

**PSC 307-1: Law and Society**  
**Fall 2020 Remote Zoom Classroom**  
**Tu Th 10.00am – 11.50am**

Dr. William Myers

Email: wmyers@ut.edu

Phone: 813.257.3580

Office: KBB 106

Office Hours: W 2.00 – 4.00pm on Zoom; by appointment on Zoom

### **Course Description:**

What is the relationship and role of law in a society? The rule of law, through constitutions, guarantees that there are realms that are unfettered by politics. Political tolerance ensures equal access to the political process and a fair judicial process. Legitimacy, the voluntary relationship between the citizen and the state, depends on public perceptions of the law, the state and its judicial institutions. These questions will be considered in terms of topics ranging from procedural justice, economics, rights and even social movements.

### **Course Objectives:**

At the end of the semester all students should have experience with:

- Identifying and use of terminology that enumerates the language of politics and its influence on how society governs itself.
- Describing events and outcomes using theoretical constructs.
- Explaining the causes of phenomena by applying theories.
- Generating new explanations using theoretical tools.
- Critically analyzing a range of materials using response papers.
- Collecting and organizing data from public sources.
- Writing policy briefs that identify problems, assess alternatives, and provide recommendations.

### **Required Texts:**

(JIA) – Peffley, Mark and Jon Hurwitz. 2010. *Justice in America: The Separate Realities of Blacks and Whites*. New York: Cambridge University Press.

(SBD) – Trounstine, Jessica. 2018. *Segregation by Design: Local Politics and Inequality in American Cities*. New York: Cambridge University Press.

In addition to the required text, there will be selected articles and chapters posted on Blackboard that will either be required or suggested reading.

## **Course Requirements:**

You are expected to attend (or view the recording of) every class meeting. You are expected to read everything assigned on the syllabus. This means you are to complete the assigned reading prior to each class meeting. You are expected to speak and participate at every class meeting either by using your voice or by submitting a question using the chat function. Visiting me during office hours to discuss issues from the reading or raised during class is a very good idea. If you attend class, are prepared for class, and you participate then you will have set yourself up to do very well in the course. If you do not do these things then you will not do well in this course.

You will be evaluated based on your performance in four areas: participation, response papers, policy briefs, and a final exam.

Participation – 10%

Response Papers – 30%

Policy Briefs – 40%

Examination – 20%

### Participation (10%)

Every student is expected to actively engage in class discussions. This course covers a wide variety of topics that have strong connections to current issues and events in the world. I will frequently use the discussion of those events and issues to enhance and deepen our class discussions and I encourage each of you to think through and seek out those connections and examples as well. You will be challenged and you will have to learn to express your beliefs and engage in debate constructively.

Many of you may not feel comfortable expressing your thoughts in a group setting for a variety of reasons. If you are anxious or nervous, the best way to overcome this is by practicing doing it. If you're afraid of saying something wrong, don't be. Failure is good. Failing quickly is even better. This is how we learn. If you're not sure your thoughts are shared by others, then it's even more important for you to share them. Diversity of opinion is critically important because this is how knowledge is advanced. Your thoughts are different than mine because of the differences in our experiences and our knowledge base. Most significant advancements in science and knowledge are related to thinking about an idea a slightly different way than the way it has been thought of previously. If you don't share your thoughts then we will not grow.

Below I detail exactly how participation will be graded. Note that reading is a necessary precursor towards discussion and you can't participate unless you attend class!

Grade	Participation	Discussion	Reading
17-20	Always	Excellent—leads debate; offers original analysis and comment; uses assigned reading to back up arguments. Valuable comments in virtually every class meeting.	Clearly has done and understands virtually all reading; intelligently uses this understanding in discussion.
13-16	Almost Always	Good—thoughtful comments for the most part; willing, able, and frequent contributor.	Has done most reading; provides competent analysis of reading when prompted.
6-12	Frequent	Fair—has basic grasp of key concepts; arguments sporadic and at times incomplete or poorly supported.	Displays familiarity with most reading, but tends not to analyze it or explore connections between different sources.
5-8	Occasional	Not good—remarks in class marred by misunderstanding of key concepts; only occasionally offers comments or opinions.	Actual knowledge of material is outweighed by improvised comments and remarks.
0-4	Rare	Poor—rarely speaks, and parrots readings when put on the spot to offer an opinion.	Little to no apparent familiarity with assigned material.

### Response Papers (30%; 10% each)

A response paper demonstrates your reaction to one or more of the assigned reading materials. You might think it is appropriate to share your personal opinions or to review/summarize the materials, but it is not. This is a critical analysis of a specific aspect, theme, concept, or idea that you believe links or runs through the material. You are responsible for generating the topic for each of your response papers; however, discussion with the instructor is strongly advised. Focus on the following when generating your topic: What was significant? What did I react to? What did not make sense?

The first or introductory paragraph should introduce the materials that you are responding to as well as the topic of the paper. It is often useful to provide context to your choice of topic. The

body of the response paper will not have a set number of paragraphs but reflects your analysis of the topic. Be mindful to use the opening sentence of each body paragraph to clearly state what you will be arguing and then develop the evidence to demonstrate your point subsequently. The concluding paragraph needs to provide an overall assessment of your analysis and should not be a summary or a review of your own analysis.

There will be three response papers. The first response paper corresponds to the readings from Noonan (September 1) through Weingast (September 10) and will be due **September 22**. The second response paper connects to *Segregation by Design* and is due **November 5**. The third response paper relates to *Justice in America* (Chs. 2-4) and the Delehanty et al and Mummolo readings (November 17) and will be due **November 24**.

Response papers will be 2-3 pages in length (not including a title page and references in the count), must use 12 point Times New Roman font, standard margins (1" top-bottom, 1" left-right), double spaced, include page numbers, and require citations in either CMS, APA, or MLA citation styles ([https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)), a title page, and a reference section. There is a difference between a reference and a citation! A citation tells a reader where information comes from; you cite or refer to a source of information. A reference tells the reader details about the source so that they have a clear understanding of the kind of source it is and could find the source themselves. Response papers that do not meet all of the formatting requirements will not be accepted. Response papers are due at the beginning of class (within 5 minutes of class starting) of the due date identified in the Blackboard post. Response papers must be submitted via Blackboard; emailed submissions will not be accepted. Late response papers will not be accepted unless the scheduled absence policy provisions are met and approved by the instructor.

#### Policy Briefs (40%; 1-15%; 5-5%)

A policy brief presents a concise summary of information that can help readers understand government policies. The purpose of a policy brief is to communicate the implications of research to, in this case, a general audience. In Jessica Trounstine's book, *Segregation by Design*, she collects and presents a great deal of historical and modern data that allows her to assess the scope and impact of segregation. In a series of six policy briefs, you will gather your own data on a metro area of your choice—a major city and two suburbs—in order to assess the current state of segregation and these places and to critically analyze whether Trounstine's findings as well as those related to policing generalize to your specific case.

There will be a policy brief connected to Chapters 3 through 8 in *Segregation by Design* as well as one brief dealing with police violence. There will be three Data & Policy workshops throughout the semester to aid you in this project. The policy brief for Chapter 3 requires quite a bit of data collection and calculation. The Chapter 3 policy brief will be worth 15% and will be between 3-5 pages (exclusive of a title page, references, tables or figures). The policy briefs for Chapters 4-8 and police violence will be worth 5% each and will be between 1-2 pages (exclusive of a title page, references, tables or figures). Specific details of what information will be collected and required will be provided separately.

The policy briefs will have the following due dates: #1 **September 29<sup>th</sup>**; #2 **October 6<sup>th</sup>**; #3 **October 13<sup>th</sup>**; #4 **October 20<sup>th</sup>**; #5 **October 27<sup>th</sup>**; and #6 **November 17<sup>th</sup>**.

Policy briefs will have a similar format. Begin with an **informative and engaging title**. Provide an **executive summary**, usually 1-2 paragraphs, that provides an overview of the problem and your findings. You should start, in other words, with your conclusions. Next, define the scope of the problem. This is often called a **problem statement** that lets your audience know why they should care about the problem. In the next section **policy alternatives** are assessed by describing both current and proposed findings. This is where you will state Trounstein's findings and report your findings. You will be expected to provide a table of your collected data. The final section, **policy recommendations**, is where you critically analyze the similarities and differences from the policy alternatives section and provide a reasoned explanation for your observations.

Policy briefs must use 12 point Times New Roman font, standard margins (1" top-bottom, 1" left-right), double spaced, include page numbers, and require citations in either CMS, APA, or MLA citation styles ([https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)), a title page, and a reference section. There is a difference between a reference and a citation! A citation tells a reader where information comes from; you cite or refer to a source of information. A reference tells the reader details about the source so that they have a clear understanding of the kind of source it is and could find the source themselves. Policy briefs that do not meet all of the formatting requirements will not be accepted. Policy briefs are due at the beginning of class (within 5 minutes of class starting) of the due date identified in the Blackboard post. Policy briefs must be submitted via Blackboard; emailed submissions will not be accepted. Late Policy briefs will not be accepted unless the scheduled absence policy provisions are met and approved by the instructor.

### Examinations (Final Exam 20%)

The Final Exam will take place during this course's final exam period, Tuesday December 1 11.00am-1.00pm. The Final Exam must be submitted via Blackboard; emailed submissions will not be accepted. You will be expected to use the course material and your class notes. Final Exams must use 12 point Times New Roman font, standard margins (1" top-bottom, 1" left-right), double spaced, and include page numbers. Submissions require citations in either CMS, APA, or MLA citation styles, a title page, but a reference section is not required. Final exam submissions that do not meet all of the formatting requirements will not be accepted.

### **Grade Scale:**

Letter Grade	Meaning	Numeric Scale	GPA
A	Outstanding	92-100	4.0
A/B	Excellent	89-91	3.5
B	Very Good	82-88	3.0
B/C	Good	79-81	2.5
C	Average	72-78	2.0
C/D	Below Average	68-71	1.5
D	Passing	60-67	1.0
F	Failure	Below 60	0.0
NF	No show/Failure		

## **Rules, Protocols, Etiquette and General Advice:**

### Syllabus Subject to Change:

This syllabus is informational in nature and is not an express or implied contract. It is subject to change due to unforeseen circumstances, as a result of any circumstance outside the University's control, or as other needs arise. If, in the University's sole discretion, public health conditions or any other matter affecting the health, safety, upkeep or wellbeing of our campus community or operations requires the University to make any syllabus or course changes or move to remote teaching, alternative assignments may be provided so that the learning objectives for the course, as determined by the University, can still be met. The University does not guarantee that this syllabus will not change, nor does it guarantee specific in-person, on-campus classes, activities, opportunities, or services or any other particular format, timing, or location of education, classes, activities, or services.

### Exposure to or Diagnosis of COVID-19:

What to do if you have an exposure or diagnosis of COVID-19? If you have been diagnosed with COVID off-campus, please confidentially report this to UT's local contact tracers Rapid-Trace, so they can confidentially notify anyone else who may have been exposed, provide you resources, work with you on isolation/quarantine guidelines, and arrange notification to your professors as needed. Students can contact Rapid-Trace at (813) 699-3551, or [selfreport@rapid-trace.com](mailto:selfreport@rapid-trace.com). Rapid-Trace can be reached daily from 7 a.m.-9 p.m., with after-hours voicemail. If you are diagnosed with COVID at the Dickey Health and Wellness Center - Rapid-Trace will contact you.

### Types of Close Contact that will be traced:

There are three types of contact that Rapid Trace contact tracers will look for when a case has been identified:

- Physical contact – touching without protection
- Close contact – within 6 ft. for 15 minutes or more
- Proximate contact – More than 6 feet-but in the same room for an extended period (an hour or more). However, if students, faculty and staff were wearing masks and are 6ft or more apart then they would NOT be considered close contacts, regardless of class time or time in a room together.

*Please remember that these are general guidelines, and it is important to always follow UT's Spartan Shield directives for health and safety.*

If you feel you have been exposed to COVID and have not been contacted by Rapid Trace, please confidentially report the exposure to get assistance and guidance.

### Title IX & Reporting Sexual Misconduct:

Sexual misconduct, including, but not limited to: acts of sexual harassment, nonconsensual sexual intercourse, nonconsensual sexual contact, dating violence, domestic violence, stalking, gender-based harassment or sexual exploitation are prohibited by Title IX, the Student Code of Conduct and other University policies.

The University strives to maintain a safe and nondiscriminatory campus community, and to do so, it is important for the Spartan community to report any safety concerns, such as acts of sexual misconduct. If you experience or witness any of these University prohibited actions, the University encourages reporting these matters, so that the University is able to take prompt action to stop, prevent and remedy the effects of the harassment. University resources and grievance procedure information will be provided to individuals who may seek services or redress.

There are many options to making a Title IX/Sexual Misconduct report. You may report this information through the University's online [Title IX Report form](#).<sup>1</sup> The information will be forwarded and reviewed by the Title IX Coordinator or a Title IX Deputy Coordinator, who will contact you to provide further information on University grievance procedure options and resources that are available.

You may also make a direct report by contacting the University's Title IX Coordinator:  
Donna Popovich, Title IX Coordinator  
Southard Family Building Suite #266  
([DPopovich@ut.edu](mailto:DPopovich@ut.edu)) (813)-257-3723

If you decide to discuss an incident with your course professor, it is important to note that they are considered a Responsible Employee, and are obligated to report the information you share to the University's Title IX Coordinator.<sup>2</sup>

If you are not ready to disclose or report this information to the University, you may disclose the information to a confidential party, such as a Victim Advocate, or a Counselor or Health Clinician at the Student Health and Wellness Center, to discuss any further options and resources available before making a decision to report.

- The Victim's Advocacy Hotline: ([victimadvocacy@ut.edu](mailto:victimadvocacy@ut.edu)) (813) 257-3900.
- Health and Counseling Center ([healthcenter@ut.edu](mailto:healthcenter@ut.edu)) (813) 253-6250
- Dickey Health & Wellness Center ([wellness@ut.edu](mailto:wellness@ut.edu)) (813) 257-1877

For more information, see The University of Tampa's [Title IX webpage](#)<sup>3</sup> and the [Student Code of Conduct](#)<sup>4</sup> webpage.

#### ADA Statement:

**Students with disabilities:** If you require accommodations because of a disability, please call (813) 257-5757 or e-mail [disability.services@ut.edu](mailto:disability.services@ut.edu) for information on registering with Student Disability Services. You can also submit your request for accommodations and supporting documentation via an [Accommodation Request](#)<sup>5</sup>. Please feel free to discuss this with me in private for more information.

---

<sup>1</sup> [https://ut-advocate.symlicity.com/titleix\\_report/index.php/pid419524?](https://ut-advocate.symlicity.com/titleix_report/index.php/pid419524?)

<sup>2</sup> There is an exception to this required reporting for preventative education programs and public awareness events or forums. For more information about exempt events, please contact the Title IX Office.

<sup>3</sup> <https://www.ut.edu/about-ut/university-services/human-resources/title-ix->

<sup>4</sup> <https://www.ut.edu/campus-life/student-services/office-of-student-conduct/student-code-of-conduct>

<sup>5</sup> [https://ut-accommodate.symlicity.com/public\\_accommodation/](https://ut-accommodate.symlicity.com/public_accommodation/)

If you encounter disability-related barriers accessing the online content for this course, please contact Sharon Austin, Academic Technology Accessibility Specialist, at [saustin@ut.edu](mailto:saustin@ut.edu). If the initial access to the content cannot be resolved, the university will provide individuals with disabilities access to, and use of, information and data by an alternative means that meets the identified needs.

Campus Closure Statement:

**Course interruption due to adverse conditions:** In case of any adverse condition or situation which could interrupt the schedule of classes, each student is asked to access [UT Homepage](#)<sup>6</sup> for information about the status of the campus and class meetings. In addition, please refer to [UT Blackboard](#)<sup>7</sup> for announcements and other important information. You are responsible for accessing this information.

Academic Integrity Statement:

The University of Tampa is committed to the development of each student to become a productive and responsible citizen who embraces the values of honesty, trust, fairness, respect, and responsibility. Upholding academic integrity and promoting an ethical standard that does not condone academic misconduct is an important demonstration of these values and underpins how we live and learn in a community of inquiry. Students are expected to act ethically in the pursuit of their education and to avoid behaviors that run counter to participation in and demonstration of their learning. The [Academic Integrity Policy](#)<sup>8</sup> lists several common types of violations related to cheating, unauthorized collaboration or assistance, plagiarism, and more. While the policy lists common violations and examples, it is not an exhaustive list and instructors may identify other types of conduct that impacts their ability to evaluate what has been learned substantively enough to constitute a violation of this policy. An instructor may impose a wide range of sanctions for academic integrity violations from completing a more difficult replacement assignment to an F in the course. Particularly severe violations or multiple violations throughout a student's academic career may result in suspension or expulsion from the University.

Face Coverings/Masks:

All face coverings, whether disposable or reusable, must

- be made with at least two layers of breathable material;
- fully cover the nose and mouth and secure under the chin;
- fit snugly but comfortably against the side of the face; and
- be secured with ties or ear loops, allowing one to remain hands-free.

Based on guidance from health authorities, the following are *not* acceptable face coverings: neck gaiters, open-chin triangle bandanas, and face coverings containing valves, mesh material, or

---

<sup>6</sup> <http://ut.edu>

<sup>7</sup> <https://utampa.okta.com>

<sup>8</sup> <http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Academic-Integrity-Policy>



holes of any kind. Unless a face shield is coupled with a face mask, it is *not* considered an acceptable masking practice on campus.

Failure to wear a mask will mean that one cannot enter a building nor attend class. Refusal to wear a mask within the classroom is considered disruptive behavior and will be handled through the classroom disruption policy. Refusal to wear a mask in other settings will be handled through Student Conduct or Human Resources if faculty or staff.

It is important to note that UT policy may vary from City and County Executive Orders. You may want to refer to local government websites as you travel the City and the County.

City of Tampa<sup>9</sup>

Hillsborough County<sup>10</sup>

Class Disruption Statement:

**Disruption policy:** Every student has the right to a comfortable learning environment where the open and honest exchange of ideas may freely occur. Each student is expected to do his or her part to ensure that the classroom (and anywhere else the class may meet) remains conducive to learning. This includes respectful and courteous treatment of all in the classroom. According to the terms of the University of Tampa Disruption Policy, the professor will take immediate action when inappropriate behavior occurs. Details of the policy may be found at Disruption of the Academic Process<sup>11</sup>.

Student Code of Conduct and COVID-19:

All students whether living on or off campus are responsible for their own behavior and their personal safety. In the current COVID-19 pandemic, it is imperative that students understand their responsibility to support not only their own health and safety, but also how their personal actions contribute to the safety and welfare of others, including those within and outside the UT community. Non-compliance with the Spartan Shield Health and Safety Plan has been incorporated into the Student Code of Conduct<sup>12</sup> to promote accountability.

Prohibited conduct includes, but is not limited to, violating isolation and/or quarantine restrictions, not maintaining appropriate physical/social distancing or not following the required use of approved facial coverings in public campus spaces indoors, and outdoors when physical/social distancing is not possible. Behavior that violates city, county and/or state

---

<sup>9</sup> <https://www.tampagov.net/emergency-management/covid-19/face-covering>

<sup>10</sup> <https://www.hillsboroughcounty.org/en/residents/public-safety/emergency-management/stay-safe/face-coverings-and-masks>

<sup>11</sup> <http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Disruption-of-the-Academic-Process>

<sup>12</sup> <https://www.ut.edu/campus-life/student-services/office-of-student-conduct/student-code-of-conduct>

executive orders specifically related to the public health emergency in the state of Florida due to the spread of COVID-19, is also prohibited. Engaging in any behaviors that violate the Spartan Shield Health and Safety Plan may result in disciplinary action ranging from a disciplinary reprimand through expulsion from the University.

As a community, we abide by the Spartan Code and express care for ourselves and each other by sharing the obligation of compliance and holding each other accountable to the health and safety measures outlined by the University's Spartan Shield Health and Safety Plan. Violations of University policy should be reported by contacting Campus Safety at (813) 257-7777 or by submitting a student conduct incident report

#### Mental Health Counseling:

College can be a stressful time in a young person's life and if at some point during your time at UT you begin to feel depressed or out of control for any reason you should know you are not alone and help is available to you. Mental health counselors are available to you through the Counseling Center at 111 North Brevard Ave (at the Dickey Health and Wellness Center) or you can call 813.253.6250. All students are allowed up to six free consultations per semester with licensed professionals. The time to deal with mental health issues is when they arise.

#### Academic Assistance:

The Academic Center for Excellence in North Walker Hall offers free peer tutoring, academic skills courses, national testing services and services for students with disabilities. If you think any of these services might be useful for you I strongly recommend seeking out more information.

#### Saunders Writing Center:

Tutors are available in the writing center to assist you in all aspects of your writing. It is strongly suggested that all students, not just students who are having problems, to take full advantage of the tutors in the writing center, 323 Plant Hall (Phone: 813.253.6244). You can call or go by in person to make an appointment.

#### Office Hours:

Office hours are designated times all faculty set aside each week specifically for students to visit them in their office. If you want to come during the designated times, you do not need to let me know in advance or ask permission – I will always be there. If I'm doing other work when you arrive, I will set it aside to talk to you. These hours are your chance to come by and ask questions about the course material, about college in general, or just chat so we can get to know each other. I will be holding office hours virtually on Zoom. I am also happy to meet with you outside of designated office hours, but my availability may be limited and must be scheduled in advance.

Many students come to office hours after an assignment or exam to ask how they could have done better or ask prior to an exam "what do I need to know?" Office hours are most helpful to students if you have done some studying or attempted a problem before coming to my office and discovering for yourself what you need help with. When you come in with substantive questions about the course material, I can explain a concept a different way or help you work through a problem.

### Email:

Treat emails to me as a professional communication. Use a clear subject line. Use a salutation and signature. Use standard punctuation, capitalization, spelling and grammar. Please refer to the instructor as 'Professor' or 'Dr.' Be aware that how you communicate is a reflection of the image that you want to project.

I try to respond to all student emails in a timely fashion – this does not mean immediately. I reserve 24 hours to respond to an email during the week and 48 hours on the weekend.

Consider what questions are appropriate for email and if a particular question would be best left for class or office hours. I will be more than happy to answer whatever I can over email, but also understand if I require an in-person response.

Do not email me assignments unless I specifically tell you to do so. I will not accept emailed assignments as they can be frequently lost, attachments can be corrupted or not attached at all.

Please consult the syllabus for questions relating to the schedule, due dates, submission requirements, or class structure. Be resourceful.

You must communicate with me via your UT email. I cannot acknowledge or respond to any email communications from other email. I cannot be certain emails are from you unless it comes from your UT address.

### Zoom Etiquette:

Please take care to do the following before our class meetings:

- Change your profile name to your preferred first name and last name. I want to know who I am talking to and what you want me to call you.
- Change your profile picture to something that is appropriate for many other people to see. Please nothing controversial.

When you enter a Zoom meeting, please do the following:

- Mute yourself.
- Turn on the video.
- Make sure you are appropriately dressed and that whoever or whatever passes through your video background is appropriate for others to see.

Joining Late or Leaving Early?

- Try not to be late. If you are, make sure to view that part of the video recording so you can catch up.
- If you need to leave early, make sure to view the part of the video that you missed.

### Absence Policy:

The syllabus provides a schedule and clearly gives due dates for assignments and exams. There is generally no excuse for late papers or exams, as you know about them well in advance. Only in instances where there is an excused absence will there be accommodations made. The only

way to be granted an excused absence is with prior approval from the instructor. In the event that prior approval is not possible then you must provide documentation detailing the reasons for your excuse.

There are two categories of excused absences for which the instructor will make accommodations: scheduled and unscheduled.

**Scheduled absences** involve time conflicts that are known in advance, for which students have notified their instructors and have supplied appropriate documentation. Acceptable reasons for scheduled absences include:

1. Court-imposed legal obligations (e.g., jury duty and subpoenas)
2. Medical procedure
3. Required participation in University-sponsored events (e.g., performances, athletic events, academic research presentations)
4. Observation of religious holy days
5. Requirements of military service

**Unscheduled absences** involve unforeseen emergencies such as illness, injury, hospitalization, deaths in the immediate family, consequences of severe weather, and other crises. Students should contact instructors as soon as possible in these cases. Instructors may require documentation or verification to excuse unscheduled absences. If you have questions about what constitutes appropriate documentation please let me know. Employment schedules, athletic training and practice schedules, and personal appointments are not valid reasons for scheduled absences.

#### Procedures for Excused Absences and Make-up Work:

Students must give notification to their instructors of scheduled absences in advance as soon as they are aware of it (for approved reasons as noted above). In the event of an emergency unscheduled absence (as described above), students must contact their instructors as soon as possible and provide documentation if required.

If an absence qualifies as an excused absence as defined above, the instructor will accommodate the excused absences in a fair manner. The instructor will provide an alternative opportunity to replace missed work or assignments; however, arranging to replace missed work is the responsibility of the student.

If an excused absence coincides with other graded work (e.g., homework collection, in-class activities, quizzes, presentations, activities, etc.), the student shall be given an opportunity to replace such work or shall not have that work averaged into the student's grade, at the discretion of the instructor provided it is not identical to the course's stated accommodation for an unexcused absence. An instructor may determine that missing a certain amount of participation-dependent activities (whether excused or not) precludes successful accomplishment of learning outcomes. In cases like this, the instructor may advise students to withdraw from such courses.

Making up work for unexcused absences may be allowed or declined entirely at the discretion of the instructor.

### Questioning Grades:

Grades are not my personal opinion but are a professional evaluation of your work. I do my best to communicate expectations as well as provide comments on assignments that point out areas where you did well and where you need work. Sometimes I miss something and am more than willing to make a correction if the following conditions are met: (1) you wait at least 24 hours but no more than a week after receiving your graded assignment before contacting me about it; (2) you submit via email an explanation of why you think there was a mistake. I will review your submission and give you my final decision within one week of the receipt. Any further appeals on the issue should be directed to the department chair, Dr. Liv Coleman. Any and all grade appeals must be resolved prior to the last day of class.

### **Schedule:**

**Thursday, August 27**

First Day of Class

The Mask of Law

**Tuesday, September 1**

Noonan 2002 “The Masks of the Participants”

*Suggested reading: Adams et al 2006 PAR*

The Criminalization of Black Americans

**Thursday, September 3**

Hinton Cook 2021 ARC

The Legacies of Slavery

**Tuesday, September 8**

Archarya et al 2016 JOP

Gunadi 2019 RE

The Rule of Law & Cooperation

**Thursday, September 10**

Weingast 1997 APSR

*Suggested reading: Axelrod 1984 The Evolution of Cooperation Chs. 1, 2, 9*

Intentional Segregation

**Tuesday, September 15**

SBD – Ch. 2

Segregation and Development

**Thursday, September 17 & Tuesday, September 22**

SBD – Ch. 3

*Response Paper #1 Due 9/22*

**Thursday, September 24**  
*Data & Policy Workshop #1*

Local Governments & Segregation

**Tuesday, September 29**  
SBD – Ch. 4  
*Policy Brief #1 Due 9/29*

Inequality in Public Goods

**Thursday, October 1**  
SBD – Ch. 5

Protected Neighborhoods

**Tuesday, October 6**  
SBD – Ch. 6  
*Policy Brief #2 Due 10/6*

**Thursday, October 8**  
*Data & Policy Workshop #2*

Negative Consequences of Segregation

**Tuesday, October 13**  
SBD – Ch. 7  
*Policy Brief #3 Due 10/13*

Segregation & Suburban Control

**Thursday, October 15**  
SBD – Ch. 8

Segregation and Polarization

**Tuesday, October 20**  
SBD – Ch. 9  
*Policy Brief #4 Due 10/20*

**Thursday, October 22**  
*Data & Policy Workshop #3*

Racial Bias in the Justice System

**Tuesday, October 27 & Thursday, October 29**  
JIA – Ch. 2  
*Policy Brief#5 Due 10/27*

The Role of Fairness

**Tuesday, November 3 & Thursday, November 5**

JIA – Ch. 3

*Response Paper 2 Due 11/5*

Police Brutality & Racial Profiling

**Tuesday, November 10 & Thursday, November 12**

JIA – Ch. 4

Montgomery 2017 TBT “Why Cops Shoot”

- <https://projects.tampabay.com/projects/2017/investigations/florida-police-shootings/>

Police Militarization

**Tuesday, November 17**

Delehanty et al 2017 RP

Mummolo 2018 PNAS

*Suggested reading: Fan 2018 LSI*

*Policy Brief #6 Due 11/17*

The Consequences of Fairness

**Thursday, November 19 & Tuesday, November 24**

JIA – Ch. 5

*Response Paper #3 Due 11/24*

Final Exam

**Tuesday, December 1**

***11.00am-1.00pm***