***University of North Texas--Department of Political Science***

*Constitutional Law I–Institutional Powers and Equal Protection*

*PSCI 4200.001–Spring 2013*

**Professor:** Kimi Lynn King **Office:** TuTh 12:30-2 pm & by appointment; 148 Wooten **Phone:** (940) 565-4984 (office); 565-2276(PSCI); (940) 597-4802 (cell)**e-mail:** kking@unt.edu **Class:** T/Th11:00am-12:20pm-322 Wooten

**Teaching Assistant:**

Jared Perkins **Office:** TuTh 9:00 am to 11:00 am & by appointment; 331 Wooten **Phone:** (940) 369-8733 **E-mail:** jaredperkins@my.unt.edu

**Required Text:**

1. David M. O'Brien, *Constitutional Law & Politics: Struggles for Power and Governmental Accountability*, (vol. 1) (8th ed.) [NY: W.W. Norton] (2011). \*\*\*PLEASE NOTE! Be sure you have volume I (not volume II). You have a handout for the portion we will use from volume II.
2. Paul I. Weizer, ed. *How to Please the Court: A Moot Court Handbook,* [NY: Lang, Peter Pub. Inc.] (2004).

3) Online materials

 a) Freedom of Association pp. 708-728 ([on Blackboard](https://learn.unt.edu))

 b) Chp. 12-The Equal Protection of the Laws pp. 1382-1645 (electronically online)

**Required on the Web:** [Blackboard](https://learn.unt.edu)

All materials for the class are on-line in three Blackboard units that “appear” as we move through the semester. The Student Help Desk is who you should call first if you are having computer or technology issues (*e.g.* having trouble submitting materials on-line, etc.). You MUST always contact them first! The desk knows to contact Dr. King if multiple students are having the same problem! Always have the desk fill out a “remedy ticket” so Dr. King can trace you through the system. First question we will have is “what’s your remedy ticket number”? **UIT Helpdesk** **Phone: (940) 565-2324 Mon.-Th. 8am-12 am; Fri. 8am-8pm; Sat. 9am-5pm; Sun. 1pm-12 am. In person: Sage Hall (Rm. 130**)–Mon.-Fri. 8 am-8 pm (closed weekends). **Email:**helpdesk@unt.edu Remember ALL emails on [Blackboard](http://learn.unt.edu) now GO DIRECTLY TO your my.unt.edu email ([Eagle Connect](http://eagleconnect.unt.edu)).

**Required Hardware:** You must purchase a Turning Point Response Card (aka “clicker”) Available at UNT bookstores (must be *Turning Point Technology-others are not compatible!)!* Clickers allow students to answer interactive questions with the push of a button. *Purchasing a* [***Turning Point Technologies***](http://www.turningtechnologies.com/) *Response Card* – Ask the bookstore to get the clicker for Political Science (it looks like a small garage door opener). Every course at UNT (except Biology) uses *Turning Point*. There are iPhone, iTouch, iPad, and Blackberry applications, and we are piloting a trial this semester. *Keep your receipt (and box)* in case of problems or the bookstores cannot fix or replace it! If you have a *used* clicker, you may want to purchase spare batteries (look for the round flat *medical* battery). Take care of the clicker and do not just put it where something “sits” on it (wearing the battery out). Remove the plastic cover on the top of new clickers (so the “click” takes! **See us IMMEDIATELY if your clicker appears to be malfunctioning, even if it is in the middle of class!)**

**Course Objectives and Goals**:

This course is designed to examine the text and substance of the U.S. Constitution and its development within the past 220 years. Our framework for evaluating constitutional jurisprudence considers the context of the framers' theory of law and the present policy questions facing our system. Each section is devoted to understanding the development of the Constitution and the courts. The goal is to provide you with an in-depth evaluation of government, the relationships and power struggles between the three branches, the role of the Supreme Court in resolving conflicts, and the relationship between the federal government and states' rights.

We begin with the issue of judicial review and methods of judicial interpretation, focusing specifically on judicial behavior. Here, we focus on standing, jurisdiction, and the structure of federal and state court systems. We address the Supreme Court's gate-keeping function in resolving disputes. We then address the two topic areas – freedom of association and voting rights that have been subject to distinctive interpretation. The next sequence shifts gears to examine the relationship and the role of states in our federal system. Here, we examine federalism, states' rights, and the vexing problems associated with one of the most enduring and yet contentious issues of our time—civil rights—including equal protection, discrimination, and everyone’s favorite—affirmative action. The final section of the course examines the horizontal separation of powers and evaluates both the foreign and domestic powers of the Presidency, as well as the inter-branch rivalry of institutions that have appeared throughout our history. We question whether the three branches are a separation of powers or whether each institution shares power with the other branches.

By the end of this course you should be able to:

\*discuss the past and current socio-political climate of the Supreme Court's decision-making process

\*understand legal concepts utilized by the Supreme Court and important to Constitutional jurisprudence

\*discuss recent trends in Constitutional decision-making

\*understand the legal underpinnings and parameters of the Constitution

\*understand and articulate current standards and legal tests utilized by the Supreme Court in deciding institutional conflicts

\*brief court decisions

\*conduct appellate court research

\*present appellate court arguments

\*argue principles involved in Constitutional cases

\*articulate policy arguments for or against judicial interference into federal and state institutions

\*understand and discuss legal cases involving: judicial review; standing; jurisdictional authority; separation of powers; executive privilege; national security; war-making powers; appointment and removal powers; legislative enactments; taxing and spending powers; federalism; states' rights; voting rights; equal protection; reverse discrimination; affirmative action.

**Course Policies:**

First, this class operates under a "no‑excuse" policy and a “taxpayer theory” of education. You should take full advantage of the democracy you paid for with your tuition dollars. As a member, you have rights and responsibilities, and there are policies in place to help with the smooth functioning of government (this class). You have the right of redress and of assistance if you have issues with the course. You should learn to help yourself and your teammates recognizing that you are part of the community. All materials are to encourage student engagement and to develop an “active citizenry”. Materials (including notes) are copyrighted, and no one is authorized to sell, distribute, or otherwise make available any course products for economic benefit.

Second, if you are physically challenged, every attempt will be made to accommodate your learning needs. You should see me by the end of the first week of class so that we can make appropriate arrangements. This class operates in accordance with the Office of Disability requirements here at the University of North Texas and federal guidelines governing the *Americans with Disabilities Act (1990).*

Third, please consult the University policy and penalties regarding plagiarism and cheating that is provided. Every semester at least one student violates the policy, and I have the unfortunate job of failing someone and seeking disciplinary action. There is a difference between the work of a college student and a Supreme Court Justice or legal scholar! Please sign the last sheet of the syllabus indicating you understand the policy.

Fourth, this is an upper-division legal course, and you should spend 8-10 hours/week outside class studying, reading, and meeting with other students to prepare moot court. I do not assume that anyone has ever had a legal course or has done legal research. While I do not enforce the pre-requisites for this class, you may be more comfortable if you have taken other law related courses. Make no mistake: this is not an easy course. If you survive with a B or better grade, you should consider law school—this course is a small dose of what to expect.

Fifth, you work in teams for the Treasure Hunts, and with a partner for the Moot Court assignment--written appellate and oral argument—I expect that you will treat the students you work with as professional colleagues. If your team or partner does not fulfill his/her responsibilities, your grade will not suffer as a result: **you are each graded individually**. The exercise is supposed to be valuable and fun training, not an assignment from purgatory, and not one that you dread because someone decided to be a slacker. Anyone having concerns should see me right away.

Sixth, because of the size of the class there are several "do not disturb policies". If you are late or leave early, please do not disturb others. You cannot make up missed “clicker” questions, but do not worry, there are so many it does not make much difference if you miss a few. It is systematically missing that harms your grade. I do not allow the use of beepers, cell phones, walk­-mates, or any other device that makes noise. Please turn these off before class. Students whose phones/beepers go off during class are required to “educate” your classmates by rapping the preamble to the Constitution in front of the entire class!

Seventh, students are encouraged to use laptop computers during lectures and notes are posted online. If you use a laptop or text in class, please be sure the audio is off. I reserve the right to revoke the privilege of using devices if it interferes with the classroom environment or if it disrupts other students. Any student creating a material and substantial disruption will be asked to leave.

Eighth, I offer numerous opportunities for extra credit. Lectures on campus, television programs, films, debates, presidential or legislative addresses are all potential candidates and vary by semester. Review the schedule below for opportunities already available! Extra credit is announced in class or on e‑mail, and it is posted on Blackboard. There are "expiration dates" for the extra credit, so turn it in by the due date online. I reserve the right to refuse you the extra credit if you miss the class when it was assigned, and I give “Good Citizen” extra credit for those who bring things to my attention that help correct confusion or misinformation about the class. Extra credit is a direct replacement for *final* exam points. Example: if you have 8 extra credit points and get an “82” on the final, 8 points are added giving you a 90 for the third exam. Please make a copy of ALL extra credit assignments before sending on Blackboard.

Ninth, we are lean and we ***mean green*** which means that all assignments and tests are tracked in Blackboard which saves resources, as well as being more efficient and effective (it also means we can “track” you online, so be careful!). Most grades are returned immediately through the online system. IF YOU DO NOT RECEIVE A GRADE ONLINE FOR *ANY PART OF THIS CLASS,* SEE THE T.A. WITHIN ONE WEEK OF THE DUE DATE. We reserve the right to refuse credit if you do not do so. Do not wait until the end of the term!!

Tenth, this course relies heavily on new media teaching technology in its structure. You use it every day in this class. Everyone must use e‑mail, the Internet, and [Blackboard](http://learn.unt.edu)with their EUID and course section number. If you do not appear in Blackboard, send an email to kking@unt.edu. You are responsible for any assignments or information that are distributed online to your EagleConnect email (it uses your first name last name @ my.unt.edu address). Be sure you can access the online materials. Students who are ideologically opposed to email, the Internet, or those who are technologically challenged should drop the course immediately. You will not do well. If you do not see this course when you log on to your [Blackboard](http://learn.unt.edu) account, you need to send a message to us and include your EUID so we can add you to the course.

Eleventh, having worked my way through college, I recognize the cost of textbooks is ugly for students. All my books are on reserve at Willis Library under my name and the course number. Please be courteous about library materials, there is nothing more annoying than having pages ripped from books or having materials disappear. I reserve the right to fail anyone who destroys class library materials and refer that person to the Dean of Students for disciplinary proceedings.

Finally, this syllabus is not deemed to be a contract. I reserve the right to change any of the exam times or assignments by providing you with a forty-eight (48) hour notice of such changes and by announcing it on e-mail. In the unlikely event that the University closes classes, and if there are assignments due that day, you should turnin the assignment the next class day after the cancellation. You are responsible for any changes that occur during the course of the semester. Any changes I make are sent via email to [EagleConnect.](http://eagleconnect.unt.edu/)

**Course Evaluation:** Your grades are determined by the following criteria:

1st Exam = 20%

2nd Exam = 20%

3rd Exam = 20%

Class Participation = 5%

Clicker = 15%

Moot Court Written Brief = 10%

Moot Court Oral Argument = 10%

**Exams:** There are three (3), closed-book exams TAKEN ON COMPUTER IN C330 Sage-the Computer Testing Center. All exams are divided between multiple guess (35%), short identifications (35%), and essays (30%). The essay question is given to you one week prior to the exam, and it is take-home. Submit your essay in the assignment drop box by the day you are to take the test (you may use notes and the text for this part of the test as it is take home). Exams are non-cumulative in the sense that each focuses on the specific topics and reading assignments delineated by each section with some overlap between unit concepts. We review every day in class for the exam, so you are expected to bring questions about the material to class. The final IS NOT comprehensive, but focuses on topics in the final section of the class. No make-up exams are allowed absent exigent circumstances (grade=0).

You will be taking your closed book test online in the [C330 Sage Hall Testing Center](http://it.unt.edu/test) (computer lab) designated for testing. You will log on to Blackboard on a lockdown browser to take the test. You need your student ID to gain access to the lab. There are different versions of the exams and questions are randomized online to protect test integrity. At the completion of your test, your multiple choice grade is sent immediately through Blackboard and uploaded to grade book. The essay and identifications are returned the next week.

You get a receipt after each test so save it until your final grade is entered for the course.

**Class Participation:** Class topics are discussed using the Socratic Method typical of law schools. You are expected to prepare for discussions. Attendance is not mandatory, but I will call on you in class to be sure you are reading the material. If your grade is "borderline" at semester’s end, we will consult attendance to give you the benefit of the doubt. Students who regularly miss class do not do well.

**Moot Court Assignment**: The final portion of your grade is the moot court argument. The assignment includes a written brief (10%) and oral argument (10%) that you present in front of a panel of attorneys, law students, and the moot court team. The topic for the oral and written brief is drawn from a current controversy in the lower courts, and it is discussed in class. It is important that you spend time preparing both components. You should begin preliminary research immediately on your issue (find your case under the “moot court” tab on Blackboard, find newspaper/magazine articles discussing the case, etc.).

You are expected to do approximately 30 additional hours of research in preparing for your brief and argument. You may use research from any resource you may find, and most of you will find the electronic research the most helpful. The objective of this exercise is to help you acquire skills in legal research and writing. Additionally, the exercise is designed to help you develop argumentation and debate abilities. Part of this process is to assist you in becoming comfortable with doing research relating to legal topics. There will be presentations in class to assist you!

You and a partner are responsible for writing and presenting written and oral arguments, however, you are each graded independently for your section of the assignment. *You are both arguing on behalf of the same client*, but you are arguing two different questions that have been certified for review. If your partner flakes out, you are responsible ONLY for your issue so your grade is not dependent on your partner!

You are only required to provide one-half of the appellate brief (your partner argues the other half). You and your partner are given two certified questions from the case, and each of you are required to prepare a written argument. The argument should be 8-10 pages, double-spaced and typed **FOR EACH PARTNER** (so you write 8-10 pages on your half of the argument/issue) and your partner writes 8-10 pages on her/his half of the argument (the issue s/he takes). The margins should be no more than one inch on all sides, and only 10 and 12-point font types should be used.

After writing your written brief, you present your oral argument in front of a panel that questions you about the facts and legal issues of the case. The argument should last approximately ten (10) minutes including the time allotted for answering questions from the panel. You and your partner argue for a total of 20 minutes. These sessions are videotaped and open to members of the University of North Texas community. Legal research should not overwhelm you. Remember, attorneys are just undergraduates who took a few more courses after they graduated from college!

**Week 1 (Jan. 14-18)**

**Lecture:** Course requirements (syllabus and policy on plagiarism) & how to brief a case

**Readings:** Appendix 6: “How to Brief a Case;” Appendix 7: “Sample Case brief”

On-Line: -log on to [Blackboard](https://learn.unt.edu/) & check email at [EagleConnect](http://eagleconnect.unt.edu/).

**Moot Court:** Topic for moot court assigned

**Week 2 (Jan. 22-25**) **No Classes Jan. 21st!**

**Lecture:** Conducting legal research, the Founding, Original Intent & the Structure of the Courts Today

**Readings:**

-O’Brien U.S. Constitution & Amendments-Appendix

-O’Brien Chp. 1, "The Supreme Court, Judicial Review & Constitutional Politics" pp. 23-101

-Weizer, Chapter 1: “Moot Court: Commitment and Rewards”

**Cases:** *Marbury v. Madison p. 45*

**Moot Court:** Teams for Treasure Hunts assigned-Treasure Hunt distributed

**Week 3 (Jan. 28- Feb. 1)**

**Lecture:** Gate keeping, Jurisdiction and Judicial Review

**Readings:**

-O’Brien Chp. 2 "Law & Politics in the Supreme Court: Jurisdiction & the Decision-Making Process" pp.102-223

-Weizer, Chapter 2: “Understanding Legal Research”

**Cases:** *Flast v. Cohen p. 130*

*Valley Forge Christian College v. Americans United p. 136*

 *Lujan v. Defenders of Wildlife p. 140*

*Hein v. Freedom from Religion Foundation, Inc. p. 144*

*Baker v. Carr p. 149*

*Goldwater v. Carter p. 160*

*Elk Grove Unified School District v. Newdow p. 164*

**Moot Court:** Partners & sides assigned

**Week 4(Feb. 4-8)**

**Lecture:** I’ve got my rights!

**Readings:**

-Freedom of Association pp. 708-728 (electronically online)

-O’Brien Chp. 8, "Representative Government, Voting Rights & Electoral Politics" pp. 833-987

**Cases:** *NAACP v. Alabama p. 714 (online)*

*Roberts v. US Jaycees p. 717 (online)*

*Boy Scouts of America v. Dale p. 720(online)*

*Baker v. Carr p. 149 (Chp. 2, but it is technically a voting rights case!)*

*Wesberry v. Sanders p. 868*

*Reynolds v. Sims p. 874*

*Vieth v. Jubelirer p. 881*

*Shaw v. Reno p. 892*

**Moot Court:** Treasure Hunt #1 due

**Week 5 (Feb. 11-15)**

**Lecture:** Voting the Rascals Out

**Cases:** *Buckley v. Valeo p. 929*

*Hunt v. Cromartie p. 898*

 *Bush v. Gore p. 918*

**Unit I test Thursday, Feb.14 -**[**C330 Sage Hall**](http://it.unt.edu/test) **(covers only chapters in Unit I)**

**Week 6(Feb. 18-22)**

**Lecture:** The Fifty States versus Uncle Sam--Federalism at the Crossroads

**Readings:**

-O’Brien Chp. 7, "The States & American Federalism" pp. 681-832

-Weizer, Chapter 3: “The Basics of Oral Argument”

-Weizer, Chapter 4: “From Opening to Closing: Ten Keys to Success and Other Helpful Tips”

**Cases:**

*Maine v. Taylor p. 709*

*Cooper v. Aaron p. 809*

*Garcia v. San Antonio Metropolitan Transit Authority p. 744*

*Printz v. U.S. p. 763*

**Week 7 (Feb. 25- Mar. 1)**

**Lecture:** Separate But Unequal–School Desegregation Battles & Retreats

**Readings:**

-O'Brien Chp. 12 "The Equal Protection of the Laws" – on Blackboard pp. 1382-1644

**Cases:**

*ALL OF THESE CASES ARE ONLINE*

*Plessy v. Ferguson p. 1427*

*Brown v. Board of Education (Brown I & II) p. 1450 & 1462*

*Milliken v. Bradley p. 1476*

*Freeman v. Pitts p. 1480*

*Regents of California v. Bakke p. 1513*

**Moot Court:** Treasure Hunt #2 due Thursday Feb. 28th

**Moot Court:** Outline of argument due

**Week 8 (Mar. 4-8)**

**Lecture:** Social Change the Hard Way (When the Supreme Court Levels the Playing Field)

Readings:

-O'Brien Chp. 12 (continued) "The Equal Protection of the Laws"

Cases:

*U.S. v. Fordice pp. 1446-1447, 1505*

*Adarand Construction v. Pena p. 1539*

*City of Richmond v. J.A. Croson pp. 1526*

*U.S. v. Virginia pp.1581-1593*

*Craig v. Boren pp.1573*

*Romer v. Evans pp. 1599*

*Plyler v. Doe pp. 1634*

**Week 9 (Mar. 11-15) SPRING BREAK!**

**No Classes ! Enjoy, have a** [**healthy, happy spring break**](http://www.cdc.gov/family/springbreak/)**& come back with lots of stories to tell!**

Week 10 (Mar. 18-22) CLASS MEETS!

Moot Court: Rough draft of moot court argument due & getting ready for oral arguments!

**Week 11 (Mar. 25-29)**

**Unit II test Thursday, Mar. 28** [**C330 Sage Hall**](http://it.unt.edu/test) **(covers only chapters in Unit II)**

**Week 12 (Apr. 1-5)**

**Lecture:** Membership has its Privileges

**Readings:**

-O’Brien Chp. 5 "Congress: Membership, Immunities, and Investigatory Powers" pp. 488-545

**Cases:** *Powell v. McCormack p. 496*

*Hutchinson v. Proxmire p. 513*

*U.S. Term Limits v. Thornton p. 501*

*Gibson v. Florida Legislative Commission p. 535*

*Walter L. Nixon v. U.S. p. 541*

**Week 13 (Apr. 8-12)**

**Lecture:** A New Deal or a Raw Deal From the Supreme Court?

**Readings:**

-O’Brien Chp. 6 "Congress: Legislative, Taxing, & Spending Powers" pp. 546-680

**Cases:***McCulloch v. Maryland p. 568*

*Gibbons v. Ogden p. 585*

*Hammer v. Dagenhart p. 585*

*Wickard v. Filburn p. 606*

*South Dakota v. Dole p.677*

*Heart of Atlanta v. U.S. and Katzenbach v. McClung p. 609*

*U.S. v. Lopez p. 618*

*City of Boerne v. Flores p. 634*

***Moot Court: MOOT COURT NIGHT! Thurs. Apr. 11, 5:30-8 pm Wooten Hall***

*(Note: If you can NOT attend the evening oral arguments then you will argue before me in class on Thursday April 11th, all other students are excused from the regular class meeting that day!)*

**Week 14 (Apr. 15-19)**

**Lecture:**

-Way Over There-The President Abroad

**Readings:**

-O’Brien Chp. 3, "Presidential Power, the Rule of Law, & Foreign Affairs" pp. 230-245

**Cases:***U.S. v. Curtiss-Wright p. 239*

*Dames and Moore v. Regan p. 242*

*The Prize Cases p. 288*

*U.S. v. Alvarez-Machain p. 260*

*Korematsu v. U.S. p. 298*

**Week 15 (Apr. 22-26)**

**Lecture:**

-Way Over There-The President Abroad

**Readings:**

-O’Brien Chp. 3, "Presidential Power, the Rule of Law, & Foreign Affairs" pp. 230-245

**Cases:***U.S. v. Curtiss-Wright p. 239*

*Dames and Moore v. Regan p. 242*

*The Prize Cases p. 288*

*U.S. v. Alvarez-Machain p. 260*

*Korematsu v. U.S. p. 298*

**Extra Credit:** Volunteer to judge Moot Court Oral Arguments for PSCI 1040.004/1040.005 (Fri., Apr. 26-8:30 am-10am & 9:30 am-11am) (Up to 5 XC points available if you volunteer for BOTH classes and I will feed you lunch at 11 for volunteers if y!)

**Week 16 (Apr. 29-May 3)**

**Lecture:** Separation of Powers or Separate Institutions Sharing Powers?

**Readings:**

-O’Brien Chp. 4, "The President as Chief Executive in Domestic Affairs" pp. 346-487

**Cases:***Youngstown Sheet and Tube v. Sawyer p.353*

*New York Times v. U.S. p. 368*

*Bowsher v. Synar p. 399*

*Morrison v. Olson p. 408*

*Immigration and Naturalization Services v. Chadha p. 442*

*Clinton v. City of New York p. 452*

*Clinton v. Jones p. 482*

**Week 17 (May 6-10) FINALS WEEK!!!**

Thurs. May 9–10:30 AM - 12:30 PM**-**[**C330 Sage Hall**](http://it.unt.edu/test) **(covers only chapters in Unit III)**

\*\*\* FINALS (Final Exam--yeah!) \*\*\* Finals scheduled in accordance with University policy \*\*\*You must have the Dean’s permission to take an exam early.

**Academic Integrity**

**UNT Policy 18.1.16 at** [**http://www.unt.edu/policy/UNT \_Policy /volume3/18\_1\_16.pdf**](http://www.unt.edu/policy/UNT%20_Policy%20/volume3/18_1_16.pdf)

**I. Categories of Academic Dishonesty.**

**A. Cheating.** The use of unauthorized assistance in an academic exercise, including but not limited to:

1. use of any unauthorized assistance to take exams, tests, quizzes or other assessments;

2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments;

3. acquisition, without permission, of tests, notes or other academic materials belonging to a faculty or staff member of the University;

4. dual submission ofa paper or project, or re-submission of a paper or project to a different class without express permission from the instructor;

5. any other act designed to give a student an unfair advantage on an academic assignment.

**B. Plagiarism.** Use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.

2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.

**C. Forgery.** Altering a score, grade or official academic university record or forging the signature of an instructor or other student.

**D. Fabrication.** Falsifying or inventing any information, data or research as part of an academic exercise.

**E. Facilitating Academic Dishonesty**. Helping or assisting another in the commission of academic dishonesty.

**F. Sabotage**. Acting to prevent others from completing their work or willfully disrupting the academic work of others.

**II. Available Academic Penalties**

The following academic penalties may be assessed at the instructor's discretion upon determination that academic dishonesty has occurred. Admonitions and educational assignments are not appealable.

**A. Admonition.** The student may be issued a verbal or written warning.

**B. Assignment of Educational Coursework**. The student may be required to perform additional coursework not required of other students in the specific course.

**C. Partial or no credit for an assignment or assessment.** The instructor may award partial or no credit for the

assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.

**University of North Texas-Statement of ADA Compliance**

The Political Science Department cooperates with the Office of Disability Accommodation to make reasonable accommodations for qualified students with disabilities. Please present your written accommodation request on or before the sixth class day (beginning of the second week of classes).

(Please print) Spring 2013

Name: e-mail account:

College Phone: ( )

area code Number

Home Phone: ( )

area code Number

If another student or faculty member requests your number, do I have your permission to provide this information? College YES NO Home YES NO

Year in school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Transfer (if so, which school):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Major:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Minor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other law related courses? (just list the general subject area and level)

Have you ever conducted legal research? YES / NO If yes, please indicate the extent of your ability.

Do you have access to the Web at home? YES / NO

For what do you typically use it?

Have you used Blackboard before? YES / NO

Do you have access to email at home? YES / NO

This certifies that I have read the syllabus and understand the requirements for the course, including the ***Policy onCheating and Plagiarism***. I agree to abide by academic honesty. As such, I verify that all work done in this class will bemy own and that I will cite or quote sources when I draw from other authors' material. I understand that violating the policy will result in an automatic "F" for the course and referral to the Dean of Students for disciplinary proceedings.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_