European Union
University of Wyoming

General Course Description

European Commission President Jacques Delors once said the European Union had a “rendez-vous with history.” With its acquisition of a single currency, the euro, a common foreign and security policy, and Europol, many predicted that the EU would be the superpower of the 21st century. Today, the EU seems to be falling apart. The eurozone crisis and the migration crisis have taken a heavy toll on the Union. Nationalist and anti-EU parties abound, and the United Kingdom seems headed towards a hard “Brexit”. To understand these dynamics, this course will focus on the EU’s history, institutional structures, and several policy areas to explore the positive and negative effects of integration. In doing so, the students will evaluate the different integration theories through the use of a simulation designed especially for this course.

Prerequisites

9 hours of political science or international studies including POLS 2310.

Course Objectives

A. To explore the differences between propaganda and political communication, and to discuss whether social media is a game changer regarding the relationship between those who govern and the governed.

B. To investigate why the EU needs to promote itself, how it formulates its communication policy, and to examine the results in different case-studies.

Course Expectations

Stephanie Anderson
Associate Professor
Office: A&S 221a
Telephone: 766-3121
e-mail: redhead@uwyo.edu
Office hours:
Tuesday, 2:45 - 4:15 pm
Thursday, 11:00 -12:30,
and by appointment
Twitter:
@redheadfromwyo

Anastasia Vishnevskaya
Graduate Assistant (GA)
Office: A&S 136
Telephone: 766-6764
e-mail: avishnev@uwyo.edu
Office hours:
Tues.: 11-1, Wed.: 10-11
and by appointment
Professional Skills: No matter what your future profession is, four skills are essential. These are:

1) Reading Comprehension – the ability to understand and remember what you have read and to evaluate conflicting arguments.

2) Written and Oral Communication – the ability to assemble and present empirical evidence to make reasoned arguments in writing and with spoken words;

3) Interpersonal Communication – the ability to work effectively with different people as a member of a team.

4) Information literacy -- the gathering, evaluation and assessment of research sources.

Each of these skills is used in this course.

Instructor Duties: The instructor is responsible for determining the topics examined during the semester, leading the discussion of the assigned material, providing an environment encouraging of learning, and assessing the student’s mastery of the course materials. The instructor will be on time, prepared, enthusiastic, and ready to answer questions.

Student Duties: The student is responsible for studying the assigned material and participating in the class discussion. The student is responsible for utilizing the opportunities provided to learn. The student should be on time, prepared, enthusiastic, and ready to ask questions.

Course Requirements

Much of the material for this course is provided on WyoCourses found on WyoWeb. Included on the WyoCourses site is information on how assignments are graded as well as study-aids and materials.

Undergraduate Requirements

1) Attendance and participation: students are required to attend class and to participate.

2) Map quiz of Europe (10 percent of final grade).

3) One mid-term examination worth 35 percent of the final grade.

4) Seventeen (17) one-page reading papers. Each article assigned requires a one-page reading paper. This paper summarizes the significance of the reading. Instructions on how to do one can be found on WyoCourses. Each one is worth one (1) percent for a total of 17 percent of the final grade. (17 percent of final grade).

5) Final examination on December 12th from 10:15-12:15 (38 percent of final grade).
Graduate Requirements

1) Attendance and participation: students are required to attend class and to participate. Graduate students will be expected to perform at a higher level and to work assiduously at fostering robust, and civil, discussion.

2) Map quiz of Europe (10 percent of final grade).

3) One mid-term examination worth 30 percent of the final grade.

4) Seventeen (17) one-page reading papers. Each article assigned requires a one-page reading paper. This paper summarizes the significance of the reading. Instructions for graduate reading papers can be found on WyoCourse. Each one is worth one (1) percent for a total of 17 percent of the final grade.

5) Book Review: The graduate student must read a recently published book of his/her choice relating the course and write a book review on it. The book review must be of the same standard as other book reviews published in the field. You must get pre-approval of your choice. (10 percent of final grade.)

6) Research Paper: A 20-25 typewritten pages on any approved topic of your choosing within the specified issue area. The paper must include a thoughtful and theoretical literature review that includes citations to at least 10 references as well as a careful delineation of specific hypotheses and their evaluation against the empirical evidence collected for the case. This paper should be of a quality corresponding to a first draft of a Master’s thesis. The completed paper should be uploaded onto WyoCourses by no later than the close of business on the date of the final exam (33 percent of final grade.)
Grading and Attendance Policies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quantitative Scale</th>
<th>Qualitative Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92.5 - 100.0</td>
<td>The student has performed exceptionally at all tasks of the course. The student has mastered all (or nearly all) of the concepts presented.</td>
</tr>
<tr>
<td>A-</td>
<td>89.5 - 92.4</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>86.5 - 89.4</td>
<td>The student has performed admirably in the tasks of the course. The student has mastered most of the concepts presented.</td>
</tr>
<tr>
<td>B</td>
<td>82.5 - 86.4</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>79.5 - 82.4</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>76.5 - 79.4</td>
<td>The student has completed the tasks of the course. The student has mastered some of the concepts presented.</td>
</tr>
<tr>
<td>C</td>
<td>72.5 - 76.4</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>69.5 - 72.4</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>66.5 - 69.4</td>
<td>The student has performed inadequately at the tasks of the course. The student has mastered few of the concepts presented despite persistent effort.</td>
</tr>
<tr>
<td>D</td>
<td>62.5 - 66.4</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>59.5 - 72.4</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt;= 59.4</td>
<td>The student has performed inadequately at the tasks of the course and has not participated sufficiently to merit any other grade.</td>
</tr>
</tbody>
</table>

- There is NO extra credit work offered. For more details on grading, please see the information sheet on CourseStudio.

- No late assignments will be accepted without a valid excuse. They are due on the date listed on the syllabus.

- Attending class is required. If you cannot make it for any reason, please let the professor know beforehand or as soon as possible. In accordance with UW Regulations 6-713, University sponsored absences are cleared through the Office of Student Life (OSL). Students with official authorized absences shall be permitted to make up work without penalty in classes missed.

- The syllabus is subject to change, if need be.
Required Readings

The assigned readings are posted on WyoCourses. You will need Adobe Acrobat to download and view pdf files. Please also sign up for the Facebook page: https://www.facebook.com/pages/European-Union/502291939843804 where the class will post relevant articles.


The readings and the lectures complement each other. You are responsible for both.

Recommended Texts


“Professor Anderson first told me about this book my junior year. Like most of you, I dismissed her recommendation about buying it. The beginning of my senior year, I had another class with Professor Anderson, and again, she mentioned the Elements of Style. Over the winter break, I signed up for the Foreign Service exam. The exam demands a near perfect writing style, so I decided to buy the book. It has done wonders for my grades and writing style. In my English classes, I usually got a B or C on papers, rarely an A. My last semester of school, I was enrolled in a 3000-level English class with a professor I had had before. The first time around, I didn’t get an A on any of my papers; I was absolutely in shock when I saw an A at the end of my first paper. By the end of the course, I had received an A on four out of my five papers.

It is amazing what the Elements of Style has done to my writing style. What’s more amazing is that the book is eighty-five pages long and only cost less than ten bucks new. It’s not packed with grammar rules, rather the authors offer suggestions on how to omit needless words and to make your paragraphs more coherent and to the point. It is filled with examples and is easy to follow. I would recommend it for anybody seeking to improve their writing style and more importantly their GPA.”

Omar Ibrahem, Class of ’02
## UNDERSTANDING THE EU

**January 24 -- Introduction to the European Union: What it is?**


**January 26 – Differences between Europeans and Americans**

Ginsberg, pp. 1-9. **Reading paper #1** is due on Kagan’s “Power and Weakness” (33 pages) and **Reading paper #2** on “Misunderstanding Europe” (14 pages).

Internet Map Quiz site: [http://www.ilike2learn.com/like2learn/Europe.html](http://www.ilike2learn.com/like2learn/Europe.html)

Video on EU-US Relations: [http://www.youtube.com/watch?v=8k7Obmsa8_E&mode=user&search](http://www.youtube.com/watch?v=8k7Obmsa8_E&mode=user&search)

**January 31 – Who are the Europeans?**

**Map quiz on Europe.** Read all of Barzini (272 pages). **Reading paper #3** on the book due.
February 2 – History of the European Union

Ginsberg, pp. 11-59, and http://europa.eu/abc/history/index_en.htm

Reading paper #4 on Jean Monnet

Reading paper #5 on Churchill

Video on EU History:
http://www.youtube.com/watch?v=95CuBLa4E&feature=channel

February 7 –

History of the European Union (continued)

Wednesday, February 8th

MOVIE NIGHT!

7:00 pm

Venue to be announced. Bring snacks! Bring friends!

This film is about making ‘Europeans’ through educational exchange or the Erasmus program.

Watch the trailer: http://www.youtube.com/watch?v=AsvJFtUD@0

Reading paper #6 due on Thatcher “The Babel Express”
February 9 – Public opinion and the EU

Reading paper #7 -- F. Stoeckel, “Ambivalence or Indifference”

February 14 – Is creating a European identity possible?

Reading paper #8 Valentini “Promotion of EU identity”

Reading paper #9 Open Europe “The Hard Sell”  www.openeurope.org.uk/Content/documents/Pdfs/hardsell.pdf

February 16 -- How the EU works:  The Commission

Reading paper #10 -- On the film L’Auberge Espagnole

Ginsberg, pp. 101-118 and 143-57.

GRAD STUDENTS MUST SUBMIT A BOOK FOR APPROVAL FOR THE BOOK REVIEW ASSIGNMENT.
February 21 –

How the EU works: The legislative process and the Council

Ginsberg, pp. 157-166.

February 23 – How the EU works: The Parliament and the ECJ

Reading paper # 11 is due on Troubled Waters comic book found on WyoCourses.

Ginsberg, pp. 166-179.

February 28 — Theories of Integration

Reading paper #12 Pollack 2005: “Theorizing the European Union: International Organization, Domestic Polity, or Experiment in New Governance?”

Ginsberg, pp. 59-89.

March 2 — Theories of Integration (cont’d) and midterm review.

March 7 — MIDTERM
<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Reading Paper</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 9</td>
<td>Guest Lecturer — Steve Ropp on Populism</td>
<td></td>
</tr>
<tr>
<td>March 21</td>
<td>Populist Challenge to Europe</td>
<td></td>
</tr>
<tr>
<td>March 23</td>
<td>The Single Market</td>
<td></td>
</tr>
</tbody>
</table>

Reading paper #13 “Europe’s populist surge”  
https://www.foreignaffairs.com/articles/europe/2016-10-17/europe-s-populist-surge

Reading paper #14 Brexit the Movie for reading paper  
https://www.youtube.com/watch?v=UTMxFAkmQOQ

EU POLICIES

March 23 — The Single Market  
Ginsberg, pp. 199-214.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 28</td>
<td>Migration Policy</td>
<td>Reading paper #15 on migration</td>
</tr>
<tr>
<td></td>
<td>Guest Lecture: Anastasia Vishnevskaya</td>
<td></td>
</tr>
<tr>
<td>March 30</td>
<td>Economic and Monetary Union (EMU)</td>
<td>Ginsberg, pp. 214-221 and 91-101.</td>
</tr>
<tr>
<td>April 4</td>
<td>The Euro Crisis</td>
<td>Reading paper #16 is due: “Eurozone Crisis as Historical Legacy.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See also Paul Krugman’s “Can Europe be saved?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.nytimes.com/2011/01/16/magazine/16Europe-t.html?pagewanted=all">http://www.nytimes.com/2011/01/16/magazine/16Europe-t.html?pagewanted=all</a></td>
</tr>
<tr>
<td>April 6</td>
<td>Eurozone crisis (continued)</td>
<td></td>
</tr>
</tbody>
</table>
Baroness Catherine Ashton, former EU Trade Commissioner, Vice President of the European Commission, and High Representative for Foreign Affairs and Security Policy

Distribution of Simulation Roles: goo.gl/W72c9Y

GRAD BOOK REVIEW DUE

April 13 — Common Foreign and Security Policy (CFSP)

Ginsberg, pp. 283-327. **Reading paper # 17 is due:** “European Security Policy Demystified”
April 18 — The Maastricht Treaty and the CFSP Negotiation Simulation: Responsibility Negotiations

April 20 — The Maastricht Treaty and the CFSP Negotiation Simulation: Capability Negotiations

April 25 — The Maastricht Treaty and the CFSP Negotiation Simulation: Final Negotiations

Prepare one page position paper and role based on assigned readings by Anderson.

Short URL: goo.gl/W72c9Y

YOU MUST BE PRESENT FOR ALL SESSIONS OF THE SIMULATION. ONLY UNIVERSITY EXCUSES WILL BE ACCEPTED. MISSING ANY ONE OF THESE THREE CLASSES WILL MEAN A FULL GRADE REDUCTION IN THE FINAL GRADE.
April 27 — CSDP Missions

Ginsberg, pp. 317-345.

May 2 —

Conclusions: The Future of Europe

Ginsberg, pp. 331-387

May 4 — Class cancelled

Tuesday, May 9th — FINAL EXAM
1:15-3:15pm
Frequently Asked Questions (FAQs):

Can I use my computer to take notes in class?

No. Several studies have shown that both comprehension and memory are improved when students take notes by hand:

- “Take Notes by Hand for Better Long-Term Comprehension” *American Psychological Association*, [http://goo.gl/Ku3zOq](http://goo.gl/Ku3zOq)

Extra Credit?

No. Let me clarify that: if there comes a situation where extra credit would be appropriate, it would be offered on an equal-opportunity basis to all students, but that would be exceptionally rare. Individual extra-credit opportunities distort the baseline of evaluating every student by the same standard.

What standards do you use to determine grades?

Basis for Grading

- **Technical Quality and Presentation**: spelling, sentence structure, flow, layout, proper citations
- **Integration of Material**: must be thorough and in-depth; fully follows directions; concepts well explained; essay incorporates lectures, assigned readings and outside research;
- **Expression: Quality and Completeness**: organized, clear, and fully developed
- **Creativity and Critical Thinking**: concepts are fully interpreted; examples are provided to support concepts and conclusions; visuals are used to explain processes; comparisons are made; provides new insight.

Additional information on how I grade is available on WyoCourses under Module 0 — General Information.

Where can I get help with my assignments?

If you have any questions regarding the assignment, please come see the professor or the GA during their office hours, which you can find on the first page of the syllabus. If these times don’t work, please email to make an appointment.

Please avail yourself of the different centers around campus:

1) **The Writing Center** ([uwyo.edu/writingcenter](http://uwyo.edu/writingcenter)) in Coe 302 is able to help writers at any stage of the writing process. With a focus on teaching and learning, the Writing Center is not a "fix-it" shop; instead they help writers identify, articulate, and implement possible solutions for struggles they face in their writing. The Writing
Center is generally open M-F, 9am to 5pm, and you can make an appointment by stopping in or calling (307) 766-5250.

2) The Oral Communication Center ([uwyo.edu/cojo/occ](http://uwyo.edu/cojo/occ)) in Ross Hall Room 442 can help with your presentation and even to speak in public without fear. For more information, please go to the Web site or call (307) 766-3815 to make an appointment.

3) Digital Communication/ The WyoMakers space is open to learners of all ages [https://sites.google.com/site/minifilmschool/](https://sites.google.com/site/minifilmschool/). The Libraries can also provide some help for digital communication. Phil White ([pwhite9@uwyo.edu](mailto:pwhite9@uwyo.edu)) can help with data visualization for posters, and Kate Conerton ([kconerto@uwyo.edu](mailto:kconerto@uwyo.edu)) provides support for video editing.

**Can I turn in an assignment late?**

Yes, but I take off 3 points for every 24 hours late. The clock starts at class time on the due date listed in the syllabus. (E.g., Paper due on Feb. 1 at 10 am is considered late on Feb. 1 at 10:01 am; therefore, I take off 3 points. On Feb. 2 at 10:01 am, I take off another 3 points, etc..)

**Will you email me on my private (gmail, hotmail, etc.) account?**

No. The University of Wyoming requires that I only communicate with you via the official UW e-mail address.

**I don’t understand my grade!**

Invariably throughout the semester, students have questions about the grade they received on a particular assignment or test that goes beyond the given comments on the essay itself. If you feel that you did not deserve the grade you received on an assignment, I am certainly open to discussing the matter. However, I will insist upon the following:

1) A 24-hour “cooling off” period. Please do not approach me with questions about “why did I receive this grade” within 24-hours of having your assignment returned to you. This will allow you time to re-read the comments, and understand whatever shortcomings or other issues may be in question. Information on how I grade is available on WyoCourses under Module 0 — General Information.

2) Come to office hours and ask about ways to improve. I will not discuss individual grades during, immediately before, or after class. Questions about grades will only be considered in face-to-face discussions during office hours. In the end, it is exceedingly rare that a grade will be altered – but if you can persuade me that the evaluation was in error, I am not opposed to re-evaluating the grade.

**Will Lectures or Presentations be available on WyoCourses?**
Lecture notes or slides will not be posted online. I suggest that you exchange your e-mail and contact information with the people seated next to you (or other friends in the class) to obtain notes if you happen to miss a lecture on a given day. This interpersonal contact may stimulate the development of study groups and may help you overall.

Why not? Here are my reasons:

1) Technical issues: the huge file size precludes uploading;

2) Legal issues: effectively “publishing” lectures online violates the “fair use” doctrine of intellectual property rights protections, by which we may utilize many of the copyright-protected images and other lecture materials;

3) Negative effects on attendance and grades: pedagogical studies have shown that online materials, notes, and review sheets lead not only to dramatic drops in attendance, but also grades. Students tend to become overly-reliant on the printed word, which is often just a stepping-off point for a more important discussion (which in turn is missed if all you focus on is the content written on the power-point slides). These studies demonstrate that students become passive observers rather than active participants in learning, leading to correspondingly worse grades.

4) Finally, there is the more existential aspect: the traditional dynamic of classroom lectures, discussions, and the exchange between instructors and students is the hallmark of the university learning experience, which prepares you for life outside of academia, where very little is scripted in advance and available on-demand, and to become a well-rounded and competent individual.

In lieu of such aids, take responsibility for your own education. Come to class. Ask questions while you’re there. Raise questions during the office hours. Use e-mail. Post questions on WyoCourses and the Facebook page. Create your own study groups. It is my responsibility to teach; it is your responsibility to learn. While I will do my best to help you in that endeavor, you likewise have an important role to play.

Grade Entitlement

A recent UC Irvine study found that one-third of all students surveyed expected a course grade of “B” just for attending lectures, while 40 percent expected a “B” simply for completing the required readings. Moreover, two-thirds of all students surveyed claimed that they had asked their professors to factor in the fact that they had “worked hard” into the calculation of a grade. This trend increasingly mistakes effort for quality of work. I strive to assess objectively the quality of assignments in this class against a uniform standard, nothing more. Course grades should not be thought to be a reflection of either the amount of effort exerted or some sort of evaluation of the personal worth of the student.

That said, it is very frustrating to work hard and not to see the results. When that happens, please come in and see me. I want to teach you how to work ‘smart’ and not just ‘hard’. Please
read the testimonial of Omar Ibrahim about *The Elements of Style* under “Recommended Reading”. Sometimes these tips can make a huge difference in your performance and grade.

**My computer crashed!**

Computers are great and an integral part of the learning experience. Many of the readings are available online; you’ll probably do a great deal of research online; and write a paper or two on your computer. However, as we all know, networks and computers are not always reliable: computers crash; networks fail; printers jam and run out of ink. These are the realities, and we must all confront them. Experience has shown that computers disproportionately tend to crash the night before an exam or assignment is due. As a competent adult, it is up to you to take responsibility and plan ahead for such eventualities. Back-up your files to the Web or an external drive. Consider these possible solutions:

1. Back up everything using a USB stick;
2. Use Google-docs and everything will be saved online (free);
3. Use Dropbox or iCloud (initial storage is free);
4. Email yourself a copy of all your drafts (free);
5. Use a service, such as Carbonite, to automatically back up your entire hard drive (last I checked, it was $5.00 a month).

**Disability**

It is University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. If you have a physical, learning, or psychological disability and require accommodations, please let the instructor know as soon as possible. You must register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 330 Knight Hall. 766-6189, TTY: 766-3073)

* * * * * * *

“Students and Teachers Working Together”

At a good university, good student/teacher relationships come from mutual respect, trust, and honesty. Learning takes place when teachers and students treat each other with politeness and civility, rather than with anger, ridicule, or confrontation. Indeed, a classroom conducive to teaching and learning is the right of all University of Wyoming students and faculty, and it is the responsibility of both parties to achieve and maintain it even though specifics will vary from course to course. A document that outlines and provides support for this intellectual environment is called “Students and Teachers Working Together.” The Department of Political Science encourages all students to review this document carefully. “Students and Teachers
European Union

Working Together” can be found on the University of Wyoming web page or on the Political Science web page. To access the document:

Go to the Political Science Department web page: www.uwyo.edu/pols
You will find the link to the document under Courses and/or Current Syllabi
“Students and Teachers Working Together”

Academic Dishonesty

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. Other University regulations can be found at: http://www.uwyo.edu/generalcounsel/.

"Academic dishonesty" involves cheating on an examination, a paper, or any other class assignments. The penalties can be severe. Each student is expected to be aware of and abide by the academic dishonesty policy, as specified in UNIREG 802, Revision 2.

UNIREG 802, Revision 2, section 3 defines academic dishonesty as "an act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting in the misrepresentation." Among the misdeeds by students that the University of Wyoming considers acts of academic dishonesty are:

a. Representing as one's own work material copied or borrowed from any source, written or otherwise, public or private, without proper citation of the source.
b. Using a ghost writer, commercial or otherwise, for any type of assignment.
c. Doing a class assignment for someone else or allowing someone to copy one's assignment.
d. Submitting substantially the same work as someone else unless authorized by the instructor.
e. Using notes or prepared information in an examination unless authorized by the instructor.
f. Taking an examination for someone else or allowing someone to take an examination for oneself.
g. Copying from, or assisting, another student during an examination.
h. Stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.
i. Submitting substantially the same work for more than one class without the explicit permission of all concerned instructors.

Regulations concerning plagiarism cover books, magazines, newspapers, movies, Internet sources, and any other sources of information. Proper citation of sources means identifying in the text of the paper the source of the information. Simply listing sources on a "bibliography" page at the end of the paper is not adequate for citing sources. A student with any doubts regarding proper citation of sources should consult his or her instructor.

It is important to remember that you can be charged with academic dishonesty if you assist another student in cheating. For example, if you permit a classmate to copy from your exam, both you and the student who copied are guilty of academic dishonesty. Both the ghost writer and the person who submits a paper prepared by a ghost writer have violated University policy and can be penalized.

Penalties, in this class, for academic dishonesty may range from an F on the particular assignment to an F for the course. The University's academic dishonesty policy (UNIREG 802, Revision 4, section 4) authorizes several actions against a student found to violate the policy:

a. A grade of "F" is assigned for the course in which the act of academic dishonesty was committed.

b. The student is suspended from the University for one year if he or she commits two acts of academic dishonesty at different times or for different courses.

c. Further sanctions, including loss of scholarships, may also be imposed.

Ignorance of what constitutes plagiarism, how to properly cite sources, or what is appropriate behavior on an examination is not an acceptable defense against a charge of academic dishonesty. Students who are uncertain as to whether a particular act violates the University's academic dishonesty policy should consult their instructor, the head of the department, their academic advisor, the Office of Student Life, or another appropriate University official.