

Course Information

Political Science (PSCI) 3104.001
Racial and Ethnic Politics in the United States
University of North Texas
T,TR 12:30pm - 1:50pm
Chilton Hall, Room 245
Department of Political Science
Fall 2025

Faculty Information

Cesar Villegas
cesarvillegas@my.unt.edu
Office Hours: In person or on zoom (by appointment)
Wooten Hall, Room 173A
10:00am - 12:00pm Tuesday Thursday

What You Will Learn

“Reluctantly, I am forced to face the likely possibility that the United States will never rid itself of racism and reach true integration. I look back and I shudder at how naive we all were in our belief in the steady progress racial minorities would make through programs of litigation and education, and while I very much hope for the emergence of a revived civil rights movement. . . , I am forced to recognize that my life has, in fact, been a series of glorious defeats.” –Kenneth Clark, May 6, 2004

I am the son of a black man from Kenya and a white woman from Kansas. I was raised with the help of a white grandfather who survived a Depression to serve in Patton’s Army and a white grandmother who worked on a bomber assembly line while he was overseas. I’ve gone to some of the best schools in America and lived in one of the world’s poorest nations. I am married to a black American who carries within her the blood of slaves and slave owners - an inheritance we pass on to our two precious daughters. I have brothers, sisters, nieces, nephews, uncles and cousins, of every race and every hue, scattered across three continents, and for as long as I live, I will never forget that in no other country on Earth is my story even possible. –Barack Obama, August 10, 2008

This course focuses on the politics of the four-principal racial-ethnic minority groups in the United States: American Indians, Blacks, Latinos, and Asians. If time permits, we will also consider the political experience of a relatively recent group to this country, Muslims. As we review historical and legal experiences as well as political attitudes and behaviors, we will evaluate the importance of race-ethnicity in understanding the outcomes of American politics. Additionally, we will analyze how the structure and operation of our political system may obstruct the efforts of these marginalized groups to gain the full benefits of American society.

Course Objectives

- Students will learn the history and legal experiences of American Indians, Blacks, Latinos, Asians in the US
- Students will be able to explain the political attitudes and behaviors of American Indians, Blacks, Latinos, Asians and Muslims in the US
- Students will be able to assess the impact of race and ethnicity on inter-group power and public policies in the U.S. political system
- Students will be able to assess how the structure and operation of the U.S. political system influences the status and life experiences of racial-ethnic groups

Require Reading Material & Other Resources

- Selected readings posted on Canvas or at the UNT Library
- Need to choose two books from the following list. You can order it from Amazon.com or UNT bookstore or check it out from a local library. Used copies may also be available for purchase at Half-Priced Books and other used book sellers. **Bring proof of having ordered or obtained the book to class on or before Sep. 13**
 1. Jose Angel Gutierrez. *The Making of a Chicano Militant: Lessons from Crystal*. University of Wisconsin Press, 1998.
 2. Jose Torres (Foreword) and Mickey Melendez. *We Took the Streets: Fighting for Latino Rights with the Young Lords*. St. Martins Press, 2003.
 3. Helen Zia. *Asian American Dreams: The Emergence of an American People*. Farrar, Straus and Giroux Press, 2001.
 4. Newton, Huey P. *Revolutionary Suicide*. Harcourt Brace Jovanovich, 1973 or reprint edition Penguin Classics, 2009.
 5. Al-Khatahtbeh, Amani. *Muslim girl: A coming of age*. Simon and Schuster, 2017.

How You & I Understand Your Progress Toward Learning

Grading Scale

<i>Letter Grade</i>		<i>Percentage Range</i>
A	=	90 - 100%
B	=	80 - 89%
C	=	70 - 79%
D	=	60 - 69%
F	=	0 - 59%

Class Participation - 10% of course grade

This includes in class attendance, class participation, and applies to all in-class assignments *Some extra credit points will be available from attendance at select events*

Analytical book report/s (2 total @ 20% each) - 40% of course grade:

All papers should:

- Be at least 5 FULL* pages in length **NOT** including the title or reference pages. All papers should include a separate title page.
- Be double-spaced, numbered, printed in 12 point type with no greater than one inch margins on all four sides.
- The first section of paper should provide a concise summary of the book and also include an up-to-date biographical paragraph about the author (no more than three pages for this first section).
- The remainder of the paper will also be written in essay form and should answer the following questions, and preferably in this order.
 1. What factors led to the primary group identification of the author (include specific examples to illustrate these factors) and how strong is this identification?
 2. Broadly defined, what were the political and or social issues or dilemmas faced by the author (or his primary group)? Include specific examples that support your answer.
 3. What theory or strategy of minority group politics is evidenced in the author?s or his group?s efforts to resolve these issues/dilemmas? Provide specific examples that support your answer.
 4. How would you probably have acted in these circumstances? Why?
 5. What did you learn about racial-ethnic politics in the US from reading this book?

<i>Analytical Book Report</i>		<i>Due Dates:</i>
Analytical Book Report 1	due by	October 14th
Analytical Book Report 2	due by	November 22nd

Mid-term and Final Exam/s (2 total @ 25% points each) - 50% of course grade:

- Both the midterm and final exams will consist of multiple-choice type questions, short answer questions .
- Approximately 50% of the test questions will come from class lecture, discussions, and hand-outs and 50% will come from assigned readings. Of course, a great deal of information included on the tests can be found in more than one place.
- Tests are not cumulative.
- Students are required to take all the tests to complete the course (unless excused by the instructor). A grade of zero will be entered and averaged in for any test not taken unless it is the final and you are formally exempt from taking it.
- I expect you to be present for each test unless you can provide a written excuse that I deem valid (illness severe enough to seek medical care; a summons to appear in court; or official representation of the university).
- Any other excuses will be considered case-by-case. Please follow these guidelines if you should find it necessary to miss a test:
 1. Please contact me (cesarvillegas@my.unt.edu) as soon possible, preferably as soon as you know you are going to miss the exam.
 2. Submit verification/explanation on the day you return to class following the missed exam.
 3. All make-up exams will be on Dec. 4 at 2 pm. The make-up exam will be all essay in content. If you cannot take the test during that time and you have been approved to make it up, please contact me immediately.
- If you are disappointed with your test grades be sure to come and talk with me. I will offer whatever I can by way of suggestions for improving your work in this class.

<i>Exam</i>		<i>Due Dates:</i>
Midterm Exam	due by	October 2nd
Final Exam	due by	December 9th

Course Schedule

Class meeting 1 (8/18): Introduction to course, syllabus and required readings

- Read:

- Syllabus
- *The 1965 Voting Rights Act* and the *1965 Immigration Act*
- “Terms for Class” on Canvas

- Items due:

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Class meeting 2 (8/25): Thinking about ‘Race’

- Read:

- Kenneth Prewitt, “Demography, Diversity and Democracy: The 2000 Census Story” *Brookings Review*, Winter 2002, 20:1 pp. 6-9. (Canvas)
- Pew Hispanic Center, “From 200 Million to 300 Million: The Numbers Behind Population Growth” October 10, 2006. (Canvas)
- Urban Institute, Immigration Studies Program, Brief n.2 “The Dispersal of Immigrants in the 1990s” November 2002 pp. 1-2. (Canvas)
- Jeffrey Passel, “Estimates of the Size and Characteristics of the Undocumented Population” Pew Hispanic Center, 2005. (Canvas)

- Items due:

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Week 2 (9/1 - 9/7): Racial, Ethnic Identities and Politics

What is a ‘race’ or ‘ethnicity’? What makes ‘race’ or ‘ethnicity’ politically relevant? What are racial/ethnic minorities? Where do ethnic categories come from and what do they mean? Are immigrants minorities?

- Read:

- Howard Winant, “Race and Race Theory,” *Annual Review of Sociology* v. 26, 2000, pp. 169-185. (Canvas)
- Pamela Johnston Conover, “The Influence of Group Identification on Political Perception and Evaluation” *Journal of Politics*, 46:3 (August 1984), pp. 760-785. (Canvas)

- Reynolds Farley, “Presentation to the President’s Initiative on Race,” 1998 (Canvas)
- Amy Harmon, “Love You, K2a2a, Whoever You Are,” January 22, 2006. (Canvas)
- Miri Song, “Comparing Minorities? Ethnic Options” *Ethnicities* 1:1 pp. 57-82. (Canvas)

• **Items due:**

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Week 3 (9/8 - 9/14): Slavery and the Constitution

Is racism built into the fabric of the American Republic? What, if anything, do is owed to populations which suffered harm?

• **Read:**

- Pauli Murray, “The Historical Development of Race Laws in the United States,” *Journal of Negro Education*, 22:1 (Winter 1953) pp. 4-15. (Canvas)
- “Mexican Migrants Who Worked in the U.S. Push for Old Savings” *New York Times*, February 15, 2004 (Canvas)
- Gregg Jones, “Apology Sought for Latino ?Repatriation? Drive in 1930s” *Los Angeles Times*, July 15, 2003. (Canvas)

• **Items due:**

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Week 4 (9/15 - 9/21): Immigration and Race

Does it make a difference how people came? Does it make a difference when they came?

• **Read:**

- Jorge Durand, Douglas Massey and Emilio Parrado, “The New Era of Mexican Migration to the United States,” *Journal of American History* 86:2 September 1999 pp. 518-536. (Canvas)
- John Logan, “How Race Counts for Hispanic Americans” *Lewis Mumford Center*, State University at Albany, July 2003. (Canvas)
- Sonya Tafoya, “Shades of Belonging,” *Pew Hispanic Center Report*, December 2004. (Canvas)
- Mary Waters, “Ethnic and Racial Identities of Second-Generation Black Immigrants in New York City” *International Migration Review* 28:4 Winter 1994 pp. 795-820. (Canvas)
- Wayne Cornelius, “Impacts of Border Enforcement on Unauthorized Mexican Migration to the United States,” *Social Science Research Council*, “Border Battles: The US Immigration Debates” September 2006. (Canvas)

- Elisabeth Bumiller, “Bush Would Give Illegal Workers Broad New Rights,” New York Times, January 7, 2004. (Canvas)
- Dan Balz, “Political Splits on Immigration Reflect Voters’ Ambivalence” Washington Post, January 3, 2006. (Canvas)
- “Debate Over Immigration Reform” New York Times, May 25, 2006. (Canvas)

• **Items due:**

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Week 5 (9/22 - 9/28): Membership and Citizenship

How have the boundaries and contents for citizenship fluctuated over time?

• **Read:**

- C. Van Woodward, The Strange Career of Jim Crow (New York: Oxford University Press [1955] 2002). pp. 1-109.
- William Tuttle, “Contested Neighborhoods and Racial Violence: Prelude to the Chicago Riot of 1919,” Journal of Negro History 55:4 October 1970 pp. 266-288. (Canvas)
- Aristide Zolberg, “Guarding the Gates in a World on the Move” Social Science Research Council “After September 11th” 2001. (Canvas)
- Samuel Huntington, “Why Mexico is a Problem,” American Enterprise Online v. 11 December 2000. (Canvas)
- Jeanne Batalova, “Spotlight on Naturalization Trends,” Migration Policy Institute, September 2006. (Canvas)
- Michele Wucker, “Civics Lessons From Immigrants” American Prospect 14:7 July 3, 2003. (Canvas)
- Jamin Raskin “Time to Give Aliens the Vote (Again),” The Nation 256:13 April 5 1993 pp. 1, 451-2. (Canvas)

• **Items due:**

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Week 6 (9/29 - 10/5): Protest- Organizing From Below

What makes collective grassroots mobilization possible? How effective is it?

• **Read:**

- Robert C. Smith, “Black Power and the Transformation from Protest to Policies,” Political Science Quarterly 96:3 Autumn 1981, pp. 431-443. (Canvas)

- Ruth Milkman, “Labor and the New Immigrant Rights Movement: Lessons from California” Social Science Research Council, “Border Battles: The US Immigration Debates” September 2006. (Canvas)

- **Items due:**

- Midterm Exam 1

Week 7 (10/6-10/12): Is Minority Politics Gendered?)

How do the politics of gender fit in with the politics of race?

- **Read:**

- Jewel Prestage, “In Quest of the African American Political Woman” Annals of the American Academy of Political and Social Science v. 515 May 1991, pp. 88-103. (Canvas)
- Deborah King, “Multiple Jeopardy, Multiple Consciousness: The Context of a Black Feminist Ideology,” Signs 14:1 Autumn 1988, pp. 42-72. (Canvas)

- **Items due:**

- Analytical Book Report 1

Week 8 (10/13-10/19): Voting Rights

What was the purpose of the VRA? Has it been effective? Is it consistent with democratic principles? What are the alternatives?

- **Read:**

- Carol Swain, “Some Consequences of the Voting Rights Act” in Bernard Grofman and Chandler Davidson eds. Controversies in Minority Voting: The Voting Rights Act in Perspective (WDC: Brookings Institution 1992) pp. 292-296. (Canvas)
- Robert C. Smith, “Black Power and the Transformation from Protest to Politics” Political Science Quarterly 96:3 Autumn 1983, pp. 431-443. (Canvas)
- Edward Carmines and Robert Huckfeldt, “Party Politics in the Wake of the Voting Rights Act,” in Bernard Grofman and Chandler Davidson eds. Controversies in Minority Voting: The Voting Rights Act in Perspective (WDC: Brookings Institution 1992) pp. 117-134. (Canvas)
- Thomas Edsall and Mary Edsall, Chain Reaction: The Impact of Race, Rights and Taxes on American Politics (New York: WW Norton 1992) pp. 215-255. (Canvas)

- **Items due:**

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Week 9 (10/20-10/26): Electoral Mobilization: Who Votes and Why

How effective has electoral mobilization been? Are there still advantages to other avenues of mobilization? When and why?

- **Read:**

- Melissa Harris-Lacewell, *Barbershops, Bibles and BET: Everyday Talk and Black Political Thought* (Princeton: Princeton University Press 2004) pp. 1-34. (Canvas)
- Pei-te Lien, “Who Votes in Multiracial America? An Analysis of Voting Registration and Turnout by Race and Ethnicity, 1990-1996,” paper delivered at the annual meeting of the American Political Science Association, 1998. (Canvas)
- Benjamin Highton, “Easy Registration and Voter Turnout” *Journal of Politics* 59:2 May 1997 pp.565-575. (Canvas)
- Melissa Michelson, “Meeting the Challenge of Latino Voter Mobilization,” *Annals of the American Academy of Political and Social Science* v. 601 September 2005 pp. 85-101. (Canvas)
- Tova Wang, “African Americans, Voting Machines and Spoiled Ballots: A Challenge to Election Reform” Issue Brief, The Century Foundation, 2004. (Canvas)
- Christopher Uggen and Jeff Manza, “Democratic Contraction? Political Consequences of Felon Disenfranchisement in the United States,” *American Sociological Review* 67:6 December 2002 pp. 777-803. (Canvas)

- **Items Due:**

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Week 10 (10/27-11/02): The Limits of Electoral Politics: Representation

Does descriptive representation really help? How and what do minority representatives represent?

- **Read:**

- David T. Canon, “Electoral Systems and the Representation of Minority Interests in Legislatures,” *Legislative Studies Quarterly* 24:3 August 1999, pp. 331-385. (Canvas)
- Jane Mansbridge, “Should Blacks Represent Blacks and Women Represent Women? A Contingent ?Yes?” *Journal of Politics*, 61:3 August 1999 pp. 628-657. (Canvas)
- Lawrence Bobo, Franklin Gilliam, “Race, Sociopolitical Participation and Black Empowerment,” *American Political Science Review* 84:2 June 1990 pp. 377-393. (Canvas)
- Claudine Gay, “The Effect of Black Congressional Representation on Political Participation” *American Political Science Review* 95:3 September 2001 pp. 589-602. (Canvas)
- Christine Leveaux Sharpe and James Garand, “Race, Roll Calls and Redistricting: The Impact of Race-Based Redistricting on Congressional Roll-Call” *Political Research Quarterly* 54:1 (March 2001) pp. 31-51. (Canvas)

- **Items Due:**

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Week 11 (11/03-11/09): Coalitions and Competition

America's minorities are becoming more ethnically diverse. What are the implications for minority politics? Will there be one minority politics or many?

- **Read:**

- Kwame Ture and Charles Hamilton, *Black Power: The Politics of Liberation* (New York: Random House 1992) pp. 59-84. (Canvas)
- Reuel Rogers, "Black Like Who? Afro-Caribbean Immigrants, African Americans and the Politics of Group Identity," Campbell Public Affairs Institute, Syracuse University, Immigrant Incorporation Workshop, April 9, 2004. (Canvas)
- James Johnson, Walter Farrell and Chandra Guinn, "Immigration Reform and the Browning of America: Tensions, Conflicts and Community Instability in Metropolitan Los Angeles" *International Migration Review* Winter 1997, pp. 1055-1095. (Canvas)
- Paula McClain et al. "Racial Distancing in a Southern City: Latino Immigrants? Views of Black Americans," (Canvas)
- Jennifer Hochschild and Reuel Rogers, "Race Relations in a Diversifying Nation," Working Paper, Center for Migration and Development, Princeton University, June 1999. (Canvas)

- **Items Due:**

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Week 12 (11/10-11/16): The Limits of Electoral Politics: Segregation and Racial Discrimination

- **Read:**

- Douglas Massey, "Residential Segregation and Neighborhood Conditions in U.S. Metropolitan Areas" in N. Smelser, W.J. Wilson and F. Mitchell eds. *America Becoming* v. 1 (Washington D.C.: National Academy Press 2001) pp. 391-434. (Canvas)
- Maria Krysan, "The Residential Preference of Blacks: Do They Explain Persistent Segregation?" *Social Forces* 80:3 March 2002 pp. 937-980. (Canvas)
- Kirstin Downey, "Disparities Found in Sub-Prime Lending" *Washington Post*, April 11, 2005. (Canvas)
- Vincent Hutchings and Nicholas Valentino, "The Centrality of Race in American Politics," *Annual Review of Political Science* 2004 v.7 pp. 383-408. (Canvas)

- Rodney Hero, “A Racial/Ethnic Diversity Interpretation of Politics and Policy in the States of the US” *American Journal of Political Science* 40:3 August 1996 pp. 851-871. (Canvas)
- Maria Krysan, “Prejudice, Politics and Public Opinion: Understanding the Sources of Racial Policy Attitudes” *Annual Review of Sociology* 2000 v. 26 pp. 135-168. (Canvas)

• **Items Due:**

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Week 13 (11/17-11/23): Inequity

Is the issue in American politics class or race? Does class play a role in minority politics? Do class differences become political differences? If not, why not?

• **Read:**

- Sarah Staveteig and Alyssa Wigton, “Racial and Ethnic Disparities : Key Findings from the National Survey of America’s Families,” Urban Institute, Washington DC, 2000. (Canvas)
- Jennifer Hochschild, “Equality, Integration and the Lack Thereof in the United States” m.s. October 2001. (Canvas)
- Nathan Glazer, “Why Americans Don’t Care About Income Inequality” m.s. (Canvas)
- Michael Dawson, *Behind the Mule: Race and Class in African-American Politics* (Princeton: Princeton University Press 1994) ch. 1, 2, 3 and 8 (Canvas)

• **Items Due:**

- Analytical Book Report 2

Week 14 (11/24-11/30): WINTER BREAK

• **Read:**

- NOTHING

• **Items Due:**

- NOTHING

Week 15 (12/01-12/07): Affirmative Action/Preferences

What is Affirmative Action? Should we support preferences and if so, on what basis?

• **Read:**

- Linda Lopez and Adrian Pantoja, “Beyond Black and White: General Support for Race Conscious Policies among African Americans, Latinos, Asians and Whites” Political Research Quarterly 57:4 December 2004 pp. 633-642. (Canvas)
- David Hollinger, “The One Drop Rule and the One Hate Rule” Daedalus Winter 2005 pp. 18-28. (Canvas)
- Jonathan Glater, “College Minority Aid to All Comers” New York Times March 14, 2006. (Canvas)
- Timothy Egan, “Little Asia on the Hill”, New York Times, January 7, 2007. (Canvas)
- Shankar Vdantam, “In Boardrooms and in Courtrooms, Diversity Makes a Difference,” January 15, 2007 (Canvas)
- Catherine Horn and Stella Flores, “Percent Plans in College Admissions: A Comparative Analysis of Three States? Experiences” The Civil Rights Project, Harvard University, 2003. (Canvas) only 1-24 (skim the rest).
- Marta Tienda et al. “College Attendance and the Texas Top 10 Percent Law: Permanent Contagion or Transitory Promise?” Policy Brief, Woodrow Wilson School of Public and International Affairs, November 2003. (Canvas)

- **Items Due:**

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Week 16 (12/08-12/14): FINAL EXAM scheduled for 12/09

How to succeed in this class

- Students are expected to complete the reading assignments, come to class and to participate in class discussions. Regular attendance and participation are **VITAL** components of this class. After 4 absences there will be 5 points deducted from your final grade for every unexcused absence. More than 6 unexcused absences will result in a grade of ?F? for the course. What constitutes an excused absence? Only if:
 1. You are representing the university at an official event.
 2. You have a religious obligation.
 3. A member of your immediate family (spouse, child, sibling, parent, grandparent) dies or is hospitalized.
 4. You, yourself, have a contagious illness or a medical condition that requires a doctor?s care.
- For numbers 1 and 2, you must give the Instructor at least 48 hours of **ADVANCE** notice, and that notice must be **IN WRITING** sent to the Instructor?s email; for 1, you must also provide an official excuse. For numbers 3 and 4, you must notify the Instructor within 48

hours of missing class and provide documentation. Any longer than 48 hours, and the absence is not excused. Period. No exceptions.

- Readings should be viewed as complimentary to the lectures/class discussions. This means that not all information in the readings will be covered in class and vice versa. Students are, nevertheless, responsible for all material provided in class and in the readings.

Administrative Policies & Learning Objectives Required on Core-Curriculum Syllabi

University of North Texas- Policy Statement of ODA Compliance

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodation at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Course Policy on Academic Integrity, Plagiarism, Cheating, and Generative AI/Chatbots

This policy pertains to all assignments in this course that require writing. That includes ? but is not limited to ? papers and examinations. All written work you submit in this course must be your own, original work. What does that mean?

- You give appropriate credit to each and every source, and do so each and every time you use that source, irrespective of whether you paraphrase or quote that source. Failure to give appropriate credit means you present the work as your own.
- You do not use any material written by someone else or by generative AI ? including, but not limited to chatbots such as ChatGPT ? and present it as your own work.

Why?

- According to the UNT Academic Integrity Policy (UNT Policy 6.003), any form of ?unauthorized assistance? constitutes cheating. As a result, use of any artificial intelligence is not authorized for completion of assignments or exams in this course, unless specifically authorized by the instructor.

- Academic integrity is defined in UNT Policy 6.003 and indicates that the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT). For additional information, consult UNT Policy 6.003. <https://policy.unt.edu/sites/default/files/06.003>

What are the consequences?

- Violations will not be tolerated. Any suspected case of academic dishonesty will be handled in accordance with current University policy and procedures, as described at <https://vpaa.unt.edu/ss/integrity>.
- If this is your first academic integrity violation, you can expect a failing grade on the assignment, and you will be reported to the university's Academic Integrity office.
- Repeat violations will lead to stronger sanctions up to and including expulsion from UNT.
- These penalties will apply even if you did not knowingly intend to plagiarize or cheat. You must familiarize yourself with the rules of academic integrity and do your own original work ? whether at UNT or later in your career ? and ignorance is no excuse.

University of North Texas- Policy Statement on Emergency Notification and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to the UNT Learning Management System (LMS) for contingency plans for covering course materials.

Certification of Student's Knowledge and Acceptance of Policies

This certifies that I have read the syllabus and understand the requirements and policies for the course and the mandatory department policy. I also understand the Policy on Academic Integrity, Plagiarism, Cheating, and Generative AI/Chatbots. I agree to abide by the Student Academic Integrity Policy found at "<https://policy.unt.edu/sites/default/files/06.003> violate the student code of conduct. I verify that all work done in this class will be my own, that I will cite or quote sources when I draw from other authors' material even if it is paraphrased, and that I will present only accurate and truthful information to the professor. Furthermore, I understand that violating the policy may result in an automatic "F" for the course and referral to the Dean of Students for disciplinary proceedings and dismissal.

Signature: _____

Date: _____