Proverbs 11:14 Where there is no guidance the people fall, But in abundance of counselors there is victory.

Proverbs 15:22 Plans fail for lack of counsel, but with many advisers they succeed.

Proverbs 24:6 Surely you need guidance to wage war, and victory is won through many advisers.

Genesis 41:37 The plan seemed good to Pharaoh and to all his officials. 38 So Pharaoh asked them, "Can we find anyone like this man, one in whom is the spirit of God?"

Harding University Spring 2018

# POLS 306/506

# 2:30 – 3:45, T/R, GB 201

***Public Policy***

Instructor: Lori Klein Office: 204 Ganus Building

Contacts/Office Hours: You can reach me, yea verily, in a multitude of ways: Office phone: 279-4375; Rachel, our supremely competent and helpful Departmental Secretary: 279-4427; Facebook; e-mail - lklein@harding.edu ; my website - <http://www.harding.edu/lklein> and the always popular note under the door. I will make my best effort to be in my office for drop-ins on Mondays and Wednesdays from 12:00-1:00 and 4:00-5:00, and on Tuesday and Thursday from 3:45-4:45. If you want to be sure that I am in, or if you need to meet outside of those hours, we can set up an appointment.

**Course Objective**: What our governments do touches our lives on a daily basis. To be a conscientious, well informed and professional governmental employee is an admirable and achievable goal. This course is designed as an overview of the process of policy development, analysis and evaluation. The primary objective of the course is to develop a knowledge of the process of policy development and to develop good analytical and decision making skills. Good policies yield good government and well run programs. I want you to leave this course with tools to use in developing, implementing and evaluating good policies.

Integrated into the academic process of learning about Public Policy will be the development of certain skills which will be necessary for you to survive and thrive in the profession of Public Administration. Those skills include: personal initiative; information gathering from a variety of sources (lectures, readings, current events and web research); assimilation and analysis of information (tests, papers and discussions); presentation of information and analysis (tests, papers and discussions); time management; and personal organization and discipline.

Text: Tom Dye’s Understanding Public Policy, 15th edition. Pearson Prentice Hall ISBN:9780134169972

I want you to be well prepared to understand the topics which are being presented and discussed in class; therefore it is very important that you keep up with the readings. Read the assigned chapters BEFORE the scheduled lectures on the topics and you will have an excellent foundation for learning in the classroom. There will always be test questions taken only from the readings.

Grading Scale: Grades will be determined using the following scale of 1000 possible points:

                       900 - 1000 (90% - 100%) = **A**

 800 - 899 (80% - 89.9%) = **B**

 700 - 799 (70% - 79.9%) = **C**

600 - 699 (60% - 69.9%) = **D**

 000 - 599 (00% - 59.9%) = **F**

Grading for the Course: The graded requirements of this course will be given the following weight:

 Due Date (Tests are given in the Testing Center)

 Test 1 200 pts. (2/13 – 2/16)

 Test 2 200 pts. (3/26 – 3/30)

 Test 3 (Final Exam) 200 pts. (In the Testing Center - Closes May 3 at 5:30)

(Total test value-- 600 pts.)

 Policy Paper 200 pts. (due in accordance with weekly topic)

 Bi-weekly participation 70 pts (10 points x seven bi-weekly periods)

 Textbook Chapter quizzes 130 pts (weekly quizzes; will drop missed or lowest scores)

 Total Semester Points 1000 pts

Extra Credit Constitution Quiz: 20 pts. (April 04-08)

Course Components:

1) Tests: There will be two tests during the semester and a third regular test during the final exam week. The tests are intended to measure your growing knowledge. In order to more accurately assess your knowledge, a variety of question types will be used throughout the semester: short answer, fill in the blank, essay, matching, definitions, multiple choice, etc. At the professor’s discretion, a section of the final test will be comprehensive. It will be based on the readings and lectures. This section will focus on core knowledge and definitions, and may also include a segment on missed questions from previous examinations.

2) Research Project – Policy Paper: This requires a significant amount of research, so start early. Each person should prepare a well organized, well researched, well documented policy analysis. Your topics must come from within the public policy areas discussed in chapters 5-16 of your textbook. We will sign up for topics during the first two weeks of class. There will be a lecture on the format and structure of the paper on January 18th.

The paper must be a minimum of seven pages. You must include a five page Policy Review, a one page (maximum) Summary and Analysis, and a one page (maximum) Recommendation. Page margins are to be no more than one inch, your font is to be no more than 12 point, and a separate cover page is required. Sources must include at least two academic journal articles and one book. Your textbook cannot fulfill this requirement. You may use your text as a cited source, but you will need an additional book.

For your Policy Review: You will develop an understanding of a specific policy, the decisions that led up to the development of the policy, and the results of implementation of the policy.

For your Summary Analysis and your Policy Recommendation:  You will adopt the role of a policy analyst who makes recommendations to a legislative body. Building on your knowledge gained from the Policy Review, you will briefly summarize the policy, develop an analysis of the success or failure of the same policy and then on a separate page, make recommendations for continuation, incremental changes in, or discontinuation of the policy.

All papers must be well organized and grammatically correct. A "C" paper will be factually accurate and will be well presented. A "B" paper be factually accurate and include insightful analytical comments. An "A" paper will be very well written and will include history and background on the development of the policy, a thorough mastery of the facts and insightful analytical comments.

The History and Social Sciences Department uses the footnotes/bibliography format. You will benefit from owning a copy of Kate Turabian’s *A Manual for Writers.* There are also helpful links on citation on my webpage under the creatively labelled tab, ‘How to Do Footnotes’.

Footnotes are required for this assignment, **as are print-outs of all web sources** and a bibliography. Print outs should be clearly labelled in the upper right hand corner to correspond with each footnote and be arranged in footnote order. The element of the source used in the paper should be highlighted. Be wary of the temptation to simply "cut and paste". Do not do it; it is plagiarism. This is NOT a group assignment; you are meant to do your own work. This project is due on the first class period covering the chapter related to your policy issue.

3) Bi-weekly participation grade: In any two week period, you must contribute at least one relevant comment FROM THE TEXTBOOK which relates to the topic at hand. You are responsible for identifying the contribution as your participation grade by beginning the comment with the following phrase: “Professor Klein, I was reading in my textbook, and I noticed the following…” It is your responsibility to be sure that I noticed your contribution. If you think I missed it, wave your hands in the air and say “Hey, that was my contribution” or see me immediately after class.

4) Textbook Chapter quizzes: Every chapter will have a short quiz. I will drop one quiz, either your lowest grade or any missed quiz, if, heaven forbid, you have missed a class period. DO YOUR READINGS! If you don’t, your grade will suffer and class just won’t be as much fun.

**FAQs:**

**Do you offer makeup tests?** It depends…

**I will not be offering make-ups for the chapter quizzes. We will be dropping one quiz grade, and if you are absent, that will be the grade I drop for you.**

For an excused absence (bereavement, documented illness or University related activity), make-up tests will be offered only at the regularly scheduled departmental time, Monday or Thursday from 3:00-5:00 pm, and Tuesday or Wednesday morning 8:00 – 11:00 except for your chapel period. You will have two opportunities to make up a test (i.e.: Mon. and Thurs. or Thurs. and the following Mon.) **After your two opportunities, the missed test will be recorded as a zero.** For an unexcused absence, a make up test will only be offered at the instructor’s discretion, and, if required by the instructor, upon satisfactory completion of the following assignment:

**Constituent Letter:** Part One: You will choose an issue of current national interest and will become more informed about the topic. You will develop a (minimum) three page briefing paper on the subject, outlining the current situation, proposed changes or policy choices, the implications of each alternative and the political players involved. A bibliography is required. In addition, you will provide copies of all documents used in your research. This assignment is a required component of the Constituent Letter exercise. Constituent Letters will NOT be graded until this component has been completed. This assignment will be graded on a Pass/Fail basis. Part Two: Using your chosen topic, you will write a letter to a national level official stating your position on proposed or desired legislation, or your opinion on the issue as it is currently being considered. You will provide me with blind copies of your letters. Your choice of issue and your opinions are your own and are confidential; the purpose of this exercise is to familiarize you with your role as a constituent.

**What is your attendance policy?** Pretty serious. Attendance at all classes is expected. Assigned seats will be used to assist in learning your names and monitoring attendance. You must see me for excused absences within two class periods of the absence.  ***At the end of the semester, those students with one or no unexcused absences will be able to benefit from a rounding policy: I will round up a maximum of five points.*** If you have more than three unexcused absences, I will NOT round up, not even the tiniest bit. If you have made no attempts to earn extra credit, I will not round up.

Students who accumulate 3 or more unexcused absences will be subject to being removed from the class roster with an automatic grade of “F”. When you are dropped from the class, you may not then “withdraw.” If a student accumulates more than 10 excused absences, the nature of the course has been changed to an independent study. Consequently, a 25 page (15 sources) Turabian style research paper on an approved topic related to state and local government, policy or politics will then be required in addition to the points necessary for a passing grade.

 **Are these all required components?**  Yes. Each assignment is a required component of the course; failure to turn it in may result in the loss of a letter grade for each missing item, subtracted from the earned semester grade.

**What about late assignments?** Don’t even think about it!Any written assignment which is turned in after the assigned time will be penalized by one letter grade per day, deducted from the earned grade for that assignment. If you are ill, contact me BEFORE the deadline. NO work will be accepted after the final day of class.

**Is there a chance to earn extra credit?** Of course!There will be a maximum of 20 points available for extra credit (2% of the total available points).  Extra credit can be earned at the rate of 10 points each for attending the scheduled American Studies speakers for the semester. One page of typed notes is required as proof of attendance. Extra credit can also be earned by attending the Learning Workshops available each semester, at the rate of 2 points per workshop. Finally, extra credit may be earned from a 20 point quiz on the Constitution. The quiz will be made available in the last half of the semester via the testing center. Again, there is a maximum of 20 points total extra credit.

**Dress Code:** All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code. Additional standards of dress may be required by certain academic or extracurricular programs. All students are expected to abide by the Student Handbook. A student may be asked to leave class or other activities if they are not in keeping with these expectations.

Here a few helpful hints: 1) If they fit like your grandmother’s pantyhose, you are wearing leggings, not pants. I’m from the 80’s and I’m here to help you. Trust me, leggings are NOT pants. 2) Other bad ideas – Manpris and ‘Bro’ga pants. I wish I were making those up, but I’m not. 3) No one came to a Political Science class to see your underwear, no matter how cool you think it looks. I got in trouble for this in second grade, so I want to share my hard won wisdom and let you know ahead of time not to do it. Seriously. 4) Finally, if I can see your knees, those aren’t capris. You are wearing shorts, and we don’t wear shorts to class at Harding.

**Other Things You Need to Know:**

**Assessment**: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching--‐learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

**Student Learning Outcomes (SLO’s) will be measured and validated through quizzes, tests and a comprehensive final examination.**

1. Students will show improvement in policy related knowledge with a pre-test/post-test model.
2. Students will demonstrate a factual knowledge and comprehension of various decision in American Public Policy, as measured by a series of weekly quizzes.
3. Students will be able to articulate the reason for, and implications of a particular policy choice by producing a written policy analysis. They will use this fact base to make recommendations for the continuation, cessation or incremental adjustment to the policy.
4. Students will evaluate the impact of the players and forces outside of the three main US political institutions which put pressure on the policy making process, and exhibit an understanding of their own potential roles in the policy making process, as demonstrated by answering correctly on questions asked in related unit tests, and by taking on the role of a policy analyst for a portion of the policy analysis paper.
5. The majority of students will display an ability to orally express an educated opinion about a variety of American Public Policies by scoring at least 70% or higher on required participation points by the end of the semester.

These objectives are tied to University Learning Outcome (ULO) 6: Intercultural Competence - Students will apply knowledge and skills in interpersonal, multi-cultural, and international domains in order to support effective and appropriate interaction in a variety of cultural contexts.

**Students with Disabilities:**It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law.  Therefore, any student with a *documented disability* (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and Disability Services at the *beginning* of each semester.  (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.)  The Disability Office is located in Room 219 of the Student Center, telephone (501) 279-4019.

**Time Management Expectations:** For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

**Academic Integrity:**

Honesty and integrity are characteristics that should describe each one of us as servants

of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in

how I handle the content of this course and in how I interact with each of you. I ask that

you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class

with a failing grade and will be reported to the Associate Provost. All instances of

dishonesty will be handled according to the procedures delineated in the Harding

University catalog.

Sinning by cheating, and thus distancing yourself from God, is trading your birthright for a mess of pottage. If you don’t know what this means, come ask me!

(Portions of the above wording are used with permission of the Provost’s Office. Portions are from Genesis.)

Cheating is not allowed in the Testing Center, in the classroom during exams, or during make-up exams. Plagiarism, unsanctioned group work, copying another student’s notes or work, or fabrication is not allowed for written assignments or for extra credit ASI assignments. Looking at other’s test or answers is cheating. Texting or conversing during exams is prima facie evidence of cheating. The possession of notes or a line of sight to notes will also be considered prima facie evidence of cheating. All bags, personal belongings, pencil cases, and all electronic items, including cell phones and smart watches, will be placed at the front of the class or with the exam proctor during exams.

Here’s the bottom line on cheating – I am consistently catching students cheating - almost every semester. It’s killing me. It depresses me and it takes LOTS of my time to go through the paperwork and meetings. I am asking this as a personal favor: PLEASE, PLEASE, PLEASE don’t cheat in my class. It gets between you and God; it makes my life harder; it’s bad for your soul; and it really does go on your permanent record. It just isn’t worth it. I’d rather see you earn an honest D than a dishonest B. I would so very much like to have an entire semester go by without dealing with cheaters. Please do your part to help make that happen.

Thanks for listening. Lori Klein

Students are expected to do their own work. The university's policy on cheating is found in the University Catalog’s Academic Integrity Policy:

**Academic Integrity Policy**

**I. Our Integrity Covenant**

We, the members of the Harding community, recognize that our covenant of integrity is with three parties.

First and foremost, students and faculty recognize their covenant with God. All morality is ultimately defined by the very nature of God, in whom all truth can be found. Desiring to reflect the heart and nature of Christ, we make a covenant with our God to be truthful and transparent.

Second, we acknowledge that we have a covenant with each other. By doing our own work, working hard, and receiving credit and recognition that represent effort and sacrifice, we create and maintain an atmosphere of excellence and fairness. As members, therefore, of this Christian community we covenant with each other to guard and protect our commonly held trust.

Third, integrity is a covenant that we make with ourselves. Our goal of being servants deserves our every effort to dedicate ourselves fully to those disciplines of study and research that will contribute to the formation of our character and our academic skills. Academic rewards obtained without personal and authentic effort rob us of both the spiritual and professional preparation that God desires.

Our academic integrity originates in the very nature of God, manifests itself in our commonly held and protected reputation, and reveals its value in the prepared Christ-like servanthood that results from a disciplined life.

**II. Our Integrity Principle**

**Honesty:** Using only authorized collaboration, information and study aids for assignments and testing. Being completely truthful in all academic endeavors.

**Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.

**Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

**III. Our Integrity Pledge**

I hereby pledge to God, to the Harding University academic community, and to myself that I will uphold godly standards of honesty, authenticity and accountability in all my undertakings.

**IV. Violations of Academic Integrity**

Violations of academic integrity, also called academic misconduct, include, but are not limited to, the following offenses:

1. **Cheating:** Use or attempted use of unauthorized materials, information or study aids in any academic exercise. Such infractions include, but are not limited to, the following:
	1. Using or having access to materials not authorized for the completion of a quiz or test, such as hidden notes, tape recorders, cell phones, cameras, text messages, wands, computers, or other electronic devices.
	2. Copying from another student during a quiz or test.
	3. Copying another student’s assignment or project.
	4. Obtaining answers to quizzes and tests including those provided on-line and out-of-class.
2. **Plagiarism:** Representing the words, ideas or data of another as one’s own in any academic exercise. Plagiarism is a type of stealing, whether done deliberately or by mistake. Such violations include, but are not limited to, the following:
	1. Purchasing a paper from an electronic source or other entity.
	2. Downloading a partial paper or an entire paper from the Internet and submitting it as one’s own or allowing someone else (including tutors) to write, or significantly rewrite, a paper and then submitting it as one’s own.
	3. Using ideas, paraphrases, and/or direct quotes from a source without clear documentation of that source.
	4. Recycling a paper from a concurrent class or a class that was previously taken in high school or college without the permission of the instructor to do so.
	5. Copying verbatim from a source without using quotation marks, even if the source has been cited.
	6. Copying, in part or in whole, from a print source, media broadcast or recording, or the Internet or other electronic media without proper acknowledgment of the source.
	7. Copying another person’s sentence style and structure, key words, organizational plan, or unique words or ideas without proper documentation.
3. **Fabrication:** Falsification or unauthorized invention of any information or citation in an academic exercise. Such misconduct includes, but is not limited to, the following:
	1. Taking a course, test or quiz for another student.
	2. Fabricating source information within an assigned paper and/or on the works cited page.
	3. Fabricating lab or research information.
	4. Submitting collaborative and/or group work as one’s own, unless the instructor has given permission for students to do so.
	5. Completing another student’s class assignment for the student.
	6. Collaborating on out-of-class assignments with students, professors, family members and/or friends when the instructor intended for students to work independently.
	7. Claiming to have attended an assigned function, such as a service activity, a performance, a job interview, a home visit, a symposium, an observation, or a lecture without having attended the function or performed the actual service.
	8. Lying to a University employee about assignments or attendance.
	9. Making unauthorized use of University letterhead.
	10. Forging a signature for academic purposes.
	11. Attempting to change an assigned grade or other information on any official University document, data source or electronic item.
4. **Aiding and abetting academic dishonesty:** Intentionally helping or attempting to help another student commit an act of academic dishonesty. Such misconduct includes, but is not limited to, the following:
	1. Allowing another student to copy one’s work and to submit the work as his or her own.
	2. Stealing an exam or quiz from an instructor or copying a test or quiz and/or sharing it with other students.
	3. Sharing test questions with another student who has not taken the test.
	4. Giving answers to quizzes and tests including those provided on-line and out-of-class.
	5. Sharing test results in a non-proctored test environment in which an honor code is imposed.
	6. Failing to challenge dishonest conduct witnessed in other students.
5. **Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience.** Such academic misconduct includes, but is not limited to, the following:
	1. Identifying oneself as a Harding student in off-campus locations for unauthorized academic, professional or personal gain (for example, using a student nursing ID badge to gain access to a hospital area for non-educational purposes).
	2. Violating the legally protected privacy of employees or patients in learning environments.
	3. Disregarding policies of work environments in which learning occurs.
	4. Acting in a manner that violates course policies or policies of the academic division.
6. **Theft, abuse, hoarding or concealment of academic property.** Academic property includes, but is not limited to, the following:
	1. Library resources and materials
	2. Laboratory equipment and supplies
	3. Departmental or class resources
	4. Tests and quizzes

Students should refer to their specific program student handbook for additional information on this subject.

The Department of History and Political Science’s Plagiarism Policy is as follows:

**HISTORY DEPT. POLICY ON PLAGIARISM**

To plagiarize is to present another person's words, information, or ideas as if they were your own. Plagiarism is stealing. The word "plagiarize" comes from the Latin word for "kidnapper" and "thief." **Plagiarism is a serious offense that will be grounds for failure of a course and could even lead to suspension from the university.**  As an academic institution committed to Christian ethics, including integrity, honesty, and fairness, Harding University abhors all forms of plagiarism. The following statements from the Student Handbook underscore this point: "Harding University considers the following to be in conflict with her mission, and therefore prohibited - participation in these will result in disciplinary action: 1. **Dishonesty** in any form, including academic misconduct; plagiarism; falsification of excuses, tests and assignments; forgery; . . . and lying to University officials." (p. 8)

Plagiarism can be intentional and deliberate, as when one has another write an assignment for him/her, buys a research paper from any source, uses a paper written for another class without permission of the teacher, or copies from a print source, media broadcast, recording, the internet or other electronic media, thereby deliberately incorporating the words of another without using quotation marks to identify their source.  All of these types of plagiarism may be referred to as "flagrant."  **In such cases of flagrant plagiarism, students can expect not only to fail the assignment in which plagiarism has occurred, but the course as well.  A report of any course failure resulting from plagiarism will be filed with the Student Personnel Office and the Vice President for Academic Affairs.  As a result, the student could face additional disciplinary action, including suspension from the university.**

Plagiarism can also be "unintentional"or "inadvertent"--but no less serious an offense.  This form of plagiarism typically occurs because students are unaware of what must be acknowledged.  Many students believe that all one has to do to avoid plagiarizing and at the same time avoid the use of footnotes is to paraphrase, or even merely change a word here or there in a source.  Paraphrasing may relieve you of the necessity of using quotation marks; but it by no means eliminates the need for documenting the source of your information.   Undocumented information constitutes a more "subtle" form of plagiarism, but it is plagiarism nonetheless since one is passing off information or ideas as one's own.  Now that you have been informed of the necessity of documenting even paraphrased information, instances of this "subtle" form of plagiarism will result in at least a 0 on the assignment in which it occurs and the filing of a "plagiarism report" with the departmental chair.  A student who engages in additional plagiarism, either in the same course or another course in this department may expect the same penalty as described above for cases of "flagrant" plagiarism.  **All college students are expected to recognize plagiarism of either type and know how to avoid it. Take time now to learn the rules so that you never engage in it.  From this point onward, we will presume your familiarity with the rules governing plagiarism; all cases will thus be *prima facie* evidence of guilt.**

In order to avoid plagiarism, you must know what must be documented.  First, let's consider what you do **NOT** have to document. You are not expected to acknowledge information that is considered common knowledge--for example, that Jamestown was the first permanent English settlement in America or that Jefferson was the principal author of the Declaration of Independence or that the Versailles Treaty was imposed on Germany at the end of World War I.  You might have to look up the date of the assassination of the Archduke Ferdinand or the names of the beaches at Normandy, but such material is still regarded as common historical knowledge readily available in any standard reference work of the sort that most people would have easy access to; this type of information does not require documentation.  However, if there is any doubt in your mind as to whether information qualifies as "common knowledge" or not, document it.  It is better to err on the side of over-documenting than under-documenting.

What **SHOULD** you document? Obviously, you must acknowledge the source of any **WORDS** you quote. Along with your footnote citing the source of the quote, you must always use quotation marks or, if the material is more than eight lines, a double indention format. As noted above, you must also acknowledge your source when you paraphrase or summarize someone else's words, especially when you use certain key words or phrases, even if you do not quote entire clauses or sentences.  But the most subtle form of plagiarism occurs when you borrow someone's **IDEAS** without giving credit. Writing the words or ideas of others in your own words does not release you from the obligation to credit the material to its originator. When you write a paper or book review, you are expected to formulate your thesis, organize the materials, and reach your conclusions primarily in your own words. Of course, you may use other persons' words, thoughts, and information to assist in this process, but you must acknowledge them as such.

Here are two examples of plagiarism that are more subtle than merely using a *verbatim* or closely paraphrased version of another's words without attribution, the form of plagiarism we can all easily recognize and admit is wrong. The following passage appears in John Keegan's *The Mask of Command*, N.Y. Penguin Books, 1988, p. 259.

"Blitzkrieg was not a concept directly of Hitler's making nor, strictly, was his Polish victory an exercise in its form. The Polish army, surrounded on three sides by one enormously superior in men and equipment, was doomed to rapid defeat in any case . . . "

The following uses of that passage, IF PRESENTED WITHOUT PROPER DOCUMENTATION, constitute plagiarism:

1. Hitler did not directly develop the concept of blitzkrieg nor, strictly, was his Polish victory an exercise in its form. (Keegan, p. 259)

Comment: The problem with this effort is that although a citation is provided, an entire phrase is borrowed directly without the use of quotation marks.

2. Although widely regarded as the first demonstration of blitzkrieg, the Polish campaign was not really an example of that style of war. The Polish army was already virtually surrounded by German units before the campaign even began and was inferior in both troops and material, making its defeat as inevitable as it was quick.

Comment: Note that very few words of the original passage have been used in the plagiarized version; the point is that the originality of Keegan's concept and his insight is what has been appropriated, not his language. When you use another's analytical insights and constructs, you must acknowledge their source, regardless of how thoroughly you re-word them.

**THE DIFFERENCE BETWEEN PLAGIARISM AND SCHOLARSHIP IS QUOTATION MARKS AND/OR A FOOTNOTE.**

This policy guide was adapted from the sources listed below by Dr. Fred Jewell and approved by the department.

Sources: Chase, Mary Jane, [MJChase@MerLIN.Mercynet.edu] "Plagiarism." In [H-TEACH-Search-request@h-net.msu.edu].

"How to Lessen the Chances of Plagiarizing." [<http://quarles.unbc.edu/lsc/rpplagia.html>]

Williams, Sharon. "Avoiding Plagiarism." [http://www.hamilton.edu/html/academic/resource/wc/AvoidingPlagiarism.html].](http://www.hamilton.edu/html/academic/resource/wc/AvoidingPlagiarism.html.)

The American Historical Association's Definition of Plagiarism <http://historynewsnetwork.org/articles/article.html?id=514>