

POLITICAL SCIENCE 265
CLASSICS IN POLITICAL THOUGHT: ANCIENT AND MEDIEVAL
 Tuesday, Thursday 8:30am-9:50am
 Old Main 05

E-MAIL: AROSENTH@GUSTAVUS.EDU

PHONE: 933-7437

OFFICE: Old Main 204H

OFFICE HOURS: Tuesday 10:30-11:30AM (in the Diversity Center), Thursdays 10:30-11:30AM (Old Main 204H) and by appointment.

COURSE WEBSITE: <http://homepages.gac.edu/~arosenth/265index.html>

COURSE DESCRIPTION

This course is a survey of ancient Western political and social thought. We will focus on the ideas and theories of a variety of political theorists including Plato, Aristotle, Marcus Aurelius, and Augustine. Because one of our purposes in this course will be to survey, in roughly chronological order, some important political theories, we will situate each theorist in the particular historical periods in which they lived and analyze the various answers that they sought to offer to the permanent questions of soulcraft (how should we live as good and happy people) and statecraft (how should we live together). In doing so, we shall consider questions of human nature, and the nature of justice, freedom, obligation, and community.

But this is not simply a course designed to teach you what others have thought. Rather, we will turn our critical and analytic skills to these theories to evaluate and assess their cogency, coherence, and usefulness in engaging the concrete political and social problems their authors intended to address. In addition, we will consider their relevance and importance for our own political and social questions. These goals will demand that you develop an understanding of how these thinkers thought, not simply that you remember what they said. Writing assignments and exams will ask you to demonstrate your knowledge of the thinkers' specific writings and your understanding of their approach to social and political questions.

Writing Intensive (WRIT) courses are also intended to introduce students to the writing process, to writing as a means of learning, to rhetorical issues such as purpose, audience, and context, and narrative and to argumentative strategies used most frequently by writers educated in the liberal arts tradition. Consequently, we will regularly discuss student writing in class, develop your abilities to make appropriate rhetorical choices, and use a process-based approach that affords you the opportunity to draft, revise, and edit several writing assignments.

COURSE OBJECTIVES

1. Develop familiarity with, comprehension of, and an evaluation of significant works of ancient political theory.
2. Recognize political phenomena, cultural values, and power structures that shape central issues of political thought.
3. Engage in critical analysis of ancient political theories through writing, in-class discussion, and examinations.
4. Assess the applicability and relevance of ancient political theory to contemporary political thought and political practice.
5. Develop and elaborate reasons and explanations for one's own political beliefs.
6. Use writing as a means of self-expression, critical inquiry, creative expression, argumentation, communication, and exploration. (This course carries a WRIT designation. Thus, we will engage discussion of writing explicitly and will treat the act of writing as integral to the subject matter.)

REQUIRED TEXTS

The following books are available for purchase at the Book Mark. While you are welcome to use other editions or translations, page numbers and chapter breaks may not match those listed in the syllabus.

- Peter J. Steinberger, ed. *Readings in Classical Political Thought*. ISBN 978-0872205123
- Marcus Aurelius, *The Meditations*. ISBN 978-0915145799
- Epictetus, *The Handbook (The Encheiridion)*. ISBN 978-0915145690
- *The Epicurus Reader*, Brad Inwood and L.P. Gerson, eds. ISBN 978-0872202412
- In addition, several required readings will be available for download through the course website at [HTTP://HOMEPAGES.GAC.EDU/~AROSENTH/265READINGS.HTML](http://homepages.gac.edu/~arosenth/265readings.html).

COURSE REQUIREMENTS AND ASSESSMENT

Consistent attendance is a minimum condition of class membership. Students do not receive credit for attending but failure to attend class will negatively affect grades. In a discussion-oriented class such as this, missing class discussion is missing coursework that cannot be made up.

PARTICIPATION 25% (20% IF FINAL EXAM IS NECESSARY)

We will proceed largely by means of discussion. Thus, attendance, preparation and participation are essential. You should approach each class with a good grasp of the assigned reading and your own perspective toward it. These texts can be dense and complex, so you will need to take time to read carefully, figuring out what claims the authors are making and what questions you have about them.

Students should be prepared to raise questions and offer critical insights about the reading material and the issues that it raises. To facilitate this, I may, on occasion, administer “mini-quizzes” in class. These may or may not be announced in advance. Such quizzes are counted as part of your participation grade.

Vigorous class debate and discussion is both expected and desirable. Presence alone does not earn participation credit: a passively silent and/or clearly unprepared student earns no credit for participation. Note that there is a difference between *passive* silence and *active* listening. You need not speak constantly to participate meaningfully in class. Attentive, thoughtful, respectful, and reflective listening to others constitutes active participation. I construe class participation broadly. Come to class having read the material carefully and thoughtfully. Participate in class to the greatest extent you can. Speak when you have something to say. Ask questions when you have them. Listen carefully and respectfully to others. Engage in small group discussions. Come to my office hours. Send me e-mail. Engage in whatever other ways make sense for you.

Late arrivals are distracting and disrespectful. Persistent tardiness will lower your participation grade.

MICROESSAYS 30% (10% EACH)

Each student will write three “microessays” of approximately 750 words each. There will be four opportunities to submit microessays. If you choose, you may submit microessays on all four dates and I will drop the lowest grade received. Because you have flexibility regarding which microessays you choose to write, I will permit extensions or late papers only under the most dire of circumstances. Printer and disk mishaps do not qualify. Poor time management or “lots of work due the same week” do not qualify.

ESSAYS 30% (15 % EACH) (25% (12.5% EACH IF FINAL EXAM IS NECESSARY))

Each student will write two essays of 8-10 pages each. By asking you to synthesize and evaluate issues raised in the course, these essays are designed to enhance your understanding of course material and capacity for critical analysis, to improve your abilities to articulate these understandings in writing, and to assess the knowledge you have gained from the class. Due dates for these assignments are listed below. Paper topics will be distributed approximately 2 weeks before each essay is due.

Late papers will be docked 1 full letter grade per day for 2 days after the original due date. After 48 hours, late papers will not be accepted.

Students will have the opportunity to rewrite and resubmit the first of these essays. Students choosing to complete a re-write must meet with me within one week of receiving the graded essay to discuss their essay and plans for revision. The revised essay is due two weeks after the original graded essays were distributed to the class. Revised essays will be graded; the final grade for the essay will average the original grade and the grade on the revised essay.

EXAMS 10% (20% IF FINAL EXAM IS NECESSARY)

Midterm Exam: October 25th in-class (10%)

Final Exam (if necessary): Saturday, December 18, 3:30pm (10%)

It is my hope that no final exam will prove necessary for this course. The percentages listed above reflect that hope. If, however, I believe that class preparation and engagement is less than satisfactory, I reserve the right to administer a final exam in take-home form, during the exam period, or both.

In this event, the final exam will count for 10% of your course grade, class participation will count for 20%, and each essay will count for 12.5%. All other percentages will remain unchanged. My decision will be made on December 14 at the conclusion of the last class session.

Exam formats will be discussed in class.

FINAL SYMPOSIUM 5%

See Symposium Information section of this document.

ACCESSIBILITY

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990) work together to ensure 'reasonable accommodation' and non-discrimination for students with disabilities in higher education. A student who has a physical, psychiatric/emotional, medical, learning, or attentional disability that may have an effect on the student's ability to complete assigned course work should contact the Disability Services Coordinator in the Advising Center, who will review the concerns and decide with the student what accommodations are necessary.

ACCOMMODATIONS FOR RELIGIOUS OBSERVANCES

If you will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. I will make every reasonable accommodation.

EMAIL

I may use email occasionally to communicate with the class about assignments and changes to the schedule. You are responsible for the contents of these emails. Thus, you are required to maintain and regularly check your Gustavus email account. If you use an email address other than your official Gustavus address, you are responsible for having Gustavus email forwarded to that address.

N.B.

Failure to complete all of the projects and papers, or a pattern of failure to complete reading assignments, attend class, and/or engage in informed participation will result in failure of this course. If you have a problem, please see me before it becomes a crisis.

ACADEMIC HONESTY

I take the principles of academic honesty seriously and will uphold the policies and procedures of Gustavus Adolphus College.

Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations is considered cheating. Students are responsible not only to abstain from cheating, but also to avoid making it possible for others to cheat.

Submitting someone else's work as your own constitutes plagiarism. Academic honesty requires the full acknowledgement of ideas taken from another source for use in a course paper or project. You must include citations for material that you quote or paraphrase from another text; in general, it is better to overcite than to undercite.

All work that you submit for this course may be submitted only to this course and should be based upon work and thought undertaken only for this course.

- Violations of the Academic Honesty Policy will result in at least a grade of **0** for the specific assignment and/or failure of the course. Students accused and/or penalized for these violations and students who become aware of such violations have specific rights and responsibilities as outlined in the Honor Code section of the College Catalogue.
- Each exam and graded paper will contain the statement, "On my honor, I pledge that I have not given, received, or tolerated others' use of unauthorized aid in completing this work."

See **Honor Code and Academic Honesty Policies** section of this document for copies of the relevant policies.

COURSE OUTLINE		
INTRODUCTION AND HISTORICAL CONTEXT		
September 7	Course Introduction	Letter of introduction due via email by 5pm, September 8.
September 9	Thucydides, <i>History of the Peloponnesian War</i> (Steinberger 35-58) Maps of Ancient Greece (website) Important Figures in Ancient Greece (website) Guide to the Peloponnesian War (website)	
THE LIFE AND DEATH OF SOCRATES		
September 14	Aristophanes, <i>The Clouds</i> (Steinberger 78-117)	
September 16	Criminal Procedure in Ancient Greece and the Trial of Socrates (website) Plato, <i>Apology</i> (Steinberger 147-159)	Microessay 1 due in class.
September 21	Plato, <i>Crito</i> (Steinberger 159-165); Plato, Death scene from the <i>Phaedo</i> (website)	
THE SEARCH FOR THE GOOD COMMUNITY 1: PLATO'S REPUBLIC		
September 23	Plato, <i>The Republic</i> , 327a-367e (Steinberger 166-186)	
September 28	Plato, <i>The Republic</i> , 368-445e (Steinberger 186-229)	
September 30	Plato, <i>The Republic</i> , 449a-543c (Steinberger 229-276) Image of the Divided Line (website) Allegory of the Cave (website)	
October 5	Nobel Conference (class cancelled)	
October 7	Plato, <i>The Republic</i> , 543c-621d (Steinberger 276-319) Taxonomy of Governmental Forms (website)	
October 12	Plato, <i>The Republic</i> , wrap-up.	Introduction and thesis statement for Essay 1 due in class.
THE SEARCH FOR THE GOOD COMMUNITY 2: EPICUREANS AND CYNICS		
October 14	<i>The Epicurus Reader</i> : vii-xv, 3-4, 28-40, 42-44, 58-64	
October 19	Diogenes, "Testimonials" (website); "Life of Hipparchia" (website)	Essay 1 due in class.
October 21	Midterm Exam	
October 26	Reading Day (no class meeting)	
October 28	Plato, <i>The Laws</i> (Steinberger 317-357)	Microessay 2 due in class.
ANCIENT ADVOCATES FOR COMMUNITY ON EARTH		
November 2	Aristotle, <i>Nicomachean Ethics</i> (Steinberger 361-377) The Golden Mean (website)	
November 4	Aristotle, <i>Politics</i> , Books 1 and 2 (Steinberger 377-394) Aristotle, <i>On a Good Wife</i> (website)	
November 9	Aristotle, <i>Politics</i> , Books 3, 4, 5, 6 (Steinberger 394-421)	

November 11	Aristotle, <i>Politics</i> , Books 7 and 8 (Steinberger 421-442)	
November 16	Cicero, <i>The Republic</i> (Steinberger 446-460)	Microessay 3 due in class.
November 18	Augustine, <i>The City of God</i> (Steinberger 463-482)	
November 23	Augustine, <i>The City of God</i> (Steinberger 482-504)	
November 25	Thanksgiving (class cancelled)	
November 30	Epictetus, <i>The Handbook (The Encheiridion)</i> , all.	
December 2	Marcus Aurelius, <i>Meditations</i> , vii-xxiv, skim 3-129.	
AQUINAS AND THE MEDIEVAL AGE		
December 7	Thomas Aquinas, "On Kingship" (website); "Commentary on Aristotle's <i>Politics</i> " (website).	Introduction and thesis statement for Essay 2 due in class.
December 9	Thomas Aquinas, <i>Summa Theologica</i> (Steinberger 508-542)	Microessay 4 due in class.
December 14	Symposium	

IMPORTANT DATES

September 8	Letter of introduction due by 5pm via email.
September 16	Microessay 1 due in class.
October 5	Nobel Conference (class cancelled)
October 12	Introduction and thesis statement for Essay 1 due in class.
October 19	Essay 1 due in class.
October 21	Midterm Exam
October 26	Reading Day (no classes)
October 28	Microessay 2 due in class.
November 16	Microessay 3 due in class.
November 25	Thanksgiving (no classes)
December 9	Microessay 4 due in class.
December 7	Introduction and thesis statement for Essay 2 due in class.
December 14	Symposium
December 16	Essay 2 due to Old Main 204H by 12pm.
December 18, 3:30pm	Final Exam

LETTER OF INTRODUCTION

- Due as an attachment via email by 5pm, Wednesday, September 8, 2010. In order to prevent your letter from getting lost in the mess that is my inbox, **make sure that your subject heading includes the phrase “POL 265.”** My email is arosenth@gustavus.edu.
- 2 pages (approximately); 10 or 12 point font; 1” margins

Some of you may be thinking, “Yet another letter of introduction? But you already know me!” Tough luck. Tell me about your summer. Tell me about your plans for the future. Tell me about how you’ve changed since the last letter of introduction you wrote. Tell me things I don’t know about you. Be creative.

Although you should feel free to write informally in this assignment, your letter must be proofread for grammar and spelling and edited for clarity and lucidity.

The following is not a checklist of questions to answer in your letter - it is merely intended to give you a sense of the sorts of things I’m interested in learning about you. But there is one thing that you must include in your letter: **3 interesting, little-known facts about you.**

1. Who are you?

- What words would you use to describe yourself? What are the important parts of your identity?
- What words would you use to describe your family and your upbringing?
- Where are you from?
- What do you do in your spare time?
- What kinds of jobs have you held? What kind of job would you like to have?
- Where have you traveled? Where would you like to travel? Why?
- What’s your major/minor? Why?
- What kind of music do you listen to? What kind of movies/television do you enjoy? What kind of books do you read?
- What have you changed your mind about in the past six months?
- What do you believe to be true about the world?

2. Why are you here?

- In college? At Gustavus Adolphus, specifically? In this course?
- What are your goals for this semester? Be specific.
- What are your goals for this course? Be specific, but don’t simply tell me a grade.

3. How do you learn?

- How do you best process information? (E.g. visually, orally, through writing)
- What teaching methods/classroom activities do you find most useful/least useful? (E.g. lecture, small group discussion, large group discussion)
- Having looked over the syllabus and course requirements, what aspects of the course are you most concerned about? Most excited about?

Anything else you think I should know...

MICROESSAY GUIDELINES

Each student will write three “microessays.” There will be five opportunities to submit microessays. If you choose, you may submit microessays on four dates and I will drop the lowest grade received.

What do I mean by a “microessay”?

Microessays are short (650-850 words) analytical essays in which the writer explores a specific problem or larger issue. The specific questions available for each microessay are listed below. In the microessay, the writer expresses an overall claim about the problem/issue and then proceeds to defend the claim, often by anticipating objections to that very claim or how it is defended. The microessay format is designed to improve the student’s ability to argue a point concisely and effectively - a skill essential in almost every other form of writing.

General Guidelines

1. *Setting up the context of the problem/addressing your audience*
Assume an audience of class members. Thus, explaining the larger significance of the problem/issue is not necessary and you can simply assume an audience of scholars who are already familiar with the texts and context under concern. Good microessay writers try to limit introductory remarks to the first sentence.
2. *Stating your claims about the problem simply*
Whatever the overall issue raised, the microessay writer often wants to make a number of claims - either in support or opposition - about how some authority has approached or addressed the problem. For the writer, the choice of claims is an important strategic issue because persuasiveness is often a function of both the number (quantity) of claims made but also the substantiveness (quality) with which they are articulated. It is a good idea to include a brief summary in the introductory paragraph of all the claims to follow in the essay.
3. *Using evidence to support your claims*
At the very least, each claim should be supported with evidence. In a political theory class, the most important source of evidence is direct quotation from the text. Be sure to include a page reference for each textual citation. Because we are all using the same text, page references can simply be included in parentheses at the end of the sentence.
4. *Anticipating plausible objections to your claims*
Persuasiveness depends not only on the quality and aptness of your evidence, but also on acknowledging the potential weak points in your analysis and plausible objections to your claims. Nothing disarms a reader more than a writer who thinks ahead and supplies a version of the reader’s own objection into the essay; nothing persuades such readers more than encountering their objections fairly and charitably related. Although supplying plausible objections to your own position takes time, and the ability to think outside your usual views, the practice adds invaluable weight and quality to your claims.
5. *Responding to objections*
Once you have provided the objection, proceed immediately to show why it is not in fact so plausible or much of an objection after all. You are not able to offer as many claims when you provide objections and rejoinders, but you more thoroughly cover the ground you do cover.

Microessay 1**Due September 16**

Consider the debate (recorded in Thucydides's *History of the Peloponnesian War*) between Cleon and Diodotus regarding the Mytileneans. Whose vision of political morality do you find more compelling and why? Is morality in politics different from morality in individual relationships? What examples and evidence can you cite from the text to support your contention?

Microessay 2**Due October 28**

In *The Republic*, Plato describes the life of the philosopher, which he thinks is the best life available to a human being. The philosophers live simply and own no private property. Epicurus says that he can be as happy as Zeus if he has bread and water, and he thinks that the pursuit of luxury is incompatible with attaining happiness. Both Plato and Epicurus disparage what we might call "materialism." Why? Do you believe that the pursuit of material goods, wealth, etc., is an impediment to achieving happiness? Why or why not? What is the proper place of material goods (and the pursuit of material goods) in the happy life? Consider (and reply to) the strongest objections to your position and that of Epicurus and Plato that you can think of.

Microessay 3**Due November 16**

Aristotle has emerged from the fogs of time and arrived in the United States in 2010. As any good social scientist would, he immediately begins collecting data and evaluating his previous theories in the light of that data. Remembering to pay close attention to Aristotle's method, choose 2 of the following themes and discuss how Aristotle might (or might not) revise his theories in light of the conditions of the United States today: naturalness of political life, the family, the relation between economic development and moral virtue in a polity, leisure, and education.

Microessay 4**Due December 9**

The Stoics tell us that people can be peaceful and self-composed even while being tortured or in great illness; the mind can detach itself or "shut off" external events. Our duty is to make our minds master over desires and needs. We should depend not on external events for our happiness, but upon reason (inner continuity and stability). According to Marcus Aurelius and Epictetus, human beings ought to imitate the reasonableness of Nature and leave external fate up to providence (acceptance or resignation). What are the political or social effects of such a philosophy? Can Stoicism produce meaningful political change? If so, how? If not, does this (inability to produce social change) present an obstacle to its persuasiveness? How would a Stoic answer these questions?

SYMPOSIUM INFORMATION

The purpose of this handout is to explain the symposium exercise and to assist in your preparation for the symposium on December 14.

What is a symposium?

A symposium is nothing more than a discussion in which you (and the other members of your group) speak from the perspective of the thinker you have chosen, represent that thinker's views, and engage in dialogue with the other thinkers about their views on several significant themes in political thought.

What's the format?

Groups should sit together (with some sort of sign clearly identifying which thinker they represent). I will throw out a question to the group at large and the thinker-groups will respond to the question as *their thinkers might*, and engage in dialogue and debate with other thinkers about why their thinker's position is the best one. At all times, you should be speaking from the perspective of your thinker.

What kinds of questions will you ask?

There's a pretty wide range of types of possible questions. Some questions may be ones that your thinker actually addressed in their writings, such as "What are human beings really like?" or "What is the just community?" More likely are questions that require you to extrapolate from what you know about the thinkers to reach an answer they might plausibly give. For example, I might ask a question such as "Is it a surprise that some students cheat on papers and assignments? How might I deter them from doing so?" None of the thinkers we've studied have addressed this question directly, but you should know enough about them to arrive at the sort of answer they might give.

Note that some questions (such as "what are human beings naturally like") may be addressed directly by some thinkers in the symposium, but not by others. That doesn't mean that thinkers who did not directly address the question are off the hook for participating in the discussion of that question. All the questions will be broad enough that you should be able to come up with a plausible answer for every thinker we've covered.

How should we prepare for the symposium?

First, go over your class notes and reading notes for each thinker. Note that it is not enough to understand your thinker. In order to engage in an interesting dialogue with the other thinkers, you must anticipate what they are likely to say and how your thinker might respond. Make sure that you have a clear understanding both of what they actually said, and **how they thought**. You will not do well in the symposium if you simply look for answers to the questions in your notes. Try to develop a flavor for the approach of each thinker.

Second, meet with the rest of your group to compare your sense of the thinkers and their likely responses to the questions. **Everyone in each group will be required to participate**, so you want to make sure that all members of the group feel comfortable with the material.

One way to prepare for the symposium (and, not coincidentally, the final exam) is to make a chart with the important course themes and each of the thinkers. When filling in the blocks on the chart, it is easy to see which areas you need to look into further. Here’s a miniature version of the sort of chart I’m talking about. Note that this chart is exemplary, rather than exhaustive, so there may be themes/questions raised in the symposium that do not appear on this list.

	Gov’t	Equality	Reason	Individual/ Community	Justice/ Injustice	Happiness	Liberty	Virtue
Thucydides								
Socrates								
Plato (R)								
Epicurus								
Diogenes								
Plato (L)								
Cicero								
Aristotle								
Stoics								
Augustine								
Aquinas								

Honor Code and Academic Honesty Policies

http://www.gustavus.edu//academics/general_catalog/current/acainfo

GUSTAVUS ADOLPHUS COLLEGE HONOR CODE

Every Gustavus Adolphus College student is required to sign the following statement before final admittance into the College:

“As a community of scholars, the faculty and students of Gustavus Adolphus College have formulated an academic honesty policy and honor code system, which is printed in the Academic Bulletin and in the Gustavus Guide. As a student at Gustavus Adolphus College I agree to uphold the honor code. This means that I will abide by the academic honesty policy, and abide by decisions of the joint student/faculty Honor Board.”

The following code will be written in full and signed on every examination and graded paper:

“On my honor, I pledge that I have not given, received, or tolerated others’ use of unauthorized aid in completing this work.”

Gustavus Adolphus College is proud to operate under an honor system. The faculty and students have jointly created an Honor Board to enforce this policy. In signing this statement a student is promising that his or her work complies fully with the authorized aid as defined by the professor. It is each professor’s responsibility to state course penalties for academic honesty policy violations, and to define the level of authorized aid appropriate to the work in the course or to the particular assignment. However, the student is responsible to ask questions about any reasonable doubt regarding the professor’s definition.

Under the academic honesty policy, the instructor informs “...the student and the office of the Dean of the Faculty of the nature of the offense, the penalty within the course, and the recommendation of the instructor as to whether further disciplinary action by the Dean is warranted.” The in-course penalties and notification of the Dean’s office should end the matter in most cases. However, if a student disputes the allegation of academic dishonesty, the student can request an Honor Board hearing.

A six-member Honor Board panel (three students and three faculty) will investigate and hear the case. Both the accused student and the instructor have the right to submit statements and documents and/or be present for the proceeding. A 4-2 vote is needed to decide that the student is indeed guilty of an academic honesty policy violation. If the Board rules that a violation occurred, all other provisions of the academic honesty policy will apply, including the instructor’s in-course penalties, and possible probation or suspension for repeated offenses. If the student is not found guilty it will be presumed that no violation occurred, and the faculty member will not penalize the student for an honesty violation (honesty aside, the quality of the student’s work is still subject to the instructor’s professional judgment.).

The Honor Board pool is comprised of six students and six faculty members. From this pool of twelve, three students and three faculty will be appointed by the office of the Dean of the Faculty to investigate and adjudicate cases involving the academic honesty policy. Potential student members are required to complete an application, and are interviewed and nominated each spring for the next academic year by the Student Senate Academic Affairs Committee. After receiving the nominations the Student Senate Cabinet appoints the student board members. The faculty members are invited to indicate an interest in serving on the board, and are then nominated by the Academic Operations Committee. The Faculty Senate makes the appointment of faculty board members each spring. Each Honor Board member participates in an orientation session, and is instructed on the importance of confidentiality and proper investigation procedures.

The proctoring of exams will be at the discretion of the instructor.

An integral part of the honor code is non-tolerance of violations. This non-tolerance policy is a recognition that we are not only responsible for our own ethical conduct but are also members of a vital community with obligations to contribute to its ethical climate. Under this code students are not expected to police others' actions. Rather, students agree to report violations of which they become aware and failure to do so would constitute an honor code violation. Maliciously making a false accusation will be considered a violation of the honor code.

ACADEMIC HONESTY POLICY

The faculty of Gustavus Adolphus College expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which impinges upon academic freedom of other members of the college community. In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another's words or ideas. Students are especially cautioned that quoting from or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source.

In the case of cheating or plagiarism, the instructor will inform the student and the office of the Dean of the Faculty of the nature of the offense, the penalty within the course, and the recommendation of the instructor as to whether further disciplinary action by the Dean is warranted. Another instance of academic dishonesty will result in review of the student's record by the probation committee and may result in the student being placed on academic probation. If a pattern of academic dishonesty continues, the student may be permanently dismissed from the College.

A student may not submit work that is substantially the same in two courses without first gaining permission of both instructors if the courses are taken concurrently, or permission of the current instructor, if the work had been submitted in a previous semester.

The faculty regards the damaging of library materials and failing to sign out or to return them properly, and misuse of computer files and programs as equally serious violations of the ethical standards of courtesy, fairness, and honesty that bind together a community of scholars.

Individuals who use the College's computer facilities assume the responsibility of seeing that these resources are used in an appropriate manner. Misuse of computer hardware, software, data, and output is a violation of College policy and regulations and may also be a violation of law if data of other computer users are disturbed or the privacy of individuals is violated.

Finally, students who serve the College in positions of responsibility in which they deal with test materials, letters of recommendation, and other matters which must be held in confidence are expected to maintain confidentiality and to adhere to the same high standards of personal integrity.