

CRIM 220-001

Introduction to Law & Society

Fall 2018

Instructor:	Hillary Mellinger
Email:	hmelling@gmu.edu
Class Time & Place:	Thursdays, 10:30 am – 1:10 pm, Bull Run Hall 132
Office Hours:	By Appointment on Thursdays 1:30 pm – 3:30 pm at Colgan Library Study Room 104D. Please schedule appointment in advance at the following website: calendly.com/hmelling

Course Description

Introduces the relationship between law and society. Discusses theoretical perspectives from a number of social science disciplines. Promotes a foundational understanding of the concept of law and the origins, development, and role of law in society, particularly outside of formal legal institutions. Topics covered may include legal mobilization, law and social change, social movements, law and inequality, and law's relationship to social control.

Student Learning Outcomes

After completing this course, students will be able to:

- ✓ Describe the interdisciplinary field of law and society, and the topics / research areas it encompasses
- ✓ Evaluate different conceptions of law, such as that found within legal positivism, legal realism, and natural law
- ✓ Differentiate the three sociological perspectives of law, drawing from Weber, Durkheim, and Marx
- ✓ Identify how law can be used as a form of social control
- ✓ Critique the “law on the books” versus the “law in action,” and analyze why such incongruences occur
- ✓ Consider under what conditions law can be used as a tool for social change
- ✓ Analyze and compare different types of legal consciousness

Required Books

Calavita, K. (2010). *Invitation to Law and Society: An Introduction to the Study of Real Law* (1st ed.). Chicago: University of Chicago Press.

- ISBN: 0226089975

Ewick, P. & Silbey, S. *The Common Place of Law: Stories from Everyday Life* (1st ed.). Chicago: University of Chicago Press.

- ISBN: 0226227448

Grade Structure

Assignment	% of overall grade
Participation	25%
Exam 1	25%
Exam 2	25%
Exam 3	25%

Grading

A = 93-100	B+ = 87-89.99	C+ = 77-79.99	D+ = 67-69.9	F = 59 or below
A- = 90-92.99	B = 83-86.99	C = 73-76.99	D = 63-66.99	
	B- = 80-82.99	C- = 70-72.99	D- = 60-62.99	

Participation

There are 12 substantive days of class, defined as days that we will meet and discuss the course readings. (There are also 3 exam days and 1 holiday, for a total of 16 days). Each substantive day will be worth 2 participation points. You will earn 1 point for attendance, but you can only earn the 2nd point for actual discussion / participation during in-class activities. These activities include (but are not limited to) the following:

- ✓ Discussions (in small groups or by raising your hand in class)
- ✓ Debates (in small groups)
- ✓ Short Reflection Responses (Made in class)
- ✓ Pop Quizzes
- ✓ Suggestions for Exam Questions

If you do not participate in the above activities (and only attend class), you will automatically lose 12 points off your grade, which immediately brings it to an 88.

Exams

There will be three exams during this course. Each exam is worth 25 points (or 25 percent of your final grade). The exams will include multiple-choice questions, short answer questions, and essay questions. The exam questions will be based on course lectures, guided reading questions, and in-class discussions. Each week of the course I will ask students to suggest their own questions for exams. I will then select many of these questions for the actual exam.

Make-Up Exam Policy

All makeup exams will be scheduled at the convenience of the instructor. **All makeup exams will be in essay form.** Makeup exams will be allowed *only* when the student provides written verification of personal illness, death / serious illness in the immediate family, or other serious emergency. Students approved to participate in an athletic event during the exam must bring an official request form from the Athletic Department in advance. Students who present false information will be charged with academic dishonesty. Students who know in advance that they will not be able to attend an exam should notify the instructor as soon as possible.

Extra Credit

For 5 points added to your final grade, you may write a 3-page, double-space response paper on one of the weekly course readings. Each of the weekly readings has "Guided Reading Questions" which you can use to brainstorm a response paper topic. Your response paper topic does not have to be based on one of these guided reading questions (in other words, you can make up your own response paper topic), but please e-mail me in advance to tell me the topic that you have chosen. The last day you can submit a response paper is Thursday, Dec. 6th (which is Week 15 of our course).

Course Expectations

Preparing for Class

I expect you to come to class prepared. Please read the assigned materials. I recommend that you take notes on the readings and answer the weekly “guiding reading” questions, as many of these will appear on the exams. I also encourage you to ask questions (either in-class or via e-mail) to ensure that you understand the material, and that you can remember what was covered in class.

Class Structure

Classes will be challenging and will involve lectures, discussions, and in-class exercises and activities. The purpose of lectures, discussion, and activities is to help clarify and explain the readings.

Participation Policy

I understand that some individuals may be uncomfortable speaking in front of a classroom, and so I will do my best to have a variety of in-class activities that will allow you earn participation points in various ways. (For example, perhaps you do not want to raise your hand to answer a question, but you are comfortable speaking in a small group, or you like to write short reflection responses at the end of class). If for any reason these participation activities make you uncomfortable, please let me know.

E-mail Policy

GMU E-mail Account

Please be sure that your GMU e-mail account has been activated and that you check it regularly. You may be able to forward your GMU e-mail account to your personal e-mail account, if this is more convenient for you. All correspondence related to our course will be sent via e-mail to your GMU account.

Blackboard

Blackboard Course Access and Navigation

Students will use their GMU account to login at: mymason.gmu.edu. You will need to enter your username and password. Click on the link on the upper-right part of the screen that says “Courses.” Under “Course List,” click CRIM 220 (Fall 2018).” I recommend that you Bookmark this site so that you can easily find it.

Blackboard Support

Students should immediately report any problems to their course instructor and also contact the Blackboard Support Center at courses@gmu.edu or call **(703) 993-3141** for 24/7 support. Students can also log onto <http://help.blackboard.com/student/index.htm> for support.

Bad Weather & Emergency Preparedness

Emergency Preparedness for Disruption of Classes

Please check www.gmu.edu to see if classes are cancelled for bad weather or other emergencies. You can also register for Mason’s emergency alert system at <https://alert.gmu.edu>.

Course Schedule

Date	Readings	Guided Reading Questions
Week 1 Thurs. Aug. 30 th	No Readings	No Reading Questions
Week 2 Thurs. Sept. 6 th Introduction to Law & Society	1. Calavita, Chp. 1 “Introduction” ---- (9 pages) ----- Readings on Blackboard: ----- 2. Sutton, Chp. 1 “An Introduction to the Sociology of Law” ---- (22 pages)	1. What does it mean to study <u>law and society</u> ? Describe the field of <u>law and society</u> in your own words. 2. What topics / subjects are included within the field of <u>law and society</u> ? 3. How do you define the term <u>law</u> ? 4. What is the difference between a <u>law</u> and a <u>social norm</u> ? 5. Does a <u>law</u> have to be <u>moral</u> ? 6. In what ways is <u>law</u> like a <u>game</u> ?
Week 3 Thurs. Sept. 13 th Law in Our Everyday Lives	1. Calavita, Chp. 3 “Law in the Everyday, Everywhere” ---- (20 pages) ----- Readings on Blackboard: ----- 2. Erickson, A. (2018, Jan. 18). “The 1829 dictionary entry that reshaped how Americans think about immigrants.” <i>Washington Post</i> . ---- (3 pages) 3. Kopan, T. (2018). "Justice Department: Use 'illegal aliens,' not 'undocumented'." <i>CNN</i> . ---- (1 page)	1. Draw a diagram that illustrates <u>law</u> 's relationship to <u>society</u> . It can be any diagram you choose; there is no right or wrong answer. 2. In what ways is <u>law</u> a conspicuous part of our normal, everyday lives? Give at least <u>two examples</u> . 3. How does the <u>media</u> (such as news, TV shows, and movies) affect our understanding of the legal system / criminal justice system? 4. How does <u>law</u> contribute to the <u>social construction</u> of race, gender, and immigration? 5. How can <u>law</u> be used as a <u>tool of resistance</u> ?

<p>Week 4</p> <p>Thurs. Sept. 20th</p> <p>Legal Positivism, Legal Realism, & Natural Law</p>	<p>-----</p> <p>Readings on Blackboard:</p> <p>-----</p> <ol style="list-style-type: none"> Walsh & Hemmens, (2016) “Early Thinkers About Law,” pp. 11-16 ---- (5 pages) Walsh & Hemmens, (2016) “Legal Realism,” pp. 35-37 ---- (2 pages) Walsh & Hemmens, (2016) “Natural Law,” pp. 37-42 ---- (5 pages) Martin Luther King, Jr. “Letter from a Birmingham Jail” ---- (5 pages) 	<ol style="list-style-type: none"> Each of the below legal philosophers had different <u>conceptions of law</u>. Please write three sentences for each of these philosophers, answering this question: “According to this philosopher, what is the role of law in society?” <ul style="list-style-type: none"> — Plato — Aristotle — Thomas Hobbes — John Locke — John Rawls — Jean-Jacques Rousseau * What is <u>legal realism’s</u> conception of law? <ul style="list-style-type: none"> — Chief Justice Oliver Wendell Holmes What is <u>natural law’s</u> conception of law? <ul style="list-style-type: none"> — Plato — Aristotle — Cicero * — Saint Thomas Aquinas * — Hugo Grotius (also known as Hugo de Groot) * What is <u>legal positivism’s</u> conception of law? <ul style="list-style-type: none"> — Jeremy Bentham * — H.L.A. Hart * How does Martin Luther King, Jr. describe just versus unjust laws? What are Martin Luther King, Jr.’s views on breaking the law? <p>* = Information can be found in PDF of Class PowerPoint</p>
<p>Week 5</p> <p>Thurs. Sept. 27th</p> <p>Sociological Perspectives of Law</p>	<ol style="list-style-type: none"> Calavita, Chp. 2 “Types of Society, Types of Law” ---- (20 pages) <p>-----</p> <p>Readings on Blackboard:</p> <p>-----</p> <ol style="list-style-type: none"> Walsh & Hemmens, (2016) “Sociological Perspectives of Law” pp. 16 - 21 ---- (5 pages) Walsh & Hemmens, (2016) “Two Opposing Perspectives: Conflict & Consensus” pp. 21 - 24 ---- (3 pages) 	<ol style="list-style-type: none"> Each of the below scholars argues that <u>law influences society and the economy</u>. Please write three sentences for each of the below scholars, answering this question: “According to this philosopher, how is law interconnected with society and the economy?” <ul style="list-style-type: none"> — Max Weber — Émile Durkheim — Karl Marx Do you agree more with the <u>conflict perspective</u>, the <u>consensus perspective</u>, or a combination of both? Why? How has the <u>legal profession</u> changed over time? When you think of lawyers today, what type of person do you imagine? Do you think that lawyers <u>help</u> or <u>hinder</u> social change? Why?

<p>Week 6</p> <p>Thurs. Oct. 4th</p> <p style="text-align: center;">Legal Pluralism & Review Day</p>	<p>1. Calavita, Chp. 5 “Many Laws, Many Orders” ---- (20 pages)</p> <hr/> <p style="text-align: center;">Readings on Blackboard:</p> <hr/> <p>2. Walsh & Hemmens, (2016) “Common Law,” pp. 58 - 62 ---- (5 pages)</p>	<p>1. Describe the origins and development of the <u>common law system</u>.</p> <p>2. What is <u>precedent</u>?</p> <p>3. Provide a definition of <u>legal pluralism</u>.</p> <p>4. Provide <u>one example</u> of legal pluralism.</p> <p>5. What might happen when <u>two legal orders conflict</u>?</p> <p style="text-align: center;">----- Review for Exam -----</p>
<p>Week 7</p> <p>Thurs. Oct. 11th</p>	<p style="text-align: center;">Exam #1</p> <p style="text-align: center;">No Readings</p>	<p style="text-align: center;">Exam #1</p> <p style="text-align: center;">No Reading Questions</p>
<p>Week 8</p> <p>Thurs. Oct. 18th</p> <p style="text-align: center;">The Law & Social Control</p>	<hr/> <p style="text-align: center;">Readings on Blackboard:</p> <hr/> <p>1. Walsh & Hemmens, (2016) “The Law & Social Control” pp. 223 - 233 ---- (10 pages)</p>	<p>1. Define <u>social control</u>.</p> <p>2. Provide an example of each of the following: — Direct social control — Indirect social control — Formal social control — Informal social control</p> <p>3. Provide a description of each of the four philosophies of punishment: — Deterrence — Retribution — Incapacitation — Rehabilitation / Reintegration</p> <p>4. Provide a description of each of Donald Black’s four legal styles of social control: — Penal — Therapeutic — Compensatory — Conciliatory</p> <p>5. What might Émile Durkheim say about <u>formal social control</u> versus <u>informal social control</u>?</p>

<p>Week 9 Thurs. Oct. 25th</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Police Stops & Sentencing</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Legal Discretion:</p>	<ol style="list-style-type: none"> 1. Calavita, Chp. 6 “The Talk vs. the Walk of Law” ---- (21 pages) <p>-----</p> <p style="text-align: center;">Readings on Blackboard:</p> <p>-----</p> <ol style="list-style-type: none"> 2. Epp, Chp. 3 “The Decision to Stop a Driver” ---- (21 pages) 3. Ulmer, J. & Kramer, J.H. (1996). “Court Communities under Sentencing Guidelines” ---- (25 pages) 	<ol style="list-style-type: none"> 1. What is Calavita referring to when she says that there is a gap between the <u>law on the books</u> and the <u>law in action</u>? 2. According to Calavita, vagrancy laws were enforced after the bubonic plague, but then stopped being enforced. However, after the Civil War, vagrancy laws were enforced again, but in a selective manner. What explains this? 3. Epp identifies two types of police stops: <u>traffic stops</u> and <u>investigatory stops</u>. Describe each of these. 4. According to Epp, who is most likely to be subjected to an investigatory stop? 5. According to Ulmer, what three <u>extralegal factors</u> influence sentence length and sentence location?
<p>Week 10 Thurs. Nov. 1st</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inequality & Law</p>	<ol style="list-style-type: none"> 1. Calavita, Chp. 4 “The Color of Law” ---- (22 pages) <p>-----</p> <p style="text-align: center;">Readings on Blackboard:</p> <p>-----</p> <ol style="list-style-type: none"> 2. Delgado & Stefancic, Chp. 1 “Introduction” ---- (18 pages) 3. Kavanagh & Oberdiek, Chp. 11 “Critical Legal Studies, Critical Race Theory, & Feminist Theory” ---- (4 pages) 4. Optional: Frohmann (1997). Convictability & Discordant Locales: Reproducing Race, Class & Gender 	<ol style="list-style-type: none"> 1. What are the beliefs of <u>critical legal studies</u> (CLS)? 2. What is <u>critical race theory</u> (CRT)? 3. What is <u>feminist legal theory</u>? 4. What is <u>legal indeterminacy</u>? <p style="text-align: center;">-----</p> <p style="text-align: center;">Pick Topic for Next Class</p> <p style="text-align: center;">-----</p> <ol style="list-style-type: none"> 1. Civil Rights 2. Abortion / Women’s Rights 3. Same-Sex Marriage / LGBTQI Rights 4. Criminal Law 5. Immigration Law
<p>Week 11 Thurs. Nov. 8th</p>	<ol style="list-style-type: none"> 1. Calavita, Chp. 7 “Law and Social Justice” ---- (31 pages) <p>-----</p> <p style="text-align: center;">Readings on Blackboard:</p> <p>-----</p> <p>(see next page for additional readings)</p>	<ol style="list-style-type: none"> 1. Gerald Rosenberg presented two views of the Supreme Court’s ability to prompt social change: the <u>dynamic view</u> and the <u>constrained view</u>. Describe each of these views. 2. Max Weber proposed three ideal types of authority: <u>traditional</u>, <u>charismatic</u>, and <u>rational-legal</u>. In your own words, describe each of these ideal types. <p>(see next page for additional questions)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Social Change & Law</p>	<p>2. Walsh & Hemmens, (2016) “The Law as a Cause of Social Change,” pp. 292 - 295 ---- (3 pages)</p> <p>3. Walsh & Hemmens, (2016) “The U.S. Supreme Court & Social Change,” pp. 299 - 305 ---- (6 pages)</p> <p>4. Maher, R. M. (2003). “The Guiding Hand of Counsel.” ---- (5 pages)</p>	<p>3. What is the difference between <u>strict constitutionalism</u> and <u>judicial activism</u>?</p> <p>4. In your opinion, which of these views is more accurate, and why? — A <u>change in the law</u> produces <u>social change</u> — <u>Social change</u> produces a <u>change in the law</u> — Both of the above</p> <p style="text-align: center;">----- Review for Exam -----</p>
<p>Week 12 Thurs. Nov. 15th</p>	<p style="text-align: center;">Exam #2 No Readings</p>	<p style="text-align: center;">Exam #2 No Reading Questions</p>
<p>Week 13 Thurs. Nov. 22nd</p>	<p style="text-align: center;">Thanksgiving Break: No Readings</p>	<p style="text-align: center;">Thanksgiving Break: No Reading Questions</p>
<p>Week 14 Thurs. Nov. 29th</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Legal Consciousness: Week 1</p>	<p>1. Ewick & Silbey, Chp. 1 “Millie Simpson” ---- (12 pages)</p> <p>2. Ewick & Silbey, Chp. 2 “The Common Place of Law” ---- (18 pages)</p> <p>3. Ewick & Silbey, Chp. 3 ONLY pp. 34-35, “Legal Culture & Consciousness” ---- (2 pages)</p> <p>4. Ewick & Silbey, Chp. 4 “Before the Law” ---- (17 pages)</p>	<p>1. What did you find to be the most surprising / interesting / infuriating parts of Millie’s story?</p> <p>2. In your opinion, do lawyers <u>help</u> or <u>hurt</u> a legal case? Why do you think you have this viewpoint?</p> <p>3. Imagine that there has been a snowstorm, and it has taken you hours to shovel your car out of the snow. Do you now believe that you have a right to your parking spot? Why or why not?</p> <p>4. What is <u>legal consciousness</u>?</p> <p>5. What does it mean to be “<u>before the law</u>”?</p>
<p>Week 15 Thurs. Dec. 6th</p>	<p>1. Ewick & Silbey, Chp. 5 “With the Law” ---- (57 pages)</p> <p>2. Ewick & Silbey, Chp. 2 “Against the Law” ---- (15 pages)</p>	<p>1. What does it mean to be “<u>with the law</u>”?</p> <p>2. What does it mean to be “<u>against the law</u>”?</p> <p>3. In your opinion, why do some people fight a ticket or decide to bring a case to court, whereas other people do not?</p>

Legal Consciousness: Week 2		<p>4. What type(s) of legal consciousness do you believe that you have, and why?</p> <ul style="list-style-type: none"> — Before the Law — With the Law — Against the Law <p style="text-align: center;">----- Review for Exam -----</p>
Week 16 Thurs. Dec. 13 th	Final Exam: No Readings	Final Exam: No Reading Questions

University Resources

Students with Disabilities

If you have (or think you may have) a learning disability or other condition that may affect your academic performance, you should: 1) make sure documentation is on file with the Office of Disability Services (703-993-2474; ods.gmu.edu) to determine the accommodations you need; and 2) see Prof. Newmark to discuss your accommodation needs. By Mason policy, I cannot make any accommodations for students without certification from ODS on the existence of a disability and the specific accommodations needed.

Writing Center

To improve your writing skills, the university offers assistance through the University Writing Center (writingcenter.gmu.edu/).

Diversity

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but is not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard, and respected.

Student Health Services (SHS)

Provides *confidential* health care to enrolled students in emergency and non-emergency circumstances on the Fairfax, Arlington and Prince William campuses. If there is a medical emergency and Student Health Services (SHS) is closed, please contact the free after-hours nurse ((703) 993-2831), a hospital emergency room, an urgent care facility, or call 911.

SUB 1, Suite 2300
703-993-2831

WAVES: Wellness, Alcohol and Violence Education and Services

WAVES promotes wellness within the Mason community through health education, alcohol/drug assessment and education, and violence awareness, prevention and sexual assault response. We help students make healthy, safe choices and encourage lifelong, thoughtful healthy decision-making through individualized support, creative programming, and evidence-based education and outreach.

WAVES Office 703-993-9999
SUB I, Suite 3200
24-Hour Sexual and Intimate Partner Violence Crisis Line 703-380-1434
waves.gmu.edu

CAPS: Counseling and Psychological Services

Counseling and Psychological Services (CAPS) provides a wide range of free *confidential* services to students, faculty, and staff. Services are provided by a staff of professional clinical psychologists, social workers, counselors, learning specialists, and psychiatric providers. CAPS individual and group counseling, workshops, and outreach programs are designed to enhance students' personal experience and academic performance.

Visit us at caps.gmu.edu for additional resources.

- For consultation or emergency assistance during office hours call 703-993-2380.
- For assistance during non-office hours, call University Police at 703-993-4357.
- 703-527-4077 (CrisisLink)
- 1-800-273-8255 (National Suicide Prevention Lifeline)
- 1-877-838-2838 (Veterans' Crisis Hotline)

University Police

Emergency: 911

Non-Emergency: (703) 993-2810

Reporting a Crime (Crime Solvers Anonymous Tip Hot-Line): (703) 993-4111

Mason Police Website: <http://police.gmu.edu/>

Eric Heath, Chief of Police Phone: (703) 993-3840 E-mail: eheath2@gmu.edu

English Language Skills

If you are not a native English speaker and may be interested in linguistic and cultural enrichment services, you can contact Mason's English Language Institute (eli.gmu.edu).

Academic Skills

If you'd like to improve your academic skills, you can get help from Learning Services caps.gmu.edu/learningservices. They offer workshops on the study cycle, effective note-taking techniques, individual learning styles, ways to prepare for exams, and effective time management. I've heard from former students that these services can be very helpful.

Career Assistance

When you're ready to start your career, be sure to access the many helpful resources of Career Services, at careers.gmu.edu.

University Policies and Other Resources

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu>. All members of the university community are responsible for knowing and following established policies.

Enrollment Responsibilities and Deadlines

Students are responsible for verifying their enrollment in their classes, and making sure they're enrolled in the classes they want to be enrolled in, and not enrolled in the classes they don't want to be enrolled in. Schedule adjustments should be made by the deadlines published in the academic calendar at registrar.gmu.edu. The last day to add a class is Tuesday September 4. The last day to drop a class without tuition loss is Sunday September 9. The last day to drop a class, with 100% tuition loss, is Sunday September 30. After this date the class can only be dropped by using a selective withdrawal option by Sunday October 28 -- but you only have three selective withdrawals during your entire time at Mason, so use them wisely. Any other type of withdrawal requires the approval of the Dean and is only allowed for nonacademic reasons.

University Honor Code

The following is a summary of Mason's honor code; see the University Catalog and <http://oai.gmu.edu/the-mason-honor-code-2/> for additional information. Mason's honor code will be strictly enforced in this class and **all violations will be reported to the Office of Academic Integrity**.

The Honor Code of George Mason University specifically prohibits *cheating and attempted cheating, plagiarism, lying, and stealing*.

Cheating and attempted cheating include "willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students." Examples include the use of unauthorized resources during an exam, copying another student's work (with or without their permission), allowing another student to copy your work, using an assignment or test from another student, accessing tests or grades electronically for the purpose of getting an unfair advantage, and any other behavior that fits the general definition above.

Plagiarism includes "presenting as one's own the words, the work, the ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge." Examples include taking or buying a paper from someone else or the internet and presenting it as your own, and submitting as your own work a paper with substantial unacknowledged contributions from others. Information and graphics obtained from the internet (except for freeware clipart) must include source citations to avoid plagiarism. **Your final paper will be submitted to Blackboard and screened by the SafeAssign plagiarism detection program. If you use another student's paper as a significant, unacknowledged source for your paper, I will refer you to the Office of Academic Integrity.**

Lying includes "the willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work." Examples include making up source materials or source citations in a paper, pretending to use an actual source that you didn't really use, making up an excuse for missing a test or assignment due date, falsifying any written or electronic document, or presenting any other falsehoods through any method and in any context.

Stealing includes "taking or appropriating without the permission to do so, and with the intent to keep or to make use of wrongfully, property belonging to any member of the George Mason University community or any property located on the university campus. This includes misuse of university computer resources (see the Responsible Use of Computing Policy section in the "General Policies" chapter). This section is relevant only to academic work and related materials."