# POLS 205 Syllabus

**Isaiah 33**  
22 For the LORD is our judge,   
the LORD is our lawgiver,   
the LORD is our king;   
it is he who will save us.

Harding University

Spring 2017

***American National Government***

Instructor: Lori Klein Office: 204 Ganus Building

Contacts/Office Hours: You can reach me, yea verily, in a multitude of ways: Office phone: 279-4375; Home: 279-0628 (please leave a message if you call); Rachel, our ever competent and helpful Departmental Secretary: 279-4427; Facebook; e-mail - [lklein@harding.edu](mailto:lklein@harding.edu) ; my website - <http://www.harding.edu/lklein> and the always popular note under the door. I will make my best effort to be in my office for drop-ins on Mondays and Wednesdays from 4:00-5:00, and on Tuesday and Thursday from 2:45-4:45. I will also be keeping office hours by appointment this semester.

Course Objective: This course is designed as an overview of the political and policy making processes of the American federal government system.  The primary objective of the course is to develop a knowledge of our national government structure and our political process that is deep enough to foster good citizenship. The secondary objective of this course is to provide students with the opportunity to explore and develop an interest in political science. The final objective of this course is to give information and provide an outlook that is sufficient to develop perspective and engender gratitude for the imperfect, but amazing organism that is our governmental system.

**Text: James Q. Wilson’s American Government, Brief Version, Wadsworth/Cengage, 12th edition. ISBN-10: 1305109007 ISBN-13: 9781305109001 This text is available from Cengage as an eBook.**

I want you to be well prepared to understand the topics which are being presented and discussed in class; therefore it is very important that you keep up with the readings. **There are reading quizzes, and there will always be a significant number of test questions taken only from the readings.** Did I mention that I want you to do your readings?You’ll be glad you did!

Grading: Grades will be determined using a scale of 1000 possible points:

900 - 1000 (90% - 100%) = **A**

800 - 899 (80% - 89.9%) = **B**

700 - 799 (70% - 79.9%) = **C**

600 - 699 (60% - 69.9%) = **D**

000 - 599 (00% - 59.9%) = **F**

The graded requirements of this course will be given the following weight:

Component: Due Date:

(Test dates are subject to change)

Constitutional Quizzes 90 pts. (Jan. 18-23; Jan. 24-26; and Jan.27-31 at the Testing Center)

Reading Quizzes 10 pts. (March 1-3 and April 17-21 at the Testing Center)

Test 1 200 pts. (February 01)

Test 2 200 pts. (February 24)

Test 3 100 pts. (March 22)

Test 4 100 pts. (April 5)

Test 5 & Post Test 100 pts. (April 24)

COMPREHENSIVE Exam 200 pts.

Extra Credit Constitution Quiz: 20 pts. (April 03-07)

Final Exam Schedule:

MWF 12:00 class - Wednesday, May 3rd at 1:00-3:00

MWF 2:00 class - Tuesday, May 2nd at 1:00-300

MWF 3:00 class - Monday, May 1st at 3:30-5:30

**Course Components:**

**Constitution Quizzes**:  This is outside of class learning. The elements of the Constitution are to be learned independently; they are not covered as part of the class lectures. There are links and memory aids available on my website. These quizzes will ensure that we are all starting with a basic understanding of the framework document of our government.  Three quizzes will cover the Articles, the Bill of Rights, and the later amendments. They will be taken at the testing center. Each quiz must be taken within its own four day window.

**Tests and Test Return Days**: There will be five tests throughout the semester, and a final. The tests are intended to measure your growing knowledge and help you prepare for the final. In order to more accurately assess your knowledge, a variety of question types will be used throughout the semester: short answer, fill in the blank, matching, definitions, multiple choice, etc. **After each test, we will spend a full day going over the questions and the correct answers. These test return days are VERY important class days, as they are your first step in preparing for your comprehensive final exam.** If you missed a question, please make a note of the correct answer so that you will know it for the final exam. You may NOT take pictures of the test or record class during test return days. All tests are returned to me at the end of the test review days. You will not have your tests in hand to prepare for the final, so test review days are crucial.

**Final Exam**: The final will be **comprehensive**. That means it covers everything from DAY ONE. It will be based on the readings and lectures. There may also be questions about presentations and observations during the semester. As with the tests, a variety of question types will be used: short answer, matching, fill in the blank, essay, definitions, multiple choice, etc.

**Reading Quizzes:** Two text based quizzes, each worth five points, will be given during the semester in the Testing Center.

**Grade Posting**: Grades will be posted to my website.  Your password will be your HU number, beginning with the H.

**FAQs:**

**Do you offer makeup tests?** It depends…For an excused absence (death, documented illness or University related activity), make-up tests will be offered only at the regularly scheduled departmental times, Monday or Thursday from 3:00-5:00 pm, and Tuesday or Wednesday morning 8:00 – 11:00 except for your chapel period. You will have two opportunities to make up a test (i.e.: Mon. and Thurs. or Thurs. and the following Mon.) **After your two opportunities, the missed test will be recorded as a zero.** For an unexcused absence, a make-up test will only be offered at the instructor’s discretion, and, if required by the instructor, upon satisfactory completion of the following assignment: Constituent Letter:

Part One: You will choose an issue of current national interest and will become more informed about the topic. You will develop a (minimum) three page briefing paper on the subject, outlining the current situation, proposed changes or policy choices, the implications of each alternative and the political players involved. A bibliography is required. In addition, you will provide copies of all documents used in your research. This assignment is a required component of the Constituent Letter exercise. Constituent Letters will NOT be graded until this component has been completed. This assignment will be graded on a Pass/Fail basis. Part Two: Using your chosen topic, you will write a letter to a national level official stating your position on proposed or desired legislation, or your opinion on the issue as it is currently being considered. You will provide me with blind copies of your letters. Your choice of issue and your opinions are your own and are confidential; the purpose of this exercise is to familiarize you with your role as a constituent.

**What is your attendance policy?** Pretty serious. Attendance at all classes is expected. Assigned seats will be used to assist in learning your names and monitoring attendance. You must see me for excused absences within two class periods of the absence.  ***At the end of the semester, those students with one or no unexcused absences will benefit from a more lenient rounding policy: I will round up a maximum of ten total points instead of my customary five.*** If you have more than three unexcused absences, I will NOT round up, not even the tiniest bit. If you have made no attempts to earn extra credit, I will not round up. If you have a missing grade from an assignment, test, or a quiz during the semester, I will not round up.

Students who accumulate 5 or more **unexcused** absences will be subject to the loss of a letter grade. Those with 7 or more **unexcused** absences will be removed from the class roster with an automatic grade of “F”. When you are dropped from the class, you may not then “withdraw.” If a student accumulates more than 15 **excused** absences, the nature of the course has been changed to an independent study. Consequently, a 20 page (15 sources) Turabian style research paper on an approved topic related to American government, policy or politics will then be required in addition to the points necessary for a passing grade.

**Are these all required components?**  Yes. Each assignment is a required component of the course; failure to turn it in may result in the loss of a letter grade for each missing item, subtracted from the earned semester grade.

**Is there a chance to earn extra credit?** Of course!There will be a maximum of 20 points available for extra credit (2% of the total available points).  Extra credit for this course is in the form of a 20 point extra credit quiz on the Constitution. The quiz will be made available in the last half of the semester in the Testing Center.  Extra credit can also be earned by attending the Learning Workshops available each semester, at the rate of 2 points per workshop. The Workshops are listed in your class schedule. American Studies Institute speakers generate 10 points for a two paragraph, **typed** description of what the speaker said and what you thought about the presentation. Again, there is a maximum of 20 points total extra credit.

**Dress Code:** All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code. Additional standards of dress may be required by certain academic or extracurricular programs. All students are expected to abide by the Student Handbook. A student may be asked to leave class or other activities if they are not in keeping with these expectations.

Here a few helpful hints: 1) If they fit like your grandmother’s pantyhose, you are wearing leggings, not pants. I’m from the 80’s and I’m here to help you. Trust me, leggings are NOT pants. 2) Other bad ideas – Manpris and ‘Bro’ga pants. I wish I were making those up, but I’m not. 3) If I can see your knees, those aren’t capris. You are wearing shorts, and we don’t wear shorts to class at Harding. 4) Finally, no one came to a Political Science class to see your underwear. Seriously.

**Other Things You Need to Know:**

**A note about assessment:** The official Harding policy states“Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching--‐learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.”**

**Student Learning Outcomes (SLO’s) will be measured and validated through quizzes, tests and a comprehensive final examination.**

1. Students will show improvement in general civic knowledge with a pre-test/post-test model.
2. Students will demonstrate a factual knowledge and understanding of the elements of the US Constitution, as measured by a series of three Constitutional Quizzes and one Extra Credit Constitution Quiz.
3. Students will be able to articulate the strengths and weaknesses of each of the three branches of government and of the three levels of government within the federal system, as exhibited by mastery of questions given on associated unit tests.
4. Students will evaluate the impact of the players and forces outside of the three main US political institutions which put pressure on the policy making process, and exhibit an understanding of their own potential roles in the policy making process, as demonstrated by answering correctly on questions asked in related unit tests.
5. The majority of students will develop a comprehensive understanding of the US Federal Government as a system, and the complexities and historic challenges of such a large and challenging system by scoring at least 70% or higher on a comprehensive examination at the end of the semester.

These objectives are tied to University Learning Outcome (ULO) 6: Intercultural Competence - Students will apply knowledge and skills in interpersonal, multi-cultural, and international domains in order to support effective and appropriate interaction in a variety of cultural contexts, and are supported by ULO 7: Historical Perspective - Students will evaluate appropriate historical contexts in order to generate solutions for contemporary issues.

**Students with Disabilities:**It is the policy for Harding University to accommodate students with

disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability*condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning*of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self--‐identify with the Disabilities Office *as soon as possible*in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 219 in the Student Center, telephone, [(501) 279-4019](tel:%28501%29%20279-4019).

**Time Management Expectations:** For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

**Academic Integrity:**

Honesty and integrity are characteristics that should describe each one of us as servants

of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in

how I handle the content of this course and in how I interact with each of you. I ask that

you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class

with a failing grade and will be reported to the Associate Provost. All instances of

dishonesty will be handled according to the procedures delineated in the Harding

University catalog.

Sinning by cheating, and thus distancing yourself from God, is trading your birthright for a mess of pottage. If you don’t know what this means, come ask me!

(Portions of the above wording are used with permission of the Provost’s Office. Portions are from Genesis.)

Cheating is not allowed in the Testing Center, in the classroom during exams, or during make-up exams. Plagiarism, unsanctioned group work, or fabrication is not allowed for written assignments or for extra credit ASI assignments. Looking at other’s test or answers is cheating. Texting or conversing during exams is prima facie evidence of cheating. The possession of notes or a line of sight to notes will also be considered prima facie evidence of cheating. All bags, personal belongings, pencil cases, and all electronic items, including cell phones and smart watches, will be placed at the front of the class or with the exam proctor during exams.

Here’s the bottom line on cheating – I am consistently catching students cheating - almost every semester. It’s killing me. It depresses me and it takes LOTS of my time to go through the paperwork and meetings. I am asking this as a personal favor: PLEASE, PLEASE, PLEASE don’t cheat in my class. It gets between you and God; it makes my life harder; it’s bad for your soul; and it really does go on your permanent record. It just isn’t worth it. I’d rather see you earn an honest D than a dishonest B. I would so very much like to have an entire semester go by without dealing with cheaters. Please do your part to help make that happen.

Thanks for listening. Mrs. K

Students are expected to do their own work. The university's policy on cheating is found in the University Catalog’s Academic Integrity Policy:

ACADEMIC INTEGRITY POLICY

I. OUR INTEGRITY COVENANT

We, the members of the Harding community, recognize that our covenant of integrity is with three parties.

First and foremost, students and faculty recognize their covenant with God. All morality is ultimately defined by the very nature of God, in whom all truth can be found. Desiring to reflect the heart and nature of Christ, we make a covenant with our God to be truthful and transparent.

Second, we acknowledge that we have a covenant with each other. By doing our own work, working hard, and receiving credit and recognition that represent effort and sacrifice, we create and maintain an atmosphere of excellence and fairness. As members, therefore, of this Christian community we covenant with each other to guard and protect our commonly held trust.

Third, integrity is a covenant that we make with ourselves. Our goal of being servants deserves our every effort to dedicate ourselves fully to those disciplines of study and research that will contribute to the formation of our character and our academic skills. Academic rewards obtained without personal and authentic effort rob us of both the spiritual and professional preparation that God desires.

Our academic integrity originates in the very nature of God, manifests itself in our commonly held and protected reputation, and reveals its value in the prepared Christ-like servanthood that results from a disciplined life.

II. OUR INTEGRITY PRINCIPLE

**Honesty:**Using only authorized collaboration, information and study aids for assignments and testing. Being completely truthful in all academic endeavors.

**Authenticity:**Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.

**Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

III. OUR INTEGRITY PLEDGE

I hereby pledge to God, to the Harding University academic community, and to myself that I will uphold godly standards of honesty, authenticity and accountability in all my undertakings.

IV. VIOLATIONS OF ACADEMIC INTEGRITY

Violations of academic integrity, also called academic misconduct, include, but are not limited to, the following offenses:

1. **Cheating:** Use or attempted use of unauthorized materials, information or study aids in any academic exercise. Such infractions include, but are not limited to, the following:
   1. Using or having access to materials not authorized for the completion of a quiz or test, such as hidden notes, tape recorders, cell phones, cameras, text messages, wands, computers, or other electronic devices.
   2. Copying from another student during a quiz or test.
   3. Copying another student’s assignment or project.
   4. Obtaining answers to quizzes and tests including those provided on-line and out-of-class.
2. **Plagiarism:** Representing the words, ideas or data of another as one’s own in any academic exercise. Plagiarism is a type of stealing, whether done deliberately or by mistake. Such violations include, but are not limited to, the following:
   1. Purchasing a paper from an electronic source or other entity.
   2. Downloading a partial paper or an entire paper from the Internet and submitting it as one’s own or allowing someone else (including tutors) to write, or significantly rewrite, a paper and then submitting it as one’s own.
   3. Using ideas, paraphrases, and/or direct quotes from a source without clear documentation of that source.
   4. Recycling a paper from a concurrent class or a class that was previously taken in high school or college without the permission of the instructor to do so.
   5. Copying verbatim from a source without using quotation marks, even if the source has been cited.
   6. Copying, in part or in whole, from a print source, media broadcast or recording, or the Internet or other electronic media without proper acknowledgment of the source.
   7. Copying another person’s sentence style and structure, key words, organizational plan, or unique words or ideas without proper documentation.
3. **Fabrication:** Falsification or unauthorized invention of any information or citation in an academic exercise. Such misconduct includes, but is not limited to, the following:
   1. Taking a course, test or quiz for another student.
   2. Fabricating source information within an assigned paper and/or on the works cited page.
   3. Fabricating lab or research information.
   4. Submitting collaborative and/or group work as one’s own, unless the instructor has given permission for students to do so.
   5. Completing another student’s class assignment for the student.
   6. Collaborating on out-of-class assignments with students, professors, family members and/or friends when the instructor intended for students to work independently.
   7. Claiming to have attended an assigned function, such as a service activity, a performance, a job interview, a home visit, a symposium, an observation, or a lecture without having attended the function or performed the actual service.
   8. Lying to a University employee about assignments or attendance.
   9. Making unauthorized use of University letterhead.
   10. Forging a signature for academic purposes.
   11. Attempting to change an assigned grade or other information on any official University document, data source or electronic item.
4. **Aiding and abetting academic dishonesty:** Intentionally helping or attempting to help another student commit an act of academic dishonesty. Such misconduct includes, but is not limited to, the following:
   1. Allowing another student to copy one’s work and to submit the work as his or her own.
   2. Stealing an exam or quiz from an instructor or copying a test or quiz and/or sharing it with other students.
   3. Sharing test questions with another student who has not taken the test.
   4. Giving answers to quizzes and tests including those provided on-line and out-of-class.
   5. Sharing test results in a non-proctored test environment in which an honor code is imposed.
   6. Failing to challenge dishonest conduct witnessed in other students.
5. **Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience.** Such academic misconduct includes, but is not limited to, the following:
   1. Identifying oneself as a Harding student in off-campus locations for unauthorized academic, professional or personal gain (for example, using a student nursing ID badge to gain access to a hospital area for non-educational purposes).
   2. Violating the legally protected privacy of employees or patients in learning environments.
   3. Disregarding policies of work environments in which learning occurs.
   4. Acting in a manner that violates course policies or policies of the academic division.
6. **Theft, abuse, hoarding or concealment of academic property.** Academic property includes, but is not limited to, the following:
   1. Library resources and materials
   2. Laboratory equipment and supplies
   3. Departmental or class resources
   4. Tests and quizzes

Students should refer to their specific program student handbook for additional information on this subject.

The Department of History and Political Science’s Plagiarism Policy is as follows:

**HISTORY DEPT. POLICY ON PLAGIARISM**

To plagiarize is to present another person's words, information, or ideas as if they were your own. Plagiarism is stealing. The word "plagiarize" comes from the Latin word for "kidnapper" and "thief." **Plagiarism is a serious offense that will be grounds for failure of a course and could even lead to suspension from the university.**  As an academic institution committed to Christian ethics, including integrity, honesty, and fairness, Harding University abhors all forms of plagiarism. The following statements from the Student Handbook underscore this point: "Harding University considers the following to be in conflict with her mission, and therefore prohibited - participation in these will result in disciplinary action: 1. **Dishonesty** in any form, including academic misconduct; plagiarism; falsification of excuses, tests and assignments; forgery; . . . and lying to University officials." (p. 8)

Plagiarism can be intentional and deliberate, as when one has another write an assignment for him/her, buys a research paper from any source, uses a paper written for another class without permission of the teacher, or copies from a print source, media broadcast, recording, the internet or other electronic media, thereby deliberately incorporating the words of another without using quotation marks to identify their source.  All of these types of plagiarism may be referred to as "flagrant."  **In such cases of flagrant plagiarism, students can expect not only to fail the assignment in which plagiarism has occurred, but the course as well.  A report of any course failure resulting from plagiarism will be filed with the Student Personnel Office and the Vice President for Academic Affairs.  As a result, the student could face additional disciplinary action, including suspension from the university.**

Plagiarism can also be "unintentional"or "inadvertent"--but no less serious an offense.  This form of plagiarism typically occurs because students are unaware of what must be acknowledged.  Many students believe that all one has to do to avoid plagiarizing and at the same time avoid the use of footnotes is to paraphrase, or even merely change a word here or there in a source.  Paraphrasing may relieve you of the necessity of using quotation marks; but it by no means eliminates the need for documenting the source of your information.   Undocumented information constitutes a more "subtle" form of plagiarism, but it is plagiarism nonetheless since one is passing off information or ideas as one's own.  Now that you have been informed of the necessity of documenting even paraphrased information, instances of this "subtle" form of plagiarism will result in at least a 0 on the assignment in which it occurs and the filing of a "plagiarism report" with the departmental chair.  A student who engages in additional plagiarism, either in the same course or another course in this department may expect the same penalty as described above for cases of "flagrant" plagiarism.  **All college students are expected to recognize plagiarism of either type and know how to avoid it. Take time now to learn the rules so that you never engage in it.  From this point onward, we will presume your familiarity with the rules governing plagiarism; all cases will thus be *prima facie* evidence of guilt.**

In order to avoid plagiarism, you must know what must be documented.  First, let's consider what you do **NOT** have to document. You are not expected to acknowledge information that is considered common knowledge--for example, that Jamestown was the first permanent English settlement in America or that Jefferson was the principal author of the Declaration of Independence or that the Versailles Treaty was imposed on Germany at the end of World War I.  You might have to look up the date of the assassination of the Archduke Ferdinand or the names of the beaches at Normandy, but such material is still regarded as common historical knowledge readily available in any standard reference work of the sort that most people would have easy access to; this type of information does not require documentation.  However, if there is any doubt in your mind as to whether information qualifies as "common knowledge" or not, document it.  It is better to err on the side of over-documenting than under-documenting.

What **SHOULD** you document? Obviously, you must acknowledge the source of any **WORDS** you quote. Along with your footnote citing the source of the quote, you must always use quotation marks or, if the material is more than eight lines, a double indention format. As noted above, you must also acknowledge your source when you paraphrase or summarize someone else's words, especially when you use certain key words or phrases, even if you do not quote entire clauses or sentences.  But the most subtle form of plagiarism occurs when you borrow someone's **IDEAS** without giving credit. Writing the words or ideas of others in your own words does not release you from the obligation to credit the material to its originator. When you write a paper or book review, you are expected to formulate your thesis, organize the materials, and reach your conclusions primarily in your own words. Of course, you may use other persons' words, thoughts, and information to assist in this process, but you must acknowledge them as such.

Here are two examples of plagiarism that are more subtle than merely using a *verbatim* or closely paraphrased version of another's words without attribution, the form of plagiarism we can all easily recognize and admit is wrong. The following passage appears in John Keegan's *The Mask of Command*, N.Y. Penguin Books, 1988, p. 259.

"Blitzkrieg was not a concept directly of Hitler's making nor, strictly, was his Polish victory an exercise in its form. The Polish army, surrounded on three sides by one enormously superior in men and equipment, was doomed to rapid defeat in any case . . . "

The following uses of that passage, IF PRESENTED WITHOUT PROPER DOCUMENTATION, constitute plagiarism:

1. Hitler did not directly develop the concept of blitzkrieg nor, strictly, was his Polish victory an exercise in its form. (Keegan, p. 259)

Comment: The problem with this effort is that although a citation is provided, an entire phrase is borrowed directly without the use of quotation marks.

2. Although widely regarded as the first demonstration of blitzkrieg, the Polish campaign was not really an example of that style of war. The Polish army was already virtually surrounded by German units before the campaign even began and was inferior in both troops and material, making its defeat as inevitable as it was quick.

Comment: Note that very few words of the original passage have been used in the plagiarized version; the point is that the originality of Keegan's concept and his insight is what has been appropriated, not his language. When you use another's analytical insights and constructs, you must acknowledge their source, regardless of how thoroughly you re-word them.

**THE DIFFERENCE BETWEEN PLAGIARISM AND SCHOLARSHIP IS QUOTATION MARKS AND/OR A FOOTNOTE.**

This policy guide was adapted from the sources listed below by Dr. Fred Jewell and approved by the department.

Sources:

Chase, Mary Jane, [MJChase@MerLIN.Mercynet.edu] "Plagiarism." In [H-TEACH-Search-request@h-net.msu.edu].

"How to Lessen the Chances of Plagiarizing." [<http://quarles.unbc.edu/lsc/rpplagia.html>]

Williams, Sharon. "Avoiding Plagiarism." [http://www.hamilton.edu/html/academic/resource/wc/AvoidingPlagiarism.html].](http://www.hamilton.edu/html/academic/resource/wc/AvoidingPlagiarism.html.)

The American Historical Association's Definition of Plagiarism <http://historynewsnetwork.org/articles/article.html?id=514>