

Political Science 423
International Environmental Policy
Spring 2015
T/Th 1:30-2:45 pm
Classroom: Lyles-Porter Hall 1160
Updated January 9, 2015

Instructor:

Dr. Kimberly Marion Suiseeya

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Office Hours: Wednesday 1:00 pm – 4:00 pm, Thursday 11:00 am – 12:00 pm, or by appointment

1. Course Description

Environmental problems that transcend national borders are among the most intractable challenges facing our global community. Collective action problems are pervasive in negotiations and attempts to address, monitor, and enforce international environmental agreements are often weak. Yet, despite these constraints, international actors have designed and secured agreement in a variety of policy arenas, aiming to improve global environmental governance. The purpose of this course is to understand how, why, and when the international community is able to overcome collective action problems and effectively address global environmental challenges. We begin by first analyzing the structures, agents, and processes affecting international environmental politics. In the second part of the course, we review specific international environmental challenges and policies to examine their emergence, effectiveness, and consider alternative approaches. By doing so, we will identify the knowledge gaps that impede our understanding about the role of international institutions and actors in affecting positive environmental change. Requirements include active participation, discussion papers, a research paper, and a presentation.

The class is designed at the advanced undergraduate student level. While there are no formal prerequisites, students who have had no previous courses in public policy or political science should be prepared for a more challenging semester. As an advanced liberal arts seminar, the class is reading and writing intensive and developing critical thinking and writing skills is a fundamental objective. Finally, active participation in class discussions is essential and will be expected of all students. Students with concerns about these expectations should speak with me before enrolling.

Learning Objectives:

By the end of this course, you will be able to:

- Describe and analyze the basic structure and processes of international environmental policy making.
- Identify and analyze the diverse set of actors engaged in international environmental policy and understand their roles and contributions in affecting environmental change.
- Analyze and evaluate an international environmental policy using sound arguments and evidence.

- Advance a normative position on critical questions in international environmental policy and provide a sound argument and evidence to back your position.
- Demonstrate the above skills in class discussion and written assignments.

2. Our Contract

By enrolling in this course, you and I are entering into a contract with each other. I will work hard to be prepared, enthusiastic, fair, and respectful of every student and their opinions. I will be accessible and try my best to return graded materials after no more than two weeks. By enrolling in the class, you have agreed to (1) attend class, (2) participate by asking thoughtful questions and joining in class discussions, (3) read the assigned material and complete assignments on time, (4) comply with class policies established in this syllabus, and (5) **uphold the Purdue University Code of Honor and the College of Liberal Arts Civility Statement** (see end of this syllabus).

3. Course Requirements

- Please come to each class prepared by completing the required readings and assignments listed for that day.
- All students are responsible for visiting the course website regularly to check for the most current schedule, readings, assignment prompts, course policies, and web links for facilitating class discussion.

There are **four** basic requirements for this course:

1. Regular contribution to discussion (20%) including leading class discussions with a partner for the sessions for your assigned discussion papers.
2. Two discussion papers (20%) posted on Blackboard 48 hours before class for the entire class. These must be submitted in two ways: first, please post the paper in the relevant discussion forum on Blackboard, and second, submit the paper through the Assignments folder. The first **must** be written during the first six weeks of class (by Class 12); the second must be written by Class 28. You will sign up for your discussion papers on the second day of class.
3. Assignments leading up to final paper (Research Proposal and Outline and Annotated Bibliography 5%; Polished Draft 10%; Peer Review 10%) – 25% total. You must submit a one paragraph research topic for approval on February 3. You will present your polished draft at a research roundtable on March 31 to solicit feedback from your classmates.
4. Final Paper (35%): Every student will write an 18-20-page (25-30 for graduate students) research paper about an international environmental policy. You will choose one actor and examine their role in the development and implementation of your selected international environmental policy. The actor could be a single nation-state, an organized group of states, an international organization, or a non-state entity such as an international non-governmental organization.

*Additional details on the course requirements and assignments are provided in the assignment packet

Requirement	Points	Percentage	Due Date
Contribution to Discussion	100	20%	ongoing
Discussion Paper #1	50	10%	Varies
Discussion Paper #2	50	10%	Varies
Research Proposal, Outline, and Annotated Bibliography	25	5%	Feb. 12
Polished Draft of Paper	50	10%	March 31
Peer Review of Paper	50	10%	April 16
Final Research Paper	175	35%	May 2
TOTAL	500	100%	

4. Course Materials

Reading Materials

We will draw from two primary textbooks, peer-reviewed journal articles, book chapters, and online resources. Materials that can be found on BlackBoard will be marked [B]; web materials will be noted [W], and course reserve materials will be noted with [R]. Our two primary textbooks are both available for purchase in the university bookstore:

1. O'Neill, Kate. 2009. *The environment and international relations*. Cambridge University Press. ISBN: 9780521603126
2. Axelrod, R. and S. VanDeveer. 2015. *The global environment: institutions, law, and policy*. Sage CQ Press. ISBN: 978-1-4522-4145-6

Copies of the two textbooks are also on reserve in the Humanities, Social Science, and Education Library (HSSE). Note: if you use older editions of the books, make sure that you cross-reference the table of contents to ensure you are reading the correct chapter. You are responsible for ensuring you have the correct material for each class.

News and Research Resources

- Please pay attention to current events. The *New York Times* and the *Wall Street Journal* provide in-depth coverage of national and international issues. *Environmental News Network* (www.enn.com) covers a broad base of topics across the globe. The *Earth Negotiations Bulletin* from IISD (<http://www.iisd.ca>) provides excellent coverage of ongoing international negotiations. You can access most of these news sources through Purdue's library.
- The **library** is an excellent resource for conducting research. The library guides provide a good launching point: <http://guides.lib.purdue.edu/content.php?pid=129170>
- Additionally, our **reference librarian**, Professor Bert Chapman, is available to assist you in finding credible academic sources for your research. He can be reached via email chapmanb@purdue.edu.
- **Purdue's Writing Lab** is a valuable resource as you begin to draft your assignments: <https://owl.english.purdue.edu/writinglab/>
- Consider using **Zotero**, a free, web-based software for managing your research resources, citations, and for creating bibliographies. This is available for download through the library.
- International Environmental Agreements database: <http://iea.uoregon.edu/> provides a wealth of information related to multilateral and bilateral environmental treaties from around the globe.

5. Policies

General Course Policies:

While technology in the classroom has its advantages, it is often distracting to your fellow classmates. All laptops, tablets, phones, and recording devices must be turned off and put away during class. Please talk with me if you have questions or concerns about this policy.

Attendance:

You are expected to follow the Purdue University Class Attendance and Absence Reporting

Policy, meaning that you are required to attend all lectures and events. **Absences will be excused only for documented physical or mental illness, accident, or emergency as determined by the Dean of Students.** The complete policy and implications are available online at: <http://www.purdue.edu/odos/services/classabsence.php>

If you are late to class, please enter quietly; I'd prefer a minor disruption to you missing an entire class.

Grading:

All grades will eventually be scaled to a 100-point system:

		87-89	B+	77-79	C+	67-69	D+
93-100	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-
						< 60	F

In calculating course grades, **any missing assignments will be counted as a zero—something that will seriously affect your course grade.** If you have questions or concerns about your grades, please come to my office hours or schedule an appointment to see me. Please **do not wait** until the end of the semester to ask how you can improve your grade.

Citation and Plagiarism:

Please refer to Purdue's Online Writing Lab for guidance on how to properly use and credit research in your work. For this course, you should use APA 6th edition style: <https://owl.english.purdue.edu/owl/section/2/10/>

If you supplement your research with material from the internet, you must put the full citation and not just the general website. For example, if you look up information on hazardous wastes at the EPA website, put: <http://www.epa.gov/epaoswer/osw/hazwaste.htm> and **NOT** <http://www.epa.gov/> or EPA website. You should also include the author or sponsor of the website and the date you accessed the site.

Assignments and Exams:

I will provide detailed assignment instructions for all major assignments throughout the course of the semester in advance of the due date. Please follow the specific instructions and adhere to the guidelines, especially regarding collaboration with your peers. Generally, unless otherwise specified, collaboration on assignments is not permitted. Your work must be your own, original contribution.

Late Assignments:

Assignments turned in late without a valid extension will lose one partial letter grade for each day, e.g. an A- paper turned in one day late will become a B+. **Extensions must be requested before the due date.** No extensions will be granted the day an assignment is due except for documented medical or personal emergencies. Computers crashing, file corruption, and other technology problems are not generally considered valid excuses for late work.

Accommodation:

Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with me no later than January 27.

Emergencies:

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or

other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

6. Class Schedule and Assignments

Topics and Readings	Assignments
<i>Introduction</i>	
Class 1: Course Overview (Tuesday, 1/13) 1. Syllabus	Distribute Research Paper assignment
Class 2: International Politics and the Environment (Thursday, 1/15) 1. O'Neill Chapter 1 2. Axelrod Chapter 1	Sign up for discussion papers
<i>Selected Global Environmental Problems:</i> <i>What is the problem? What actions have been taken to date? By whom? To what effect?</i>	
Class 3: Climate Change (Tuesday, 1/20) 1. Axelrod Chapter 10 2. UNFCCC. Nd. "Beginners Guide to the Convention." Available online: http://unfccc.int/essential_background/background_publications_htmlpdf/items/1661.php 3. IPCC. 2014. "Climate Change 2014 Synthesis Report: A Summary for Policymakers." Available online: http://www.ipcc.ch/ Read: pages 1-6, 13-16, 17-35	Discussion papers due 48 hours before class
Class 4: Climate Change (Thursday, 1/22) 1. IISD. 2014. <i>Earth Negotiations Bulletin: UNFCCC COP20 Summary Report</i> . Available online: http://www.iisd.ca/climate/cop20/enb/ Read: pages 1-3, 43-45 2. Lederer, Markus. "From CDM to REDD+—What do we know for setting up effective and legitimate carbon governance?." <i>Ecological economics</i> 70.11 (2011): 1900-1907.	Discussion papers due 48 hours before class
Class 5: Biodiversity Loss (Tuesday, 1/27) 1. Axelrod Chapter 12 2. Chape, Stuart, et al. "Measuring the extent and effectiveness of protected areas as an indicator for meeting global biodiversity targets." <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> 360.1454 (2005): 443-455. 3. <i>Recommended:</i> Raustiala, Kal. "Domestic institutions and international regulatory cooperation: comparative responses to the Convention on Biological Diversity." <i>World Politics</i> 49.04 (1997): 482-509.	Discussion papers due 48 hours before class
Class 6: Access and Benefits Sharing and Genetic Resources (Thursday, 1/29)	Discussion papers

<ol style="list-style-type: none"> 1. Chiarolla, C., Lapeyre, R., Pirard, R. (2013). <i>Biodiversity conservation: How can the regulation of bioprospecting under the Nagoya Protocol make a difference?</i>, Studies N°06/13, IDDRI, Paris, France, 32 p. 2. Marion Suiseeya, KR. (2014). "Negotiating the Nagoya Protocol: Indigenous Demands for Justice." <i>Global Environmental Politics</i> 14(3). 	<p>due 48 hours before class</p>
<p>Class 7: Deforestation and Forest Degradation (Tuesday, 2/3)</p> <ol style="list-style-type: none"> 1. Mongabay. N.d. "Deforestation." http://rainforests.mongabay.com/0801.htm (accessed Jan. 8, 2015). 2. Mongabay. N.d. "Rainforests:10 things to watch in 2015." http://news.mongabay.com/2015/0102-what-to-expect-for-rainforests-in-2015.html (accessed Jan. 8, 2015). 3. FAO. 2014. <i>State of the World's Forests 2014</i>. http://www.fao.org/forestry/sofo/en/ Pages xi-xiv only. 4. Dimitrov, Radoslav S. "Hostage to norms: states, institutions and global forest politics." <i>Global environmental politics</i> 5.4 (2005): 1-24. 5. UNFF. N.d. "History and milestones of international forest policy." Available online: http://www.un.org/esa/forests/about-history.html (accessed Jan. 8, 2015). 	<p>Discussion papers due 48 hours before class</p> <p>Submit research topic for approval by 5:00 pm</p> <p>Sign up for research meetings</p>
<p>Class 8: Deforestation and Forest Degradation (Thursday, 2/5)</p> <ol style="list-style-type: none"> 1. Union of Concerned Scientists. 2014. <i>Deforestation Success Stories</i>. Available online: http://www.ucsusa.org/global_warming/solutions/stop-deforestation/deforestation-success-stories.html. Read: p. 1-6; Pick one case from Part 2; one case from part 3; one case from Part 4; p. 42-46. 2. Forest Peoples Program. 2014. <i>Palangka Raya Declaration on Deforestation and the Rights of Forest Peoples</i>. Available online: http://www.forestpeoples.org/topics/climate-forests/news/2014/03/palangka-raya-declaration-deforestation-and-rights-forest-people 3. Gulbrandsen, Lars H. "Overlapping public and private governance: Can forest certification fill the gaps in the global forest regime?." <i>Global Environmental Politics</i> 4.2 (2004): 75-99. 	<p>Discussion papers due 48 hours before class</p>
<p>Class 9: Ozone Depletion (Tuesday, 2/10)</p> <ol style="list-style-type: none"> 1. Axelrod Chapter 4 2. WMO (World Meteorological Organization), <i>Assessment for Decision-Makers: Scientific Assessment of Ozone Depletion: 2014</i>, 88 pp., Global Ozone Research and Monitoring Project—Report No. 56, Geneva, Switzerland, 2014. Read only the Executive Summary (pages ES-1 and ES-2). 3. EPA. N.d. "Health and Environmental Effects of Ozone Layer Depletion." http://www.epa.gov/spdpublic/science/effects/index.html (accessed Jan. 8, 2015). 4. <i>Recommended:</i> Dimitrov, Radoslav S. "Knowledge, power, and interests in environmental regime formation." <i>International Studies Quarterly</i> 47.1 (2003): 123-150. 	<p>Discussion papers due 48 hours before class</p>
<p>Class 10: Transboundary River Governance (Thursday, 2/12)</p> <ol style="list-style-type: none"> 1. Conca, K., Wu, F.S., and Neukirchen, J. (2006). Swimming Upstream: In Search of a Global Regime for International Rivers. In Conca, K., 	<p>Discussion papers due 48 hours before class</p>

<p><i>Governing Water: Contentious Transnational Politics and Global Institution Building</i>. Cambridge: MIT Press, p. 93-122</p> <p>2. Bernauer, T. (2002). Explaining Success and Failure in International River Management. <i>Aquatic Sciences</i>, 64, 1-19.</p>	<p>Proposal, Outline, and Annotated Bibliography due by 5:00 pm</p>
<p>Class 11: Trade in Hazardous Waste: The Basel Convention (Tuesday, 2/17)</p> <ol style="list-style-type: none"> 1. Axelrod Chapter 11 2. EPA. N.d. "Hazardous substances and hazardous waste." http://www.epa.gov/superfund/students/class_act/haz-ed/ff_01.htm (accessed Jan. 8, 2015). 3. Lipman, Z. n.d. "Trade in Hazardous Waste: Environmental Justice Versus Economic Growth." Available online: http://ban.org/library/lipman.html (accessed Jan. 8, 2015). <p><i>ISA: Professor Suiseeya at ISA conference – no office hours this week</i></p>	
<p>Class 12: Hazardous Waste (2) (Thursday, 2/19)</p> <ol style="list-style-type: none"> 1. [B] Okereke, C. 2007. Chapter 5 in <i>Global Justice and Neoliberal Environmental Governance</i>. <p><i>ISA: Professor Suiseeya at ISA conference – no office hours this week</i></p>	<p>Discussion papers due 48 hours before class</p>
<p>Key Concepts and Conflicts in International Environmental Policy</p>	
<p>Class 13: Precautionary Principle (Tuesday, 2/24)</p> <ol style="list-style-type: none"> 1. Easton, T. and T. Goldfarb. 2004. "Is the precautionary principles a sound basis for international policy?" Issue 5 in <i>Taking Sides: Clashing View on Controversial Environmental Issues</i>. Available online: http://www.geowords.org/ensci/taking_sides/05_takingsides.htm 2. Lauck, Tim, et al. "Implementing the precautionary principle in fisheries management through marine reserves." <i>Ecological applications</i> 8.sp1 (1998): S72-S78. 	<p>Discussion papers due 48 hours before class</p>
<p>Class 14: Sustainable Development: From Stockholm to Rio+20 (Th, 2/26)</p> <ol style="list-style-type: none"> 1. World Commission on Sustainable Development. 1987. "Towards Sustainable Development," Chapter 17 in <i>Green Planet Blues</i>, 5th Edition, edited by K. Conca and G. Dabelko. 2. Lele, Sharachchandra M. "Sustainable development: a critical review." <i>World development</i> 19.6 (1991): 607-621. 3. IISD. 2012. <i>Earth Negotiations Bulletin – Summary of the UN Conference on Sustainable Development, Rio+20</i>. Only p. 1-3, 19-23. 4. Review the history, mission, and activities of the World Business Council on Sustainable Development: http://www.wbcsd.org/about.aspx 	<p>Discussion papers due 48 hours before class</p>
<p>Class 15: Global Environmental Justice (Tuesday, 3/3)</p> <ol style="list-style-type: none"> 1. Okereke, Chukwumerije. "Global environmental sustainability: intragenerational equity and conceptions of justice in multilateral environmental regimes." <i>Geoforum</i> 37.5 (2006): 725-738. 2. Martin, A., A. Akol, and J. Phillips. 2013. "Just conservation: on the fairness of sharing benefits." Chapter 4 in <i>The Justices and Injustices of Ecosystem Services</i>. Edited by Thomas Sikor. Earthscan. 	<p>Discussion papers due 48 hours before class</p>

<p>Class 16: Human Rights (Thursday, 3/5)</p> <ol style="list-style-type: none"> 1. CIEL. 2011. <i>Climate Change and Human Rights: A Primer</i>. www.ciel.org/Publications/CC_HRE_23May11.pdf 2. Harry Jonas, Dilys Roe and Jael E. Makagon. 2014. <i>Human Rights Standards for Conservation: An Analysis of Responsibilities, Rights and Redress for Just Conservation</i>. IIED Issue Paper. IIED, London. 	<p>Discussion papers due 48 hours before class</p>
<p>Class 17: Global Economic Governance and the Environment (Tuesday, 3/10)</p> <ol style="list-style-type: none"> 1. O'Neill Chapter 6 2. Axelrod Chapter 14 3. Axelrod Chapter 15 	<p>Discussion papers due 48 hours before class</p>
<p>Class 18: Environmental Security and Environmental Peacemaking (Thursday, 3/12)</p> <ol style="list-style-type: none"> 1. Dabelko, Geoffrey D. "An uncommon peace: environment, development and the global security agenda." <i>Environment: Science and Policy for Sustainable Development</i> 50.3 (2008): 32-45. 2. UNEP. 2009. "From conflict to peacebuilding: the role of natural resources and the environment." Chapter 23 in <i>Green Planet Blues</i>, edited by Conca and Dabelko (2015). 3. <i>Recommended</i>: Gleditsch, Nils Petter. "Armed conflict and the environment: A critique of the literature." <i>Journal of peace research</i> 35.3 (1998): 381-400. 	<p>Discussion papers due 48 hours before class</p>
<p>Spring Break (Tuesday 3/17 and Thursday 3/19) – NO CLASS</p>	
<p><i>Actors and Structures for Solving Global Environmental Problems</i></p>	
<p>Class 19: Science and Scientists – the Role of Epistemic Communities (Tuesday, 3/24)</p> <ol style="list-style-type: none"> 1. O'Neill Chapter 3 2. Haas, P. (1992). Introduction: Epistemic communities and international policy coordination. <i>International Organization</i>, 46(1), 1-35. 1. Jasanoff, Sheila. "Skinning scientific cats." <i>New Statesman and Society</i> 6.241 (1993): 29-31. 	<p>Discussion papers due 48 hours before class</p>
<p>Class 20: The Challenge of the Global Commons (Thursday, 3/26)</p> <ol style="list-style-type: none"> 1. O'Neill Chapter 2 2. Hardin, Garrett. 1968. "The Tragedy of the Commons." Excerpts in Chapter 3 in <i>Green Planet Blues</i> edited by K. Conca and G. Dabelko. 3. Basurto, X. and E. Ostrom. 2009. "Beyond the tragedy of the commons." Chapter 5 in <i>Green Planet Blues</i> edited by K. Conca and G. Dabelko. 	<p>Discussion papers due 48 hours before class</p>
<p>Class 21: Research Roundtables (Tu, 3/31)</p> <ol style="list-style-type: none"> 1. Review and comment on a partner's research presentation. 	<p>-Polished Draft due before class -Roundtable presentations</p>
<p>Class 22: International Cooperation in Environmental Policy (Thursday, 4/2)</p>	<p>Discussion papers</p>

<ol style="list-style-type: none"> 1. O'Neill Chapter 4 2. Axelrod Chapter 3 	due 48 hours before class
<p>Class 23: <i>Key States: the United States and the European Union</i> (Tuesday, 4/7)</p> <ol style="list-style-type: none"> 1. Axelrod Chapter 6 2. Axelrod Chapter 7 	Discussion papers due 48 hours before class
<p>Class 24: <i>Key States: China and the View from the South</i> (Thursday, 4/9)</p> <ol style="list-style-type: none"> 1. Axelrod Chapter 8 2. Axelrod Chapter 9 	Discussion papers due 48 hours before class
<p>Class 25: <i>Non-state Actors in International Environmental Policy</i> (Tuesday, 4/14)</p> <ol style="list-style-type: none"> 1. O'Neill Chapter 7 2. Axelrod Chapter 2 	Discussion papers due 48 hours before class
<p>Class 26: NO CLASS – MPSA (Thursday, 4/16) <i>Note: in lieu of class on April 16, you must attend a scheduled speaker, date and time TBA.</i></p>	Peer Review of Research Papers due by 5:00 pm
<p>Class 27: <i>International Regimes and Regime Design</i> (Tuesday, 4/21)</p> <ol style="list-style-type: none"> 1. O'Neill Chapter 5 2. Axelrod Chapter 4 3. <i>Recommended:</i> Alter, Karen J., and Sophie Meunier. "The politics of international regime complexity." <i>Perspectives on politics</i> 7.01 (2009): 13-24. 	Discussion papers due 48 hours before class
<p>Class 28: <i>Compliance with International Regimes</i> (Thursday, 4/23)</p> <ol style="list-style-type: none"> 1. Axelrod Chapter 5 2. [B] Chayes, Abram, and Antonia Handler Chayes. "On compliance." <i>International Organization</i> 47.02 (1993): 175-205. 	Discussion papers due 48 hours before class
<p>Class 29: <i>Student Views</i> (Tuesday, 4/28)</p> <ol style="list-style-type: none"> 1. O'Neill Chapter 8 	
<p>Class 30: <i>Wrap-Up and Evaluations</i> (Thursday 4/30)</p>	
<p>May 2: Final Research Paper due by 5:00 pm</p>	Final Research Paper

Disclaimer

This syllabus is a living document. As such, it may be updated to reflect changing needs in the course. I reserve the right to adjust the schedule, readings and assignments as appropriate and/or necessary.

Potential Research Topics (not an exhaustive list)

Biodiversity and Genetic Resources

Climate Change
Ocean and Marine Governance
Hazardous Waste
Trade and the Environment (incl. commodity chains)
Environment and Security – Peacemaking
Environmental Aid
Finance Mechanisms – Markets, Payments for Ecosystem Services, Debt-for-Nature Swaps
Water and Transboundary Rivers
Global Environmental Justice
Indigenous Peoples and Conservation
Non-state Global Environmental Governance
Whaling
Transboundary Air Pollution
Desertification
Sustainable Development
Forests
Trade in Endangered Species
Wetlands
Migratory Species
Financing for environmental protection and conservation
Corporate Sustainability

Academic Integrity

Purdue University Code of Honor

The purpose of the Purdue University academic community is to discover and disseminate truth. In order to achieve these goals, the university commits itself towards maintaining a culture of academic integrity and honesty. For this to be possible, self-discipline and a strong desire to benefit others must be present within each individual. Therefore, we students must follow the Regulations Governing Student Conduct of Purdue University out of a sense of mutual respect, rather than out of fear of the consequences of their violation.

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

See also "Academic Integrity: A Guide for Students" available online at: <http://www.purdue.edu/odos/aboutodos/academicintegrity.php>

College of Liberal Arts Classroom Civility Statement

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.