POLITICAL VIOLENCE
POLS/CRMJ 4600 AND POLS 5600
SPRING 2017

COURSE MEETING     Tuesday and Thursday 11:00 AM to 12:15 PM
INFORMATION         Engineering Building Room 2102

INSTRUCTOR         Dr. Maggi Murdock
                   Arts and Sciences Building Room 140
                   Email: murdock@uwyo.edu
                   Phone: 766-5144

GRADUATE ASSISTANT Zachary Taylor
                   Office: A&S 139
                   Email: ztaylor1@uwyo.edu

OFFICE HOURS       Tuesday 1:30 – 3:00 pm
                   Wednesday 9:00 – 10:30 am
                   Always by phone or email

INCLUSION: It is University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. *If you have a physical, learning, sensory, or psychological disability and require accommodations, please let me know as soon as possible*. You will need to register with University Disability Support Services (UDSS) in the Student Educational Opportunity offices, Room 330 Knight Hall, and provide UDSS with documentation of your disability.

THE LEARNING ENVIRONMENT

*Learning cannot occur except in an environment of openness, honesty, trust, respect, and tolerance.* Therefore, we will all need to genuinely listen to, respect, and value the unique perspectives and ideas that each member of our learning community will bring to our discussions, just as we will all need to be thoughtful, focused, and substantive in our sharing of ideas and perspectives.

ACADEMIC INTEGRITY is the foundation of learning. Therefore the work you present in this course must be your own. *When you use the words or ideas of another, you must give proper credit to and document the source.* Involvement in academic dishonesty, i.e., representing the work of others as your own, including all aspects of your work, written and oral, is taken seriously by me and the University of Wyoming. Academic dishonesty constitutes grounds for assigning a failing grade in the course or expulsion from the University.
University of Wyoming Regulation 6-802 on Academic Integrity is attached at the end of this course syllabus in Appendix 2, and can also be found at http://www.uwyo.edu/generalcounsel/_files/docs/uw-reg-6-802.pdf.

**COURSE DESCRIPTION**

In this course we will examine the causes and consequences of violence both among individuals and among nations. The purpose of this course is to help students understand violence in its various manifestations and degrees – and examine personal responsibility for violence in our communities, whether local or global. The course begins with an examination of the impact of power, privilege, and inequality, then moves to an investigation into the personal, biological, and psychological underpinnings of aggressive and violent behavior. The majority of the course examines violence in its political manifestations: state-sponsored violence, terrorism, revolution, war, and genocide.

**A NOTE ABOUT THIS COURSE:** Students are reminded that the issues examined in this course are difficult, often painful, and frequently controversial. Therefore, it will be necessary for all of us in this learning community to be open-minded and thoughtful about issues and their implications, respectful of the variety of opinions that we will bring to our learning in the class, and mindful of our responsibilities regarding violence in our communities.

**THINKING AND LEARNING ABOUT VIOLENCE**

1. **LEARNING OBJECTIVES**

   Each of us will bring unique perspectives and resources to this inquiry, and each of us will come away from this inquiry having learned in different ways. The major goals that I seek to have you achieve through your learning in this class reflect the ability to articulate an understanding of
   - the potential for violence in individuals and groups;
   - the factors that mitigate and aggravate the potential for violence;
   - the role of violence in human history;
   - your sense of your own values and responsibility with regard to violence in personal, social, and political environments; and
   - the effects violence has on both the individual (perpetrator, victim, witnesses) and the community.
2. **TOOLS FOR EFFECTIVE LEARNING**

   a. **Personal tools** that will help you maximize your learning include the ability to
      - analyze and think critically;
      - read and research analytically;
      - speak and write clearly and logically;
      - empathize with others in diverse circumstances; and
      - identify and understand themes or trends in historical development.

   b. **Course tools** include
      - Additional readings as assigned. These readings are available through the UW Libraries Electronic Reserves.
      - **Use of WyoCourses** for email, assignment submission, document sharing, and online discussion. You can go to WyoCourses through WyoWeb.
      - **Continuous research** into course topics.
      - **Identification of a country on which to focus research into political violence.**

3. **GUIDELINES FOR INQUIRY AND LEARNING**

   You should approach each unit or topic prepared to participate in discussion, research, and learning individually and with your colleagues. Your inquiry will be more focused and the learning of everyone in the class will be positively affected if your preparation includes
   - completing the reading for each class period,
   - thinking about the issues raised by the reading and assignments,
   - participating in the discussions,
   - completing assignments on time,
   - participating in learning activities,
   - researching additional information on your own, and
   - reflecting your learning in the final examination.
ASSessment of Learning

Assessment Type % of Grade

Short Papers (2) 20%
Exams (2) 20%
Contributions to the learning community
  - Attendance 5%
  - Participation and discussion 5%
  - Article discussion leadership 10%
Country research and poster presentation 20%
Final Exam 20%

Note: Graduate students will have an additional research assignment

Final Grades – Grading Scale

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<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tr>
<td>94 – 100%</td>
<td>A</td>
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<td>90 – 93%</td>
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<td>87 – 89%</td>
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<td>83 – 86%</td>
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<td>BELOW 60%</td>
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DESCRIPTION OF LEARNING ASSIGNMENTS AND ASSESSMENTS

Grades are a reflection of students’ learning. Instructors don’t give grades; students earn grades based on their effective demonstration of their work and learning. Students learn in different ways and have different talents and strengths. In addition, different material and topics require different kinds of learning activities. Therefore, I’ve designed a variety of activities through which students can learn different information, and I’ve designed a variety of ways through which I will assess students’ learning.

Short Papers (10 points each): Two short papers are assigned for this course. These papers should be 3-4 pages in length and address the assigned topics thoughtfully and analytically. The papers should be organized, focused, coherent, and well-written. They should be submitted electronically through WyoCourses by 11:59 pm on the due date. The topics and due dates for the papers are found below, as well as in the assignments and schedule for the course:

- **First short paper: Personal Reflection - Describe and analyze a violent event in your life.**
  This paper does not require research, but it does require a thoughtful analysis of your understanding of an event in your own life. This analysis will help you understand the nature of violence as being intensely personal. No one will see these papers except for the course instructor. A rubric for evaluation is available in WyoCourses for this course. Due 12 February

- **Second short paper: Personal Reflection – Violence and personal responsibility.**
  This paper does require research as well as thought and analysis. The paper should focus on what responsibilities we have as individuals for the perpetration and the diminution of violence. The paper should identify, describe, and analyze the specific responsibilities; identify how those responsibilities can be met; and propose ways in which individuals can be held to account for those responsibilities. A rubric for evaluation is available in WyoCourses for this course. Due 16 April

Quizzes (10 points each): The two quizzes will be completed online through WyoCourses. The quizzes will be available for 2 – 3 days in WyoCourses. The quizzes will include objective questions (true-false, multiple choice, and multiple answer) as well as short essay questions. The quizzes are due on 26 February and 12 March.

Contributions to the learning community:

- **Attendance:** In accordance with University regulations (See University Regulation 6-713 at [http://www.uwyo.edu/generalcounsel/_files/docs/uw_reg_updates_2015/uw_reg_6-713.pdf](http://www.uwyo.edu/generalcounsel/_files/docs/uw_reg_updates_2015/uw_reg_6-713.pdf)), students have a responsibility to “attend the course-related sessions (for instance, lectures, laboratories, and discussion sections) and participate in field work deemed necessary to fulfill adequately the academic requirements of each class.” Teachers also have a responsibility to “stipulate the attendance policy necessary for satisfactory completion of the course.”

  I expect that students will attend class sessions as members of our scholarly community. Students may earn 1 point for each class period attended. Attendance will count for 5% of the final grade.

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1 Rubrics are criteria or rules by which students’ work is judged in order to assess students’ learning and assign grades. As noted, rubrics for each of the assignments can be found in WyoCourses for this course.
That said, I understand that all of us have emergencies and obstacles in our lives. Therefore, please contact me as soon as possible when emergencies and problems arise so that I can be of assistance. I’d rather be a help than a hindrance as emergencies and problems affect students’ abilities and inclination to learn. If a class is missed, students may meet with me individually to make up the class.

- **Discussion and participation:** The topics we will focus on in this class are not always easy to understand, address, or discuss. However, they are issues of importance in our lives and in our communities. We are not all equally inclined to share our perspectives and ideas in class discussions, especially on difficult topics – though there are many ways to participate and contribute to the learning community.

I expect that students will be active members of the class through discussion and participation in learning activities. I’ll look for quality and not quantity of participation. Students may earn up to 2 points for participation in some form for each class period. Discussion and participation will count for 5% of the final grade. A rubric for evaluation is available in WyoCourses for this course.

- **Article discussion leadership:** While all students are responsible for the required reading, each student will be assigned 2-3 articles during the semester from the required readings to lead the discussion of the articles within small groups and the class as a whole. Students assigned to discussion leadership will submit a short analysis of the article by Sunday, at 11:59 pm following the week the article was assigned. See Appendix for the form to use for this analysis. Responsibility for leading discussion on articles will count for 10% of the final grade. A rubric for evaluation is available in WyoCourses for this course.

**Country research, analysis, and poster presentation:** Each student will select a country to research and analyze throughout the semester. The object is to understand the various political violence topics we will address in class as these permutations of violence exist (or have existed) in the chosen country. Students’ research will be formally shared in research poster presentations during the last week of class, though students will be expected to share their ongoing research as part of class participation throughout the semester. Students’ research and analysis, which will be reflected in their poster presentation, and a research bibliography, will account for 20% of the final grade.

**Please note:**
- *Students’ country selections (including a short, written rationale for why the country was selected) must be submitted through WyoCourses by February 10.*
- *Poster presentations will be given on May 2 and May 4.*

A rubric for evaluation of this assignment is available in WyoCourses for this course.

**Final Examination:** The final examination is scheduled for Thursday, May 11, from 10:15 am to 12:15 pm in a designated computer classroom. The examination will include objective questions (true-false, multiple choice, multiple answer) from material covered since Exam #2. The examination will also include an essay question that will require students to reflect on their learning in the course. The essay question will be provided to students prior to the final examination to allow for additional thought, analysis, and preparation. Students may utilize course materials to complete the final examination (i.e., it is an “open book” examination). The final examination will account for 20% of the final grade.
# Course Schedule and Assignments

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENT</th>
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<tr>
<td><strong>Week 1: INTRODUCTIONS</strong></td>
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<tr>
<td><strong>Tuesday</strong></td>
<td><strong>24 January</strong> Course introduction: introductions, review of syllabus and learning expectations, review of course materials, and prior learning assessment.</td>
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<td><em>Reading assignment:</em> none</td>
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<tr>
<td><strong>Thursday</strong></td>
<td><strong>26 January</strong> Building a scholarly community: learning, reading, writing, and research expectations and resources. Personal competence and responsibilities in learning communities.</td>
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<td><strong>Week 2: POWER AND INEQUALITY</strong></td>
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<tr>
<td><strong>Tuesday</strong></td>
<td><strong>31 January</strong> Power and inequality: the meaning and impact of inequality in interpersonal, group, and state relationships.</td>
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Thursday 2 February  
Power and inequality: the meaning and impact of inequality in interpersonal, group, and state relationships.

*Reading assignment:*

**Electronic Reserve**

Week 3: THE PROPENSITY FOR VIOLENCE

Tuesday 7 February  
Some thoughts about our propensity for violence: the biology of violence

*Reading assignment:*


**Electronic Reserve**

Thursday 9 February  
Some thoughts about our propensity for violence: interpersonal and domestic violence

*Reading assignment:*


**Electronic Reserve**

12 February  
First short paper due by 11:59 PM on Sunday, 12 February.

*Submit papers electronically through WyoCourses*
Week 4: DEFINITIONS OF POLITICAL VIOLENCE

Tuesday  
14 February  
What is political violence?

Reading assignment:


Thursday  
February 16  
What is political violence?

Reading assignment:


Week 5: DEFINITIONS OF POLITICAL VIOLENCE

Tuesday  
21 February  
What is political violence?

Reading assignment:


Thursday  
23 February  
What is political violence?

Reading assignment:
Review and analysis of reading and learning from 14, 16, and 21 February.
26 February  Online quiz over defining political violence. The quiz must be completed online through WyoCourses by 11:59 PM on Sunday, 26 February.

Week 6: MOTIVATIONS FOR AND GOALS OF POLITICAL VIOLENCE

Tuesday
28 February  Motivations for and goals of political violence

Reading assignment:

Camus, Albert. Excerpt from The Rebel. Electronic Reserve

Thursday
2 March  Motivations for and goals of political violence

Reading assignment:


Week 7: MOTIVATIONS FOR AND GOALS OF POLITICAL VIOLENCE

Tuesday
7 March  Motivations for and goals of political violence

Reading assignment:
Hafez, Mohammed M. "Martyrs without Borders: The Puzzle of Transnational Suicide Bombers." Ashgate Research Companion to Political Violence, pp. 185 - 203.


Thursday
9 March   Motivations for and goals of political violence

Reading assignment:
Staub, Ervin. "The Origins and Inhibiting Influences in Genocide, Mass Killing and
Other Collective Violence." Ashgate Research Companion to Political Violence, pp. 205
- 223.

Electronic Reserve

12 March Online quiz over motivations for and goals of political violence. The quiz must be
completed online through WyoCourses by 11:59 PM on Sunday, 12 March.

Week 8: Spring Break
13 – 19 March SPRING BREAK

Week 9: MANIFESTATIONS OF POLITICAL VIOLENCE

Tuesday
21 March Manifestations of political violence: state sponsored violence

Reading assignment:
violations, corruption, and the policy of repression.” Policy Studies Journal. Vol. 36,

Peksen, Dursun, and A. Cooper Drury. “Economic sanctions and political repression:
assessing the impact of coercive diplomacy on political freedoms.” Human Rights

Thursday
23 March Manifestations of political violence: state sponsored violence

Reading assignment:


**Week 10: MANIFESTATIONS OF POLITICAL VIOLENCE - War**

**Tuesday**
28 March  Manifestations of political violence: war

*Reading assignment:*


**Thursday**
30 March  Manifestations of political violence: war

*Reading assignment:*


**Week 11: MANIFESTATIONS OF POLITICAL VIOLENCE**

**Tuesday**
4 April  Manifestations of political violence: war

*Reading assignment:*

**Thursday**
**6 April**  
Manifestations of political violence: state-sponsored violence and war  

*Reading assignment:*  
Review and analysis of readings and learning from 21, 23, 28, and 30 March and 4 April.  

**Week 12: MANIFESTATIONS OF POLITICAL VIOLENCE**

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<tr>
<th>Tuesday</th>
<th>11 April</th>
<th>Manifestations of political violence: genocide</th>
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<td><strong>Reading assignment:</strong></td>
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<tr>
<th>Thursday</th>
<th>13 April</th>
<th>Manifestations of political violence: genocide</th>
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<td><strong>Reading assignment:</strong></td>
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16 April  
Second short paper due: *Violence and personal responsibility*  
Submit electronically through WyoCourses by 11:59 PM on Sunday, 16 April.

**Week 13: MANIFESTATIONS OF POLITICAL VIOLENCE**

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<tr>
<th>Tuesday</th>
<th>18 April</th>
<th>Manifestations of political violence: genocide</th>
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<td><strong>Reading assignment:</strong></td>
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**Thursday 20 April**

Manifestations of political violence: genocide

**Reading assignment:**
Review and analysis of reading and learning from 11, 13, and 18 April.

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**Week 14: MANIFESTATIONS OF POLITICAL VIOLENCE and ENDING POLITICAL VIOLENCE – ACTIONS AND RESPONSIBILITIES**

**Tuesday 25 April**

Manifestations of political violence: counter-terrorism, security, and human rights

**Reading assignment:**


**Thursday 27 April**

Ending political violence: actions and responsibilities

**Reading assignment:**


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**Week 15: EXPANDING AND APPLYING OUR LEARNING**

**Tuesday 2 May**

Expanding and applying our learning: Country research poster presentations
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<tr>
<th>Thursday</th>
<th>Expanding and applying our learning: Country research poster presentations</th>
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<tr>
<td>Course Conclusions</td>
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<tr>
<th>Thursday</th>
<th>Final examination: Location to be announced</th>
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<td>May 10</td>
<td>10:15 am to 12:15 pm</td>
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APPENDIX 1

UW REGULATION 6-802

Procedures and Authorized University Actions in Cases of Student Academic Dishonesty

1. PURPOSE

To establish the policies and procedures for actions in situations of student academic dishonesty.

2. GENERAL INFORMATION

All members of the University community are responsible for upholding the values of academic integrity. The faculty considers academic integrity a matter of common concern, not merely a private issue between instructor and student. Honesty in all academic endeavors is a component of academic integrity that is vital to the educational functions of the University. Whatever form academic dishonesty may take, the faculty considers it as establishing a student’s failure to demonstrate the acquisition of knowledge and the failure to apply it to an academic endeavor. It is a student’s responsibility to learn the standards of conduct for the performance of academic endeavors; it is an instructor or faculty member’s responsibility to make reasonable effort to make known the standards of conduct for the performance of academic endeavors. Through an atmosphere of mutual respect we enhance the value of education and maintain high standards of academic excellence. Failure on the part of the student to observe and maintain standards of academic honesty, as hereafter defined or made known by an instructor responsible for a course or other academic endeavor, requires corrective action as hereafter authorized.

3. SCIENTIFIC OR RESEARCH MISCONDUCT

Allegations of student academic misconduct involving federal grants and scientific misconduct or research misconduct shall be referred to the Vice President for Research and Economic Development to be handled pursuant to the University of Wyoming policy for responding to allegations of scientific or research misconduct. Further action under this UW Regulation is dependent on the outcome of that process. Sanctions under this UW Regulation may be imposed when an allegation of scientific misconduct has been substantiated. Only the sanction is appealable under this UW Regulation. A student may not appeal the finding of scientific misconduct. If no scientific misconduct has been substantiated, but issues of academic dishonesty remain, this UW Regulation may be utilized.

4. DEFINITIONS

A. ACADEMIC DISHONESTY. An action attempted or performed that misrepresents one’s involvement in an academic endeavor in any way, or assists another student in misrepresenting
his or her involvement in an academic endeavor. Examples of academic dishonesty include, but are not limited to:

i. Plagiarism: presenting the work (i.e., ideas, data, creations) of another, wholly or in part, as one’s own work without customary and proper acknowledgement of sources and extent of use, unless authorized by the instructor.

ii. Cheating: using information, study aids, notes, materials, devices, or collaboration not explicitly approved by the instructor. For example: doing a class assignment for someone else or allowing someone to copy one’s assignment; copying from, or assisting, another student during an examination; or stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.

iii. Fraud: altering or inventing data, research, or citations for an academic endeavor; fabricating, forging or otherwise misrepresenting to an instructor or an institution one’s past or current academic or professional activities; impersonating someone or allowing oneself to be impersonated for an examination or other academic endeavor; using a ghost writer, commercial or otherwise, for any type of assignment.

iv. Violation of Standards: violations against ethical and professional standards required by individual University programs, academic courses, and clinical programs that may result in qualification for entry into a profession that maintains standards of conduct.

v. Multiple Submissions: submitting, wholly or in part, the same academic endeavor to earn credit in two or more courses without explicit approval by all concerned instructors.

vi. Interference or Obstruction: interfering with academic efforts of other students to gain unfair advantage for personal academic advancement. Interference may include but is not limited to, sabotage, harassment, tampering, bribery, or intimidation of another student.

vii. Complicity: assisting another person in any act of academic dishonesty as defined above.

B. ACADEMIC ENDEAVOR. Any student activity undertaken to earn University credit or meet some other University program requirement. Examples of academic endeavors include, but are not limited to:

i. Course assignments (written and/or oral, projects, research, exhibitions of work)
ii. Exams (written and/or oral, quizzes)
iii. Clinical assignments (internships, rotations, practical)
iv. Presentations (on and off campus)
v. Publications
vi. Independent study coursework
vii. Plan B papers or projects, theses, dissertations
viii. Student media associated with academic credit

C. APPEAL. A written request by a student for review of the findings by the hearing officer.
D. CHARGE OF ACADEMIC DISHONESTY. Action taken when an instructor has reasonable grounds to believe that a student has committed any act pursuant to 4.A.

E. COLLEGE OR INTERDISCIPLINARY PROGRAM. The college or interdisciplinary program awarding credit or benefit for the academic endeavor.

F. FINDING OF ACADEMIC DISHONESTY. A written description of the specific acts and evidence of academic dishonesty, along with supporting materials and any sanction imposed by the appropriate hearing or appeals body.

G. HEARING. A hearing is at a minimum an administrative review by the Dean of College or designee, or Administrator of an Interdisciplinary Program of a charge of academic dishonesty and a written response from the student. Nothing in this definition shall preclude individual colleges from establishing additional procedures related to academic dishonesty. If additional procedures are in place, they shall be utilized in place of the minimum hearing.

   i. College Hearing: Established by the individual college
   ii. Interdisciplinary Program Hearing: Established by the program director

H. INSTRUCTOR. The instructor is the person responsible for the evaluation of the academic endeavor. Examples include but are not limited to: professors, academic professionals, externship or clinical supervisors, graduate assistants or course directors.

I. NOTIFICATION. Notification shall be in writing and is satisfied when delivered to the student in person with signed acknowledgment by the student or by certified United States mail to the student’s local address on file with the University. If no local address is on file, notification will be sent to the student’s permanent address.

J. OFFENSE. An offense occurs when a student, in consultation with the instructor and Department Head, submits a written admission of academic dishonesty and/or the student is found to have committed academic dishonesty pursuant to 5.D.

K. SANCTIONS. Any authorized actions outlined in Section 6, or combinations thereof, imposed as a consequence of a determination under UW Regulation 6-802 that academic dishonesty has occurred.

L. CENTRAL REPOSITORY. Maintenance of disciplinary records will be in the Central Repository. Disciplinary records will be maintained in the Office of the Dean of Students for seven years and then destroyed unless the Dean of Students determines there is good reason to retain the records beyond that date. Access is limited to the Dean of Students and the academic deans and/or designees and any other employees of the University who have a need to know as determined by the Vice President of Academic Affairs.

5. ADMINISTRATIVE PROCEDURES

A. SUSPICION OF ACADEMIC DISHONESTY: Whenever an instructor has reason to suspect that an act of academic dishonesty has been committed in a course, clinical or academic program for which s/he is responsible for supervision or assignment of an academic evaluation, the instructor
shall investigate the matter and discuss the matter with the student and, at the instructor’s discretion, come to one of the following resolutions:

i. If in the judgment of the instructor, the charge of academic dishonesty is not justified and/or there is insufficient evidence of academic dishonesty, then no further action is warranted.

ii. If, in the judgment of the instructor, sufficient evidence of academic dishonesty exists, then the instructor pursues the charge of academic dishonesty.

B. ESTABLISHING AN ACADEMIC CHARGE: Pursuant to the charge of academic dishonesty the instructor shall consult with the Department Head and with the concurrence of the Department Head shall prepare a charge of academic dishonesty and recommended sanction for submission to the Dean of College or designee.

C. INITIAL PROCESS: Upon receipt of the charge of academic dishonesty and recommended sanction, the Dean of College or designee shall:

i. Check the Central Repository to determine if the charge is the student’s first or second or subsequent offense.

ii. Notify student in writing with a brief summary of the charge of academic dishonesty and recommended sanction and provide the student with a copy of UW Regulation 6-802.

a. First Offense: If the Dean of College determines that the charge of academic dishonesty is the student’s first offense, the Dean of College or designee shall notify the student of the charge of academic dishonesty and recommended sanction.

(A) The student may, within five (5) calendar days of notification, request a meeting with the instructor and/or Dean of College or designee to discuss the charge of academic dishonesty and recommended sanctions. At this meeting, the student may:

1. Accept the charge of academic dishonesty and recommended sanctions approved by the dean or designee as filed. The student will do this by signing a waiver recognizing his/her behavior as academic misconduct and waiving his/her right to a hearing, which is then forwarded to the Central Repository by the Dean of College or designee.

2. Disagree with the charge of academic dishonesty and recommended sanction and submit a request for a college hearing to the Dean of College or designee within fifteen (15) calendar days.

(B) If the student does not request a meeting as described in part (A), the Dean shall implement the procedures necessary for a hearing as described in section D below.

b. Second and subsequent charges: If the Dean of College determines that the present charge of academic dishonesty is preceded by a finding of academic dishonesty from a previous incident, then the Dean of College or designee shall notify the student of the charge of academic dishonesty and of the mandatory sanctions associated with a second finding.
(A) The student may request a meeting with the instructor and Dean of College or designee to discuss the charge of academic dishonesty and recommended sanctions within five calendar days of notification. At this meeting, the student may:

1. Accept the charge of academic dishonesty, mandatory sanction and additional recommended sanction approved by the dean or designee. The student will do this by signing a waiver recognizing his/her behavior as academic misconduct and waiving his/her right to a hearing, which is then forwarded to the Central Repository by the Department Head or designee.

2. Disagree with the charge of academic dishonesty and recommended sanction, and submit a request for a college hearing to the Dean of College or designee within fifteen (15) calendar days.

(B) If the student does not request a meeting as described in part (A), the Dean shall implement the procedures necessary for a hearing as described in section D below.

D. HEARING: In cases where a hearing is required or requested by the student, the Dean of College will designate an impartial hearing officer, who will hold a hearing to determine whether academic dishonesty has occurred. The student shall be notified in writing of the following:

i. A description of the specific acts of alleged academic dishonesty, the date and place of occurrence, and the names of witnesses;

ii. The recommended sanction;

iii. The time, date, and location of the hearing; and

iv. The identity of the designated hearing officer.

PREHEARING PROCEDURES: The Wyoming Rules of Administrative Procedure shall not apply to this proceeding and discovery shall be limited to the following:

i. Prior to the hearing the parties will exchange a list of witnesses for the hearing, a brief summary of the information each witness is expected to provide, and any documents to be presented at the hearing.

ii. Witnesses shall testify in person or by telephone at the hearing, however, if a witness is unavailable for testimony, the hearing officer may authorize taking testimony in advance.

iii. The parties may jointly communicate with the hearing officer by telephone on any prehearing matters.

iv. The student may petition the hearing officer to excuse him/herself by presenting evidence of bias. The hearing officer shall decide whether to excuse him/herself. In that case, the dean will choose another hearing officer.
v. If the student would like to be accompanied at the hearing by a mentor, advisor, counselor, or attorney at law of his/her choice, s/he must notify the hearing officer at least twenty-four (24) hours prior to the hearing. The role of the mentor, counselor, advisor, or attorney at law shall only be to consult with the student, not to represent the student.

THE HEARING:

i. The hearing shall be open to the student, a mentor, advisor, counselor, or attorney at law and the instructor who made the charge. The hearing may also be open to others at the discretion of the hearing officer.

ii. The instructor or department designee shall put forth the evidence supporting the charge of academic dishonesty. The student and instructor/departmental designee may ask questions of any witness. The student may present any relevant information in opposition to the charge of academic dishonesty.

iii. The standard of proof shall be “substantial evidence” which is such evidence that a reasonable mind might accept as adequate to support a conclusion.

iv. One of the following findings shall result from the decision from the Hearing:

   a. Finding of no academic dishonesty and dismissal of the charge.

   b. Finding of academic dishonesty and concurrence with the recommended sanction.

   c. Finding of academic dishonesty and modification of the recommended sanction.

v. The hearing will result in a report being prepared, by the hearing officer, which includes a summary of the evidence presented against and for the student, the findings made, and any recommended sanctions from the hearing officer and instructor.

E. Notification of Findings: The Dean of College will notify the student and the instructor of the findings from the hearing.

i. If the charge was not upheld by the hearing, the Dean of College or designee will dismiss the charge of academic dishonesty and shall have the record expunged and notify the student in writing.

ii. If the finding was upheld, the student has thirty (30) calendar days from the date of the notification to file an appeal pursuant to Section F. below.

   a. If the student does not file an appeal, the Dean of College or designee shall forward the report, findings and recommended sanctions to the Provost and Vice President for Academic Affairs and to the Dean of Students. The student may submit to the Provost and Vice President for Academic Affairs a request, with rationale, for sanctions different from those recommended by the hearing officer. If the appeal for a different sanction is based on a finding of scientific misconduct, the appeal shall be to a Vice President, designated by the President, other than the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs shall decide upon sanctions no harsher than those recommended by the
hearing officer. Sanctions involving suspension or dismissal must be justified by a written rationale, based on specific findings of the hearing, the nature of the offense, and the student’s record, and are subject to approval of or modification by the President of the University.

b. If the student files an appeal (Section F.), the Dean of College or designee shall forward the report of all proceedings to the provost and Vice President for Academic Affairs.

c. If the instructor has opted for the sanction of the assignment of “F” or “U” grade for the course, an “I” grade will be submitted until the completion of the appeals process, when the Provost Vice President for Academic Affairs shall either exercise the sanction of “F” or “U” or remove the “I” grade as per the report from the final appeal.

(A) If the alleged act of academic dishonesty occurs during finals week or within a time frame in which the opportunity for a fair hearing would be difficult, the instructor may submit a grade of “I” until the appeals process can be effectuated.

(B) If a student charged with academic dishonesty withdraws from the course in question, and the charge is eventually upheld, the “W” grade reverts to the grade of “F.”

F. APPEAL: An appeal of the final decision of the college can be lodged to the Provost Vice President for Academic Affairs or designee or hearing panel. This shall be a written appeal, filed, within thirty (30) calendar days after the college decision is rendered, that sets forth facts substantiating the claim. A copy shall be provided by the student to the original hearing officer. The original hearing officer shall have fifteen (15) days to provide a written response including a copy to the student. At the discretion of the Provost and Vice President for Academic Affairs or designee or hearing panel, they may seek written or oral presentation for clarification of the record from both parties.

i. An appeal of the finding of academic dishonesty can be lodged solely upon the following grounds:

   a. The student was not given written notice of a hearing or an opportunity for a hearing.

   b. The report of the college level hearing fails to describe any act of the student’s which could be construed as academic dishonesty.

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2 Provost and Vice President for Academic Affairs may designate one or more faculty members to conduct appeals for academic dishonesty matters.
c. The findings from the hearing were not supported by substantial evidence, were the result of prejudice toward the student, capricious evaluation, or capricious treatment, and such allegations must include specific examples of the capricious actions or substantive factual errors.

ii. If the Provost and Vice President for Academic Affairs or designee or hearing panel hearing the final appeal upholds the finding of academic dishonesty or determines that it does not have the jurisdiction to hear the appeal, the Provost and Vice President for Academic Affairs or designee or hearing panel will dismiss the appeal, and have the finding filed with the Dean of Students in the Central Repository.

a. Whenever the Dean of College ascertains from the Central Repository that a student has committed academic dishonesty for a second time, s/he will promptly notify the Provost and Vice President for Academic Affairs who shall cause the suspension of the student from the University for a period of one (1) calendar year. This action is subject to the approval of or modification by the President of the University.

If the Dean of College ascertains that the student has not committed academic dishonesty for a second time, the student may submit to the Provost and Vice President for Academic Affairs a request, with rationale, for sanctions different from those recommended by the hearing officer. The Provost and Vice President for Academic Affairs shall decide upon sanctions no harsher than those recommended by the hearing officer. Sanctions involving suspension or dismissal must be justified by a written rationale, based on specific findings of the hearing, the nature of the offense, and the student's record, and are subject to approval of or modification by the President of the University.

iii. If the Provost and Vice President for Academic Affairs or designee or hearing panel reverses the finding of academic dishonesty, the Vice President for Academic Affairs or designee or hearing panel will dismiss the finding of academic dishonesty and expunge the record.

G. CENTRAL REPOSITORY: Any final sanction in decisions of academic dishonesty must be sent to the Central Repository held in the office of the Dean of Students.

6. AUTHORIZED SANCTIONS

A. Any of the following sanctions or combination thereof may be imposed for a first offense. The severity of the offense and other relevant circumstances should be considered.

   i. Extra or alternative work.
   
   ii. Grade reduction of the academic endeavor.
   
   iii. A failing grade for the academic endeavor.
   
   iv. No credit for the academic endeavor.
   
   v. Grade reduction for the course.
vi. A failing grade for the course.

vii. Suspension of the benefit of the program, clinical, or academic endeavor.

viii. Termination from the program.

ix. Suspension from University.

ox. Dismissal from University.

B. Mandatory Sanction for Second Offense: Whenever the Dean of College or designee ascertains from the Central Repository that a student has committed academic dishonesty for a second time, s/he will promptly notify the Provost and Vice President for Academic Affairs. The Provost and Vice President shall direct who shall cause the suspension of the student from the University for a period of one calendar year. This action is subject to the approval of or modification by the President of the University.

C. The foregoing actions shall not preclude the administrative consequences which may result in the loss of benefits from such programs, scholarships and other opportunities afforded students.

7. INDIVIDUAL COLLEGE REGULATIONS

Regulations of individual colleges may establish additional standards identifying academic dishonesty, as well as other standards for student conduct deemed appropriate for students whose degree program will result in qualification for entry into a profession which maintains standards of conduct. Any such regulations which incorporate academic dishonesty must provide, as a minimum, the sanctions described in Section 6 (Authorized Actions), and must otherwise afford notice and a fair hearing. Such regulations shall become effective upon approval as a University regulation.

Source: University Regulation 802; adopted 10/17/08 Board of Trustees meeting Revisions adopted 11/18/10 Board of Trustees meeting.