

**1. General Information**

1a. Submitted by the College of: GRADUATE SCHOOL

Date Submitted: 1/28/2014

1b. Department/Division: Patterson School Of Diplomacy

1c. Contact Person

Name: Christine Wolcott

Email: cawolc2@uky.edu

Phone: 257-4666

Responsible Faculty ID (if different from Contact)

Name: Carey Cavanaugh

Email: carey.cavanaugh

Phone: 257-8559

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

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JAN 28 2014

OFFICE OF THE  
SENATE COUNCIL**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: DIP 756

2c. Full Title: Diplomacy of Nuclear Weapons

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course explores diplomatic issues with developing and maintaining, securing, restricting and eliminating nuclear weapons.

2k. Prerequisites, if any: No prerequisites.

21. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: No

If No, explain: This is currently being taught as a DIP 600 Special Topics course and it's being assigned to a permanent number of DIP 756.

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain: This is currently being taught as a DIP 600 Special Topics course and it's being assigned to a permanent number of DIP 756.

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JACKSON|Brian A Jackson|DIP 756 NEW College Review|20130625

SIGNATURE|ZNNIKO0|Roshan N Nikou|DIP 756 NEW Graduate Council Review|20140128

SIGNATURE|CCAVAL2|Carey E Cavanaugh|DIP 756 NEW Dept Review|20130625

**Courses** | **Request Tracking**

### New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate F

**Attachments:**

Upload File

ID	Attachment
Delete 2954	DIP756 Diplomacy of Nuclear Weapons Spring14 Ca

First 1 Last

Select saved project to retrieve...

(\*denotes required fields)

**1. General Information**

a. \* Submitted by the College of:  Submission Date:

b. \* Department/Division:

c.

\* Contact Person Name:  Email:  Phone:

\* Responsible Faculty ID (if different from Contact):  Email:  Phone:

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year

e.

Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

Inquiry - Arts & Creativity  Composition & Communications - II

Inquiry - Humanities  Quantitative Foundations

Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning

Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity

Composition & Communications - I  Global Dynamics

**2. Designation and Description of Proposed Course.**

a. \* Will this course also be offered through Distance Learning?  Yes  No

b. \* Prefix and Number:

c. \* Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

<input checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail  Graduate School Grade Scale

h. \* Number of credits:

i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

This course explores diplomatic issues with developing and maintaining, securing, restricting and eliminating nuclear weapons.

## k. Prerequisites, if any:

No prerequisites.

i. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

This is currently being taught as a DIP 600 Special Topics course and it's being assigned to a permanent number of DIP 756.

## 6. \* What enrollment (per section per semester) may reasonably be expected? 15

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement <sup>2</sup>for ANY program?  Yes  No

If YES <sup>2</sup>, list affected programs::

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) *identi additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students.* (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

- 
- Ⓜ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
  - Ⓜ The chair of the cross-listing department must sign off on the Signature Routing Log.
  - Ⓜ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
  - Ⓜ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
  - Ⓜ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal    Save Current Changes

# Diplomacy of Nuclear Weapons

DIP 756, Spring 2014

Thursdays, 1:00 pm

Professor Carey Cavanaugh

Office: Room 461 Patterson Office Tower

Office Hours: Thursday, 12:00-1:00, 4:30-5:30 and by appointment.

Telephone: 257-4666

## Overview:

This seminar explores diplomatic issues associated with developing, maintaining, securing, restricting, and eliminating nuclear weapons. It will include brief reviews of the science behind nuclear weapons and the history of the development of the atomic bomb, as well as the decision to use this weapon against Japan in 1945. The history of arms control and a detailed examination of the successes and failures of international non-proliferation efforts will also be examined. There will be a significant focus on current challenges: strengthening the non-proliferation regime, nuclear force modernization, missile defense, strategic arms control, and current diplomatic maneuvering regarding states pursuing nuclear weapons programs. The future of American nuclear weapons policy will be assessed, as will that of other nuclear weapons states.

## Timing:

This course is being offered at a propitious policymaking point. President Obama made nuclear weapons a primary focus, declaring in Prague in 2009 America's commitment to seek a world free of nuclear weapons and following that in 2010 with a Nuclear Security Summit in Washington that drew 47 world leaders. 2010 also saw the ratification of the New START Treaty with Russia. Diplomacy since then, however, has been marked by sharp differences with Russia over the issue of missile defense and continued concerns about nuclear programs in Iran and North Korea.

Today, serious questions remain about the high cost of the US nuclear weapons plan (2012 ten-year estimate: \$208 billion; December 2013 estimate: \$355 billion), missile defense, a Comprehensive Test Ban Treaty, and – of course – what to do about Tehran and Pyongyang. November 2013 saw an unprecedented interim agreement between the United States and Iran which has led to expert negotiations over Iran's nuclear activities now underway in Geneva. December brought new satellite photography of the Punggye-ri proving ground that suggests North Korea may be making preparations for a fourth underground nuclear test, as well as the launch of a long-range missile. As for Moscow, the Russians successfully test launched two ICBMs in late December 2013.

### **Special Activities:**

We hope to have guest lecturers visit the class and/or school this semester to speak about nuclear weapons. Likely prospects include Nuclear Threat Initiative Executive VP Deborah Rosenblum, Ambassador Kenneth Brill (former director of the US National Counter-Proliferation Center and US representative to the IAEA); former *Los Angeles Times* editor Doug Frantz and Catherine Collins, the authors of *Fallout: The True Story of the CIA's Secret War on Nuclear Trafficking* and *The Man from Pakistan: The Story of the World's Most Dangerous Nuclear Smuggler*.

Finally, we intend to visit the Department of Energy's **Y-12 National Security Complex** and **Oak Ridge National Laboratory** in Tennessee (both play critical roles in global nuclear nonproliferation efforts) during Spring semester. This trip will be open to all US citizen Patterson School students.

### **Course Requirements and Grading:**

Students are expected to complete two short written assignments, two group oral assignments, and a midterm.

- The written assignments are a standard policy memo (due February 27) and a critical review of Jacques Hymans' **Achieving Nuclear Ambitions: Scientists, Politicians and Proliferation** (Oxford University Press, 2012) or **Atomic Obsession: Nuclear Alarmism from Hiroshima to Al-Qaeda** (Oxford University Press, 2009). This accounts for 30% of your grade.
- The first group oral assignment is an analysis and debate over the merits of developing low yield nuclear weapons (scheduled for February 13th). The second group assignment is a class presentation by teams on developments, diplomatic options and prospects for dealing with the nuclear programs of Iran and North Korea (scheduled for March 27<sup>th</sup> and April 3<sup>rd</sup> respectively). These two account for 30% of your grade.
- The midterm exam on March 7<sup>th</sup> is also worth 30% of the grade.
- Finally, class participation accounts for the remaining 10%. Students are expected to attend all classes. It is essential that students come to class prepared to discuss the themes and issues under review. If you are going to be absent, please notify me in advance whenever possible.

UK regulations stipulate that only A, B, C, or E may be given as a final grade. Percentages for grades are: 90% and above = A; 80-89% = B; 70-79% = C; below 70% = E.



## Readings:

This course will draw upon a wide range of materials, from primary source materials and recently declassified documents to think tank reports and current opinion pieces. Specific readings are assigned for each class. Aside from Jonathan Fetter-Vorm's **TRINITY: A Graphic History of the First Atomic Bomb** and the review book, all readings will be provided by email or available online or via Dropbox. The basic outline of the course is provided below, although changes are expected due to guest speakers and other activities. Any amended reading assignments will be provided at least one week before the relevant class.

You are also encouraged to sign up for the news feeds from the Bulletin of Atomic Scientists (*Newsletter*), the Carnegie Endowment for International Peace (*Proliferation News*), and the Nuclear Threat Initiative (*Global Security Newswire*).

## Student Learning Outcomes:

After completing this seminar:

- Students will demonstrate a broad knowledge of nuclear weapons and the history of diplomatic efforts to control, reduce and eliminate them.
- Students will master the specialized jargon used by professionals in this field.
- Students will be able to discuss and evaluate current policy options regarding major nuclear weapons issues.
- Students will be able to assess competing theories regarding deterrence.
- Students will be able to trace how nuclear weapons are handled in the international community and analyze the effectiveness of this system.
- Students will be able to give the types of presentations (both oral and written) expected by policymakers.

## General Schedule of Classes:

January 16

- *Professional Jargon Quiz, Class introduction. – Bona Fides and disclaimer. Syllabus. Doomsday Clock: How safe are we from nuclear destruction?*

Barack Obama, "Remarks on Nuclear Weapons," Hradcany Square, Prague, Czech Republic, April 5, 2009. (video coverage can be seen at: <http://news.bbc.co.uk/2/hi/7984353.stm>)

"Doomsday Clock: Timeline," (handout) *Bulletin of the Atomic Scientists*, 2013.

Film: "Nuclear Tipping Point," Nuclear Security Project, 2010.

January 23

- *Sex, Death, and Thinking About the Unthinkable. Physics. Early history of the bomb and early diplomacy surrounding its development and use.*

Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals," *Signs*, Vol. 12, No. 4, Within and Without Women, Gender, and Theory. Summer, 1987. pp. 687-718.

Herman Kahn, "In Defense of Thinking," (from *Thinking About the Unthinkable*, pp. 1-38), Hudson Institute, January 1, 1990.

Herman Kahn, "Twelve Nonissues and Twelve Almost Nonissues," from *Thinking About the Unthinkable in the 1980s*, Simon & Shuster, 1984, pp. 23-35.

Sharon Ghamari-Tabrizi, "1945 August 6, 10:45 a.m: the atom bomb," in Greil Marcus and Werner Sollors, *A New Literary History of America*. Harvard University Press, 2009.

Primary source material: Albert Einstein, Letter to President Roosevelt. Bush-Conant Memo to Secretary of War Stimson, September 30, 1944. Harry S Truman, Personal Notes on Potsdam Conference, July 17, 1945. Leslie Groves, "The Test," Memorandum for Secretary of War Stimson, July 18, 1945. "Truman Tells Stalin," Principal Accounts from Potsdam, July 1945. Ralph Bard, Memorandum on the Use of S-1 Bomb, 27 June 1945.

January 30

- Film: Stanley Kubrick, *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb.*

"SIOP Plans. Policy Guidance on Central War/Draft Basic National Security Policy," May 9, 1961.

Robert S. McNamara, "Statement made on Saturday 5 May by Secretary McNamara at the NATO Ministerial Meeting in Athens, May 5, 1962." (Details deterrence, destruction levels, and fact US/NATO will use nukes first).

Robert S. McNamara, "Mutual Deterrence," speech to United Press International editors, San Francisco, California, September 18, 1967.

February 6

- *Deterrence: from massive retaliation, damage limitation-counterforce, mutually assured destruction, and flexible response to tailored deterrence.*

"The Myth of Nuclear Deterrence," Nuclear Age Peace Foundation, August 11, 2010. 5 minutes. (<http://www.youtube.com/watch?v=RB4MVVcAi9E>)

Ward Wilson, "The Myth of Nuclear Deterrence," *Nonproliferation Review*, Vol. 15, No. 3, November 2008. pp 421-439.

Jeremy Bernstein, "Is Nuclear Deterrence Obsolete?," *NYR Blog*, April 29, 2010.

"Is Nuclear Deterrence Obsolete? A Symposium." *NYR Blog*, May 12, 2010.

Robert Green, "Breaking Free of Nuclear Deterrence," *Frank K. Kelly Lecture on Humanity's Future*, September 22, 2011 (also available on YouTube).

Dan Borovina and Michael Port, "21<sup>st</sup> Century Deterrence," *National Security Science* (November 2011).

Rizwan Asghar, "Nuclear Insanity," *The Nation*, December 31, 2013.

February 13

- *Debate over Declaratory policy and the Proper Size of Nuclear Force, Weapons Modernization. A Team/B Team Discussion: Low Yield Weapons.*

Isao Hashimoto, "Overkilled," produced in 2005 (multimedia artwork).

Morton H. Halperin et al, Nuclear Options -- The Case for No First Use: An Exchange, *Survival: Global Politics and Strategy*, Vol. 51, No. 5, October-November 2009, pp. 17-46.

"Chickens Talking with Ducks: The US Chinese Nuclear Dialogue," *Arms Control Today*, October 2011. Pp. 15-20.

William Perry and Brent Scowcroft, chairs, *US Nuclear Weapons Policy*, Council on Foreign Relations, 2009, pp. 7-21.

Timothy McDonnell, Nuclear Pursuits: Non-P-5 Nuclear Armed States, 2013," *Bulletin of the Atomic Scientists* (69-1, pp. 62-70, January 7, 2013).

Evan Braden Montgomery, "The Future of America's Nuclear Deterrent," *The National Interest*, December 6, 2013.

February 20

- *Arms Control/New START.*

Isao Hashimoto, "1945-1998," produced in 2003 (multimedia artwork).

See Federation of American Scientists "Arms Control Agreements,"  
<http://www.fas.org/nuke/control/index.html>

Baker Spring, "Twelve Flaws of New START That Will be Difficult to Fix,"  
*Backgrounder #2466*, The Heritage Foundation, , September 16, 2010.

Amy F. Woolf, "The New START Treaty: Central Limits and Key Provisions,"  
*Congressional Research Service Report for Congress R41219*, December 23,  
2010.

For general info on the NPT and a handy list of arms control treaties see  
Melisa Gillis, **Disarmament: A Basic Guide**, 3<sup>rd</sup> edition. (New York: United  
Nations, 2012). Available free on line.

February 27

- *Policy memo due. Nonproliferation. A. Q. Khan.*

David Albright et al, "Detecting and Disrupting Illicit Nuclear Trade after A.Q.  
Khan, *The Washington Quarterly*, April 2010, pp. 85-106 Available at  
[http://csis.org/files/attachments/130828\\_Detecting%20and%20Disrupting%20Nuclear%20Trade.pdf](http://csis.org/files/attachments/130828_Detecting%20and%20Disrupting%20Nuclear%20Trade.pdf).

Joshua Pollock, "The Secret Treachery of A.Q. Khan," *Playboy*, January 2012.

March 6

- *Testing, Reliability, and the Comprehensive Test Ban Treaty. Nuclear Forensics*

Paul G. Richards and Won-Young Kim, "Monitoring for Nuclear Explosions,"  
*Scientific American*, March 2009, 70-77.

Ellen Tauscher (US Undersecretary of State for Arms Control), "The Case for the Comprehensive Nuclear Test Ban Treaty," Speech to Arms Control Association, May 10, 2011.

Necia Gran Cooper, "A Nuclear Whodunit: Suppose the Unthinkable Happens and Terrorists Explode a Nuclear Bomb in a Major US City," *National Security Science* (November 2012), pp. 3-9.

March 13

- *Midterm Examination.*

March 20

- NO CLASS – Spring Break and Patterson School trip.

March 27

- *Iran – Group Oral Presentation.*

Robert Jervis, "Getting to Yes with Iran: The Challenges of Coercive Diplomacy," *Foreign Affairs*, January-February 2013, pp. 105-115.

Max Fisher, "9 Questions about Iran's Nuclear Program You Were too Embarrassed to Ask," November 25, 2013. *WorldViews blog* (Washington Post). At

<http://www.washingtonpost.com/blogs/worldviews/wp/2013/11/25/9-questions-about-irans-nuclear-program-you-were-too-embarrassed-to-ask/>

Paul Kerr, "Iran's Nuclear Program: Tehran's Compliance with International Obligations," *Congressional Research Service Report*, R40094 July 31, 2013. At <http://www.fas.org/sgp/crs/nuke/R40094.pdf>

April 3

- *North Korea – Group Oral Presentation.*

Duyeon Kim, *Fact Sheet: North Korea's Nuclear and Ballistic Missile Programs*, Center for Arms Control and Nonproliferation, July 2013. Available at

[http://armscontrolcenter.org/publications/factsheets/fact sheet north kor  
ea nuclear and missile programs/](http://armscontrolcenter.org/publications/factsheets/fact%20sheet%20north%20korea%20nuclear%20and%20missile%20programs/)

Optional: CRS Report for Congress: Larry Niksch, *North Korea's Nuclear Weapons Development and Diplomacy*, January 5, 2010. (RL 33590).  
<https://www.fas.org/sgp/crs/nuke/RL33590.pdf>

April 10

- *Future action. Global priorities.*

**Eliminating Nuclear Threats. A Practical Agenda for Global Policymakers.** Synopsis. Report of the International Commission on Nuclear Non-Proliferation and Disarmament. 2010.

Richard Burt and Jan Lodal, "The Next Step for Arms Control: A Nuclear Control Regime," *Survival: Global Politics and Strategy*, December 2011-January 2012, pp. 51-72.

**The Middle East Nuclear-Weapon Free Zone: the Need for Practical Regional and International Approaches.** Acronym Institute for Disarmament Diplomacy (London). 2010. 4 pp.

April 17

- *Visit to Y-12 and Oak Ridge National Laboratory.*

April 24

- *Book review due. Nuclear Alarmism.*

James Wood Forsyth, B. Chance Saltzman, Gary Schaub, "Remembrance of Things Past: The Enduring Value of Nuclear Weapons," *Strategic Studies Quarterly*, Spring 2010, pp. 74-89.

Ernie Regehr, "The Appeal, and Folly, of Minimum Deterrence," *Disarming Conflict Blog*, CIGI, March 19, 2010.

May 1

- *What's next? The Myth or Reality of Nuclear Disarmament.*

"Projected Costs of US Nuclear Forces, 2014-2023, Congressional Budget Office, Washington, DC. December 2013.

Evan B. Montgomery, "Rethinking the Road to Zero," Center for Strategic and Budgetary Assessments, Washington, DC., June 27, 2013.

Rebecca Heinrichs, China's Strategic Capabilities and Intent," *Issue Brief* #4111, The Heritage Foundation, December 18, 2013.

### **Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.