the research and continue to use devices to take notes must sit at the back or on the sides of the classroom. Any student with a laptop or a tablet out who is seated in the front and/or center of the room will be asked to move. Any student with a cell phone out will be asked to leave. Students with laptops or other electronic devices must submit typed, printed copies their briefs when they are called on to participate in accordance with the policy stated below.

In addition to this electronic devices policies, there is no audio or video recording allowed in this class, nor are students permitted to photograph during class. In accordance with the Course Materials and Copyright section of this syllabus, all lectures, notes, slides, and other materials prepared for this class are my intellectual property and students are not permitted to copy or reproduce these materials unless I expressly grant permission.

### **Participation and briefs submitted**

This class will be conducted in a discussion and lecture format. Students are expected to read all assignments before class and be prepared to actively discuss those assignments. Students will be called on at random to discuss the cases and readings for the class. Each student should expect to be called at least 4 times in the semester. The student's responses to this question and answer period will account for that student's participation grade. If a student is not present when his or her name is called, the student will be penalized, unless the student can present documentation for a university excused absence (a doctor's note or a note from a professor for Co-curricular event). Students who are present but unprepared will also be penalized.

To ensure that students complete their reading and write their case briefs before coming to class, students who choose to use a laptop or a tablet must submit a printed, type-written brief for the case they were asked to discuss prior to leaving class. If a student fails to give the instructor a printed, type-written brief of the case they discussed before they leave class, the student will be penalized as being unprepared. There will be no exceptions to this policy. The instructor will not accept hand written briefs, emailed briefs, or late briefs. Students who do not use a laptop or tablet will not be required to submit their briefs when they are called upon to participate.

Additionally, students are expected to turn in written briefs 8 times throughout the semester. Each brief will be worth 10 points and the lowest brief grade will be dropped. Each brief should follow the format introduced in class and posted in Moodle under "How to Brief a Case." In addition to covering the required information, these briefs should be carefully written and edited. They will be graded based on style as well as substance. These briefs should be turned in via TurnItIn in Moodle. Students may choose to work in groups **no larger than 3** for the case briefs. You may turn in 1 brief with up to 3 students names on it. The professor **will not adjudicate conflicts within brief groups**. If someone does not put your name on the brief, it is your responsibility to submit a brief on your own. If someone is not contributing in the agreed upon way in the brief group, you may leave their name off when submitting it.

Because case briefs are meant to prepare students for discussion over the readings due that day, late case briefs will not be accepted. There will be no exceptions to this policy. A good case brief

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<sup>2</sup>see for example Carter, Susan Payne, Kyle Greenberg, and Michael Walker 2016. "The Impact of Computer Usage on Academic Performance: Evidence from a Randomized Trial at the United States Military Academy," *MIT Department of Economics*.

will specifically quote the assigned case. Using sources outside of the case assigned to complete the brief is prohibited. While case briefs that paraphrase material from the opinion need not use parenthetical citations, as the assumption is all ideas in the summary of the case will come from the reading, any material lifted directly from the reading must use quotation marks. Failure to do so is plagiarism and will be punished in accordance with the policy in the section on Academic Dishonesty in this syllabus. Please note, students may find that other authors have posted their own briefs of these cases online. Any use of others' work on case briefs will not be tolerated and will be punished in accordance with the policy in the section on Academic Dishonesty in this syllabus. If one member of a brief writing group submits a brief that is plagiarized, the entire group may face the consequences of that action. At a minimum, the instructor will assume that the person who submitted the brief to Moodle is the person who wrote the brief and they will be penalized for plagiarism.

- Brief 1 is due on Aug 30 and should cover Brown vs Board of Education.
- Brief 2 is due on Sep 4 and should cover Regents of University of CA vs Bakke or Gratz vs Bollinger
- Brief 3 is due on Sep 11 and should cover Craig vs Boren or US vs VA.
- Brief 4 is due on Sep 25 and should cover Baker vs Carr p 162 or Wesberry vs Sanders.
- Brief 5 is due on Oct 9 and should cover Harper vs VA or Crawford vs Marrison County.
- Brief 6 is due on Oct 25 and should cover Griswold vs CT, Roe vs Wade, or Planned Parenthood vs Casey.
- Brief 7 is due on Oct 30 and should cover Maher vs Roe, Gonzalez vs Carhart, or Whole Woman's Health vs Hellerstedt
- Brief 8 is due on Nov 6 and should cover Loving vs VA, Obergefell vs Hodges, or Washington vs Glucksberg

Grades will be determined as follows: All students begin the semester with 140 points toward the final grade for participation and written briefs. If a student is not present when called, 15 points will be deducted from the participation grade. If a student is present but unprepared when called, 5 points will be deducted from the participation grade. If the student is late and comes to class after his or her name is called, this is also deemed an unprepared answer. Each brief will be worth 10 points and any brief earning less than 10 points will result in points being deducted from the 140 point total. The participation grade will not be lowered below 0. **If a student is not present when his or her name is called, that student must bring a documented excuse note (doctor's note or co-curricular event excuse) to the instructor the next class period. Otherwise the student forfeits the right to be excused for missing his or her required participation. There are no exceptions to this policy.**

Instructor reserves the right to deduct points from the participation total for excessive unexcused absences (more than three (or more than one week of class) will be considered excessive), chronic lateness, or disruptive comments.

## Treasure Hunts

Students will be put in groups to conduct legal research. These groups will receive a number of tasks they are expected to complete as part of two assignments in this class. An example of these tasks will be to find and summarize a particular case after being given the citation number. These treasure hunts will be aimed at helping students collect information for the appellate brief. Each treasure hunt will be worth 40 points toward the student's final grade. Late treasure hunts may be submitted for half credit.

- Treasure hunt 1 is due on Sep 25.
- Treasure hunt 2 is due on Nov 6.

## Examinations

There will be three exams given during class time and a fourth exam given during the final exam time for this course. The first three exams given during class time will require an out of class portion and an in class portion. The out of class portion will be an essay and the prompt for that essay will be handed out one week before the exam. This essay must be typed, double spaced and must be uploaded to Moodle by the start of the in-class portion of the test. Late essays will be penalized 25 percent for each day late. All essays turned in late for any reason will be penalized in accordance with this policy. The in class portion will be short answer questions and multiple choice questions. The fourth exam given during the final exam time for this course will be an in-class, comprehensive essay exam. The lowest of these four exams, including zeros, will be dropped. There will be no make up exams given after the exams are given during class time. If a student will miss class due to a known absence or co-curricular event, the student must take the exam prior to their absence and present the instructor with documentation of their absence or the student must take a zero on the exam. It is the student's responsibility to contact the instructor about a known absence and schedule the exam in a timely manner. If a student experiences an unforeseen absence on the day of the exam, the student will be allowed to drop that exam grade. If a student fails to take more than one exam given during class time, the fourth test grade may be used to fulfill more than one of these missed grades, however an exam given during class time may not be used to fulfill the fourth, final exam.

- Test 1 is on Sep 18.
- Test 2 is on Oct 23.
- Test 3 is on Nov 20.
- Final exam is on December 7 at 8am.

## Paper

Students will read a hypothetical lower court opinion *Sommerville vs Olympus State University*, posted in the Moodle portal for this class. Students will then write an argument brief establishing a legal argument for one party from the case (either petitioner or respondent) addressing the 14th Amendment claim as if they were submitting an appeal to the Supreme Court. This brief

should be between 2000-2500 words. This brief will be expected to follow a standard brief writing format. This format will be explained during the semester. More information about the specific expectations of the paper will be provided in class. The rough draft of the outline for this paper will be due as a paper proposal on October 16. This outline accounts for 10 percent of the total paper grade and will be handed in at the start of class. The final paper is due on Dec 4 at 9:30am. This paper must be type-written, double spaced, and uploaded into Moodle. Papers submitted after December 4 at 9:30am are considered late. Late papers will lose 25 percent for every day late. Papers submitted on December 5 but before 9:30am will lose 25 percent. Papers submitted on December 5 after 9:30am will lose 50 percent (as this constitutes the beginning of day 2). The paper grade will not be lowered below 0.

### **Extra credit**

Various extra credit opportunities may be announced in class or via Moodle. All extra credit is provided at the instructor's discretion and there will be no extra credit accepted after the deadline given by the instructor. A student may not earn more than 60 points extra credit during the course. If there is something that is happening on campus or in the community that you feel is an appropriate extra credit opportunity, please feel free to come by my office hours to let me know about it. I will not discuss adding extra credit opportunities during class. Your first extra credit opportunity is worth 5 points and is due on Aug 30 at 9:30am. For this extra credit opportunity, send me an email introducing yourself. In this email you should include an appropriate salutation, your name, which class you are submitting the extra credit assignment for, if you have taken one of my classes before, why you are taking this class or what you hope to get out of this class and an attachment of cute picture of an animal. Use your discretion as to what constitutes "cute" and "animal."

### **Graduate Course Assignment**

To earn graduate level credit in this course, students must complete all of the undergraduate course requirements plus complete a research paper on a topic selected in consultation with the professor. The final research paper should be 6,000-7,500 words in length. Students must submit a proposal, a draft of the paper for feedback, and submit the final draft. Students will receive further guidance including a prompt and rubric by Sep 28.

**Proposal** - The proposal must be submitted in moodle by the start of class on Oct 15. The proposal must include a clear statement of the research question and why it matters, a list of scholarly works relevant to the research question, a summary of what those works bring to bear on the research question, and an outline of the plan for answering the question. Will you be using a qualitative case study approach, quantitative data etc? This will be worth 50 points of the final grade.

**Draft** - Students must submit a draft of the paper by Nov 15. Drafts will be penalized 25 percent per day late. This draft will be reviewed by the discussants assigned to that paper for the research forum. This draft will be graded based on substance and effort. This will be worth 50 points of the final grade.

**Paper** - Students will submit their final paper by Dec 6 at 1pm. The paper will be submitted via moodle. This paper will be graded based on the rubric distributed to the class. This will be worth 100 points of the final grade.

## Grading

17.5 percent	140 points	Participation and case briefs
37.5 percent percent	300 points	Three highest test grades
10 percent	80 points	Treasure Hunts
10 percent	80 points	Appellate Brief
25 percent	200 points	Research project
100 percent	800 points	Final grade

Grades will be determined based on the following: **A: 720 points or higher, B: 719 to 640 points, C: 639 to 560 points, D: 559 to 480 points, F: less than 480 points.** All points awarded through out the semester are totaled together to arrive at the final grade. This includes (but may not be limited to) each portion of each exam, all participation points, the paper proposal, the term paper and any extra credit points awarded. In accordance with the Family Educational Rights and Privacy Act (FERPA), I am unable to discuss grades via email or on the phone. Specific grades can only be discussed in person so please see me during office hours to discuss grades. Students should expect at least one week from time of assignment submission to returning of grades. If a student inquires as to when grades will be returned without allowing a reasonable amount of time to enable grading of assignments, the entire class will be assigned a reading assignment roughly equivalent in page length to the reading the instructor must complete to grade the assignment in question and the class will be given a quiz on the material during the following class meeting. This grade will be included in place of available participation points.

## Tentative Due Dates <sup>3</sup>

Case brief 1 is due Aug 30.

Case brief 2 is due Sep 4.

Case brief 3 is due on Sep 11.

Test 1 is on Sep 18.

Treasure hunt 1 is due on Sep 25.

Case brief 4 is due on Sep 25.

Case brief 5 is due on Oct 9.

Paper proposal is due on Oct 15.

Paper outline/proposal is due on Oct 16.

Test 2 is on Oct 23.

Case brief 6 is due on Oct 25.

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<sup>3</sup>All items are due at the start of class (9:30am) unless otherwise indicated.

Case brief 7 is due on Oct 30.

Treasure hunt 2 is due on Nov 6.

Case brief 8 is due on Nov 6.

Paper draft is due on Nov 15.

Test 3 is on Nov 20.

Term paper is due on Dec 4 at 9:30am.

Research paper is due on Dec 6 at 1pm.

Final exam is on Dec 7 at 8am.

## Tentative Schedule

Reading assignments are to be completed for class on the date on the syllabus. Students are responsible for entire reading assignment. Cases denoted "Read and brief" are those cases that students will be responsible for briefing and discussing during class. Cases denoted "Read" are cases in which the professor will lead the discussion.

**T) Aug 21 and R) Aug 23** - Intro, refresher on how to brief a case, and Supreme Court basics

- Read (required): Sloan 2015 Ch 1

**T) Aug 28** - Equal Protection

- Read and brief: Dred Scott vs Sanford, Korematsu vs US, Plessy vs Ferguson

- Read (required): Legrand Paper

**R) Aug 30** - Equal Protection (desegregation)

- Read and brief: Brown I

- Read (required): Brown II

- **case brief due on Aug 30**

**T) Sep 4 and R) Sep 6** - Equal Protection (desegregation and affirmative action) (cont)

- Read and brief: Regents of University of CA vs Bakke, Gratz vs Bollinger

- Read: Adarand Constructors vs Pena, Grutter vs. Bollinger

- **case brief due on T) Sep 4**

**T) Sep 11** - Equal Protection (affirmative action, gender)

- Read and brief: Craig vs Boren, US vs VA

- Read: Frontiero vs Richardson

- **case brief due on Sep 11**

**R) Sep 13** - Equal protection (other groups)

- Read and brief: Romer vs Evans, San Antonio vs Rodriguez

- Read: Lawrence vs Texas

**T) Sep 18** - Test 1

**R) Sep 20** - No class meeting, work on Treasure Hunt

- Read (required): Sloan 2015 Ch 5

**T) Sep 25 and R) Sep 27** - Voting (gerrymandering)

- Read and brief: Baker vs Carr, Wesberry vs Sanders

- Read: Voting Rights Act of 1965, Reynolds vs Sims

- **case brief and treasure hunt due on Sep 25**



- T) Oct 2 - Voting (gerrymandering) (cont)**
- Read and brief: Beer vs US, Shaw vs Reno (Shaw 1), Miller vs Johnson, Shelby County vs Holder
  - Read: Shaw vs Hunt (Shaw 2)
- R) Oct 4 - Fall Break, no class meeting**
- T) Oct 9 - Voting (voter qualifications)**
- Read and brief: Harper vs VA, Crawford vs Marrion County
  - Read: Dunn vs Blumstein, Bush vs Gore
  - **case brief due on Oct 9**
- R) Oct 11 - No class meeting, work on outline**
- T) Oct 16 and R) Oct 18 - Section 1983**
- Read and brief: Monroe v. Pape, Anderson vs Creighton, Saucier vs Katz, Stump v. Sparkman
  - Read: Section 1983, Carey v. Piphus
  - **Paper outline due on Oct 16**
- T) Oct 23 - Test 2**
- R) Oct 25 - Privacy (procreation and abortion)**
- Read and brief: Griswold vs CT, Roe vs Wade, Planned Parenthood vs Casey
  - Read: Webster vs Reproductive Health Services
  - **case brief is due on Oct 25**
- T) Oct 30 and R) Nov 1 - Privacy (abortion) (cont)**
- Read and brief: Maher vs Roe, Gonzalez vs Carhart, Whole Woman's Health vs Hellerstedt
  - **case brief is due Oct 30**
- T) Nov 6 and R) Nov 8 - Privacy (personal autonomy)**
- Read and brief: Loving vs VA, Obergefell vs Hodges, Washington vs Glucksberg
  - Read: DOMA, US vs Windsor, Cruzan vs Missouri Dept of Health
  - **case brief and treasure hunt 2 is due on Nov 6**
- T) Nov 13 and R) Nov 15 - Title VII**
- Read and brief: Griggs vs Duke Power, McDonnell Douglas vs Green
  - Read: Civil Rights Acts 1964 and 1991, Hazelwood School Dist vs US
- T) Nov 20 - Test 3**
- T) Nov 27 and R) Nov 29 - No class meeting, work on appellate brief**
- T) Dec 4 at 9:30am - Term paper due**
- R) Dec 7 at 8am - Final exam**

## Course Materials and Copyright

The handouts and slides used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. You do not have the right to take photographs of the lecture slides, unless I expressly grant permission.

## **Nondiscrimination/Disability Policy**

Our University does not discriminate on the basis of race, color, national origin, age, religion, sex, sexual orientation or disability. In American Politics, we will strive to maintain a positive learning environment based upon open communication and mutual respect. Also, if you are a person with a disability, contact the office of Services for Students with Disabilities (SSD) in the Conference Center, Room 126, at 482-5252 and let me know as soon as possible regarding any accommodations that have been arranged involving this course. There is free, confidential help on campus for students with (Learning Disabilities, Physical Disabilities, Psychological Disabilities, and/or ADHD). Please contact ODS located in the Conference Center, Room 126 in person or at 482-5252 or [ods@louisiana.edu](mailto:ods@louisiana.edu). You can also visit the ODS website (<http://disability.louisiana.edu>) for information on ODS services and on eligibility requirements.

Emergency Evacuation Procedure: Students with disabilities that may place them at risk during an emergency evacuation should preplan their own evacuation strategies. Students should also identify themselves to their teacher at the beginning of the semester and share information on their need and plans.

## **Academic Dishonesty and Plagiarism**

Because of the seriousness of the offense, the Department as a whole would like to remind students precisely what constitutes plagiarism in an essay, and how to avoid it. Do not hesitate to talk to your professors if you ever have a question concerning this most serious of academic offenses. Recall the section on Academic Honesty from the UL Academic Catalogue (pg 396):

### **A. Introduction**

An essential rule in every class of the University is that all work for which a student will receive a grade or credit be entirely his or her own or be properly documented to indicate sources. When a student does not follow this rule, s/he is dishonest and s/he defeats the purpose of the course and undermines the goals of the University. Cheating in any form therefore can not be tolerated; and the responsibility rests with the student to know the acceptable methods and techniques for proper documentation of sources and to avoid cheating and/or plagiarism in all work submitted for credit, whether prepared in or out of class.

### **B. Definitions of Cheating and Plagiarism**

1. Cheating, in the context of academic matters, is the term broadly used to describe all acts of dishonesty committed in the taking of tests or examinations and in the preparation of assignments. Cheating includes but is not limited to such practices as gaining help from another person or using crib notes when taking a test, relying on a calculator or other aids if such aids have been forbidden, and preparing an assignment in consultation with another person when the instructor expects the work to be done independently. In other words, cheating occurs when a student makes use of any unauthorized aids or materials. Furthermore, any student who provides unauthorized assistance in academic work is also guilty of cheating.

2. Plagiarism is a specific type of cheating. It occurs when a student passes off as his or her own the ideas or words of another person, when s/he presents as a new and original idea or

product anything which in fact is derived from an existing work, or when s/he makes use of any work or production already created by someone else without giving credit to the source. In short, plagiarism is the use of unacknowledged materials in the preparation of assignments. Thus, the student must take care to avoid plagiarism in research or term papers, art projects, architectural designs, musical compositions, science reports, laboratory experiments, and the like.

### C. Penalties

**The University considers both cheating and plagiarism serious offenses. The minimum penalty for a student guilty of either dishonest act is a grade of "zero" for the assignment in question. The maximum penalty is dismissal from the University. Every instance of plagiarism will be reported to the University. There will be no exception to this policy.**

To illustrate plagiarism, here is a condensed passage from the book *Faith in Politics*, by A. James Reichley, Brookings Institution Press, 2002, pp. 104-105: "Though convinced of the need, both spiritual and political, for religion, most of the founders had at the same time concluded that government, at least at the national level, should be kept largely secular. The first reason for this conclusion was the practical fact of religious pluralism. Although a substantial majority among citizens of the new nation had roots in some form of Puritanism, no single denomination approached majority status. Under the circumstances, designation of a single denomination of the established national church was simply out of the question. Conviction that the national government should remain secular also resulted from concern, derived from direct experience or from study of history. Most had decided that even a multid denominational direct relationship between church and state and the national level would be harmful for both. Finally, the founders held the belief, that religious liberty is itself a primary religious value within the moral and spiritual tradition from which the United States had grown. Coerced religion, they were persuaded, was an impediment rather than an aid to genuine faith."

Assume the students in a class are assigned to write a term paper about the separation of church and state in the U.S. Constitution, and the students have access to the Reichley passage above. Here are some improper uses of the source material:

**Term Paper Excerpt from Student 1:** The people who founded our country did not establish a national religion in our U.S. Constitution. This is because most of the founders had at the time concluded that government, at least at the national level, should be kept largely secular. The founders then added the First Amendment to the U.S. Constitution, which gives us our religious freedoms.

THE SECOND SENTENCE IS PLAGIARISM. The source material is quoted from the first sentence of the first paragraph of the aforementioned passage, but no quotation marks and no citation are used to indicate either that the material is quoted or the source of the quote.

**Term Paper Excerpt from Student 2:** The people who founded our country did not establish a national religion in our U.S. Constitution. "This is because most of the founders had at the time concluded that government, at least at the national level, should be kept largely secular." The founders then added the First Amendment to the U.S. Constitution, which gives us our religious freedoms.

THE SECOND SENTENCE IS PLAGIARISM. The source material is quoted, and quotation marks are used, but no citation is given to indicate the source of the quote.

**Term Paper Excerpt from Student 3:** The people who founded our country did not establish a national religion in our U.S. Constitution. This is because most of the founders had at the time

concluded that government, at least at the national level, should be kept largely secular (Reichley 2002, pp. 104-105). The founders then added the First Amendment to the U.S. Constitution, which gives us our religious freedoms.

THE SECOND SENTENCE IS PLAGIARISM. Although a citation is provided, the source material is directly quoted, but no quotation marks are used to indicate the wording is not the student's wording.

**Term Paper Excerpt from Student 4:** The people who founded our country did not establish a national religion in our U.S. Constitution. This is because a majority of the framers of the Constitution then believed that our national government should remain secular. The founders then added the First Amendment to the U.S. Constitution, which gives us our religious freedoms.

THE SECOND SENTENCE IS PLAGIARISM. Although the student has now paraphrased the source material into the student's own original wording, the factual assertion/idea comes from the source material and not the student, but no citation is provided to indicate the source of the idea.

**Term Paper Excerpt from Student 5:** The people who founded our country did not establish a national religion in our U.S. Constitution. This is because a majority of the framers of the Constitution then believed that our national government should remain secular (Reichley 2004: 104-105). THIS IS NOT PLAGIARISM. The student has honestly acknowledged the source of the paraphrased (reworded) material.

**Term Paper Excerpt from Student 6:** The people who founded our country did not establish a national religion in our U.S. Constitution. This is because "most of the founders had at the same time concluded that government, at least at the national level, should be kept largely secular" (Reichley 2004: 104-105). THIS IS NOT PLAGIARISM. The student has honestly acknowledged the source of the quoted (directly copied) material.



## Syllabus and Information Sheet for POLS 487

Please read, fill out, and sign this form indicating that you have read the syllabus and have found the course materials in Moodle by Thursday Aug 30 by 9:30am. Failure to return this form to the instructor by this deadline will result in a loss of participation points and all assignments submitted before this sheet is returned will be awarded a 0.

Printed Name:

Email Address:

Classification:

Estimated Graduation Date:

Major:

Are you interested in attending law school? YES or NO

Have you conducted legal research? If so, please indicate the extent of your ability.

I have read and understood this syllabus for POLS 487. I am aware of the course requirements and policies listed in this syllabus. I understand the UL Academic Catalogue and I am aware that all instances of academic dishonesty will be reported to the university and will result in a "0" for the course. I have logged into my Moodle account at louisiana.edu and verified that I have access to the POLS 487 course materials.

Signature:

Date:

