

**Dr. Ryan Getty**

## **Course Information**

**Syllabus Version 1.0 Date: 01/09/23**

**Be sure you have the newest version! I will make an announcement in class and change out to a newer version if need be. I will also explain why a version has changed after the date.**

### **Professor Contact Information**

Email	<a href="mailto:rgetty@uttyler.edu">rgetty@uttyler.edu</a> or within Canvas *preferred method of contact*
Office Location	None (I have a “bat cave at home”)
Office Phone	None
Office Hours	Monday and Wednesday 2:30PM – 4:00PM on Zoom *Please email if you want to Zoom*
Zoom Meeting ID	In Documents named Zoom Meetings
Twitter Username	I have one but not active at the moment

Thanks to Dr. David Scott and others for this format and thought-provoking assignments for 5302!

### **Course Description**

This course is a core, graduate-level criminal justice course. The main goal of this course is to familiarize you with judicial policy and the judicial decision-making process. During this course you will explore the structure of the judiciary in the United States and the role the judiciary plays in making public policy and resolving competing societal and individual concerns. We will examine the manner in which courts have adjudicated some of today’s most controversial issues, including capital punishment, abortion, and pornography. By the end of this course, you will be able to demonstrate how criminal law has affected the rights and aspirations of minorities, the indigent, and juveniles.

## Course Learning Objectives

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

1. Describe the evolution of judicial policy making as it pertains to criminal justice in the past and today.
2. Synthesize the various judicial policy changes in regard to criminal justice and the reality based upon academic standards of evidence.
3. Critique the different perspectives on judicial policy as it impacts criminal justice.
4. Synthesize how the actions of criminal justice and society are related to the formation of judicial policy.
5. Discuss major criminal justice research studies in judicial policy and how they influenced contemporary society.



## Required Texts (the correct APA cite except for the ISBN bit)

Carp, R. A., Manning, K. L., & Holmes, L. M. (2022). *Judicial process in America* (12th ed.). Sage. ISBN: 9781071821930

Howard, R. M., & Steigerwalt, A. (2011). *Judging law and policy: Courts and policymaking in the American political system*. Routledge. ISBN: 9780415885256

Handouts for the first four modules are in the “Handout” section. You should know how to find these famous cases and APA cite them (in-text) and in your Works Cited. Please let me know if you can’t find any of them. Don’t forget to ask the librarian ahead of time if you can’t find them. That’s what they get paid for. If they can’t find them, then ask me.

## Course Grade

The course grade will be comprised of the following assignments. Information about each assignment is provided later in this syllabus, and detailed instructions and grading rubrics will be provided to you on Canvas.

Assignment	Point Value
Reflection Discussions (12 at 10 points each)	120 points
Discussion Questions (12 at 10 points each)	120 points
Quizzes (4 at 25 points each)	100 points
Semester Paper	160 points
<b>Total Assignments</b>	<b>500 points</b>

### Grading Scale

A	90-100%	450 points and above
B	80-89%	400 – 449 points
C	70-79%	350 – 399 points
D	60%-69%	300 – 349 points
F	Below 60%	299 points or below



### Course Format

This course is taught entirely online. All course interactions will take place through Canvas, UT Tyler’s learning management system. The course interactions are all asynchronous, meaning that they take place at a time of your choosing. In order to be successful, you will need to complete all online components of the course. To help you stay organized, a course schedule is provided in this syllabus that identifies the due dates of all course activities.

## DR. GETTY'S COURSE POLICIES

### Attendance Policy

I cannot enforce “attendance” *per se* however, one gets what one puts in. I believe the work will show based on effort in the class. This is not a class where one can simply BS one’s way through. The work within the class does include giving an opinion (and contrasting argument) based on a solid argument with academic citations. For example, the in-text citation: The Warren Court believed in *Brown v. Board of Education* (1954) that .... (Followed by a “reasonable attempt” at APA citation) See

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/apa\\_legal%20references%20.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_legal%20references%20.html)

### Email Policy

Email can be a powerful communication tool. There is room, however, for misunderstanding and miscommunication, and this can reduce its effectiveness. To facilitate smooth online interactions, there are a few rules regarding the use of email that should be followed in this course:

- 1) When sending an email, please include a subject heading that describes the topic of the email (for instance, “Question about the first quiz”).
- 2) Identify the course name or CRIJ 5302 in the email. I teach a few courses, so it’s necessary for you to identify to which course you are referring.
- 3) Remember that correspondence with me should remain professional. That means each email should have a greeting, a message with punctuation, and your full name at the closing. If you would not send the email to your boss, then please do not send it to me.
- 4) Often, email conversations require some degree of back and forth between the participants. I try to respond to all student emails within one business day, so please show me similar consideration when you respond.
- 5) Please, please, give me time to respond. The more time, the better. It’s a good plan to look ahead for possible issues and ask about something. Asking something last minute and expecting to contribute/explain something due quickly is not reasonable.

### Technology Requirements

You will obviously need access to Canvas and if you are reading this, you have access. I will also have Office Hours through Zoom on M/W 2:30 PM – 4:00 PM Central Time. For those reasons, you must be have access to a computer or tablet with webcam and microphone capability.

### Office Hours

I hold regular office hours each week. During office hours, I can go over assignments and answer any questions about course material. If you are unable to Zoom during office hours and need help, please feel free to contact me via email and set up an appointment to Zoom. I can set up a private Zoom appointment as necessary. All Zoom appointments will take place online (obviously) and I

will give you the meeting information. You will need a microphone and a webcam to participate in Zoom meetings.

I don't usually sit in front of my computer screen during office hours waiting for someone to *possibly* join. Please let me know if you plan to attend (email) and I'll be extra sure to be online. If office hours are canceled, I will inform you through Canvas announcements. **Please note:** I encourage students to ask if they have questions or would like clarification about written assignments. However, I will not give detailed feedback through email conversations. Instead, you should plan on Zooming during normal office hours or schedule an appointment with me to have a private Zoom conference.

### **Submission Policy**

Most course assignments will be submitted online through the appropriate Canvas links or within discussions. In order to receive full points, assignments must be submitted by **11:59 PM on the due date**. Please check the assignment instructions to ensure that each assignment is submitted appropriately. To avoid confusion, I do not accept assignments submitted via email.

Online submissions allow for multiple attempts, allowing you to upload a new submission if you determine that your first submission was problematic in any way. I will only grade the last submission i.e. you may change your answer up to the point I grade it. All previous submissions will not even be looked at. DO NOT have multiple posts in the discussion area. I will let you "revise and save" your original post. This means that your final submission must be complete; I will not use multiple submission attempts to "reconstruct" a complete assignment from portions submitted in multiple uploads/posts. So, no "oops email" or post with "I forgot to include x, y, z."

### **Late Assignments**

As graduate students, I have high expectations about your ability to organize your time and to meet deadlines. From the first day of class, you have information about all of the required assignments for this course and the associated deadlines. It is up to you to plan accordingly so that you can fulfill the required schedule. All assignments are due at 11:59 PM (Central Time) on the due date. Submission links will close at this time. No late assignments will be allowed unless there are emergency situations and documentation is provided.

**BE AWARE:** Technical problems, including computer access problems, computer failure, internet connection problems, browser issues, incorrect submissions, etc., often occur during the semester. **Even if the technical or logistic problem is not your fault, you are not guaranteed an extension or a "do-over" for the assignment.** Please be sure to submit early. This ensures you have time to contact me for assistance if something goes wrong.

### **Make-Up Quizzes/Assignments**

The *University Catalog* does not establish make-ups as a student “right.” I provide a detailed course schedule in this syllabus, and I expect students to arrange their schedules accordingly. Opportunities to make-up missed quizzes/assignments will be provided only for exceptional reasons and must be documented (e.g., hospital records, obituaries). Vacations, regularly scheduled doctor’s appointments, and work schedules do not qualify as exceptional reasons and will not be accepted as an excused absence.

Requests for make-up quiz/exam/assignment must be made within 3 business days of the submission date. Make-up quizzes and exams will be in forms completely different from original and will be scheduled at the convenience of the instructor. Make-up assignments will be completed at the discretion of the instructor.

### **Extra Credit**

I do not offer extra credit in this course. I have high expectations for my graduate students. I expect that you will keep up with the required reading in this course and will do your best to participate actively in every module. You will get the grade in this course that you earn. If you are struggling with the material that we are covering, then it is up to you to find useful supplements to aid in your comprehension, including reaching out to me for assistance, collaborating with your peers, and/or looking for supplemental online resources.

### **Military Personnel**

I understand that students who are currently members of the Armed Forces may have obligations that impact their ability to participate in class because I’m a veteran also. In situations where service to the Armed Forces impacts course participation, students may be able to work out alternative options for completion of their assignments. I have had students Zoom me and complete assignments while on duty in the Gulf. Communication and timing is key! In order to approve alternative options, students will need to provide me with at least 3 days’ notice and include proof of orders or a letter from their commanding officer or senior NCO (someone with commanding rank) detailing the student’s obligations that will impede course participation. Situations will be assessed on a case-by-case basis. This we’ll defend!

### **Students Working in Emergency Services**

Students working in emergency services may also work out alternative options for completion of their assignments on an as-needed basis. In order to approve alternative arrangements, students must notify me within 3 business days of the situation and provide documentation from a supervisor. Situations will be assessed on a case-by-case basis. I did my UG and grad work while working full-time policing so I get it – to a point.

## LEARNING ACTIVITIES

### **Module Videos (*No point value*)**

As this is a graduate seminar, the goal is to learn through analysis and discussion of the reading material. As such, there are no formal “lectures” for this course. However, some modules I will post a short video link or imbed it into the module’s page that highlights the reading material, the module assignment, and/or contemporary issues relating to the topic at hand. These videos will be approximately 5 to 15 minutes long, and can be watched at your leisure. Again, there are no point values associated with these videos.

### **Reflection Discussions or Reading Summaries if you will (*10 points each; 120 points total*)**

Every module you will have assigned readings relating to a specific topic. Your readings will include chapters from the assigned books, peer-reviewed journal articles, and Supreme Court case decisions. You will be responsible for summarizing and analyzing a portion of the module’s reading material in a collaborative discussion in the discussion boards. Specifically, you will have a “Main Post” reflecting on something within the reading(s), articles, something you have personally researched, etc. **This part does not have a word limit or minimum citation count.** Rather, it is designed almost as a reflective journal that you and other may comment upon during that time frame assigned. The Grading Rubric is fairly loose for this part. I highly recommend this be cohesive thoughts surrounding the subject matters discussed. It will help you in further discussions and others to comment. Please do cite any and all “factual” statements or opinions or “soften them.” A factual opinion: The Warren Court was one of the most liberal courts for its time and had a profound bearing upon the Fourth Amendment.” This factual statement will require “proof” with some sort of academic cite. Perhaps: One may find the Warren Court was one of the most liberal courts based upon its Fourth Amendment landmark decisions. This is “softened” to a possibility but one would also expect the next progression would be factual statement(s) and cited. Usually, within the first sentence or two of a paragraph, the writer introduces the hypothesis and then provides “proof” i.e. citations, and then concludes with reiteration and a “set up” for the next paragraph. Look at your texts and any journal articles. It follows: assertion, elaboration and proof, conclusion, set up for next assertion. It’s the (not so secret formula) for writing an argument paper you probably learned in grade seven.

Use this as strategy for your “Reflection Discussion” thoughts and for the “Discussion Questions” and you will do well. Also, have the Grading Rubric handy when you write.

### **Discussion Questions (*10 points each; 120 points total*)**

To further encourage collaboration between classmates, we will have Discussion Questions at various times throughout the semester. Discussion Questions are similar to the above Reflection Discussions except, one is given a prompt and must answer that prompt before seeing others’ answers. The other differences are that these Main Posts and Reply Posts are much more strictly scored accordingly to the Grading Rubric. Try to have the Grading Rubric with you and “self-score” your Main and Reply posts. You must have one Main and one Reply post per assignment.

Think of it as short answer, essay posts. This is the tough part. I know you all can write many words about topics and reply in the same. However, you will only have 300 – 400 word limits in the Main Post (excluding the citations) and 200 – 300 words in the Reply Post, again, excluding the citations. Include a word count at the end of each post i.e. Word Count = 326 words. This should come after the post and before any citations. Do not, I repeat, don not, fail to put in-text citations! The ending citations do not “cover” the entire post. Use APA formatting! It will not deduct as many points for this but failure to put in-text cites (or quotation marks where needed) will deduct many points. Failure to do this begs, “Who wrote this post?” Was it another or the student. Also, use quotations sparingly and try to paraphrase. The word limit is rough. Trust me. If there is 50 words of quote in a 350-word post, is there much original thought after all?

You will get the hang of it quickly after my comments and scoring. If I see you are having issues or way off the mark, I’ll email you and we’ll discuss. Just follow the formula of intro (with thesis), argument proof and counter argument (with in-text cites), conclusion (reiterating how well you’ve done), word count, and the full APA citations at the end. For more advice, see the Grading Rubric.

### ***Quizzes (25 points each; 100 points total)***

This is almost a gimme. This should be the easiest part to get as many points as possible. There will be four, quarterly quizzes covering our reading material and the syllabus. Each question will be worth a point. The answers will be multiple choice. Please pay attention to the due dates and which books/chapters the quizzes cover.

### ***Semester’s Papers (160 points total)***

The largest assignment you will complete in this class is the semester’s paper, which consists of 10 – 15 pages of content in which you will apply what you have learned through the careful analysis of criminal cases, judicial process, and the legal/social outcomes of these issues. This topic can be on any topic that you choose, but in your paper, you must make a strong argument for why you chose the topic in question and explain how it applies to the judicial processes you learned in class. The topic **MUST** have ties to judicial policy and must be more criminological rather than social in emphasis. If you are in doubt regarding the topic, please ask me.

Your paper should include 1) a thorough explanation for why the topic was chosen, 2) a comprehensive literature review explaining the background of the issue, 3) an in-depth argument for the significance of this issue, and 4) where is the future of this topic heading. For those of you interested in completing a thesis, this paper may assist you to develop the front end of your research project.

This paper’s content should **not** be rooted in opinion, but rather based on the consensus of the criminological field and what you’ve read and researched. For this, you will need to use findings from empirical, peer-reviewed research studies relating to your topic. Semester papers should



include at least 10 legitimate sources, of which 5 must be empirical, peer-reviewed articles. Other legitimate sources include books, court cases, and government reports. All of your sources must be properly cited in APA format through both in-text and reference page citations. If you are still unsure how to use APA citation style, please come see me.

This paper is a complex project that cannot be completed (well) if you wait until the last minute to write it. For that reason, the semester paper will be completed in a scaffolding manner throughout the semester. Scaffolding means that you will have multiple, smaller submissions (Discussion Posts) relating to subjects throughout the semester. Each Discussion assignment is intended to help you focus on a particular part of the semester paper, thereby gaining an early start to the final submission and providing avenues for feedback and improvement. The goal of this scaffolded project is to achieve a high-quality final submission for the semester paper.

The semester paper will include the following parts and have due dates:

1. Selection of paper topic, thesis statement, and an annotated bibliography of some initial, five legitimate sources (20 points)
2. Outline of the paper's argument that includes evidence from 10 references, reference page in APA format (25 points)
3. Rough draft of the paper that has a minimum of 8 full pages of content (45 points)
4. Final submission of the semester paper. Paper must be formatted in proper APA format, with a title page, abstract page, 15 – 20 pages of content, and a reference page. (70 points)

NOTE: Try not to change your subject/mind midway through the process. This will lead to excess work on your part, usually some panic, and typically, less of a score.

## NETIQUETTE @ UT TYLER

"Netiquette" is, simply, Internet etiquette, or a set of expectations that describe appropriate behaviours when interacting online. It is important to understand that you will be held to the exact same standards of UT Tyler's Face-to-Face traditional courses when learning in an online environment. In fact, for 100% online courses, your online classroom behaviour may be the only interaction you have with your faculty and classmates, therefore making your netiquette even more important. Remember, you only get to make a first impression once, irrespective of the course delivery method.



**Be courteous.** You only get one chance for an online first impression. Make it count. Do not say or do anything in an online classroom that you would not do in a face-to-face classroom. This includes not “YELLING” (typing in all caps), not “flaming” (attacking someone, such as insults and name-calling), and/or not dominating the discussion.

**Be human.** Remember there is another person on the other side of the screen. Remain patient, ask and wait for clarification if you do not understand something, and avoid assumptions and rushed judgments. Forgive mistakes, and apologize for your own errors.

**Be a good classmate.** Remember your own role as a student. Follow your instructor's directions at all times. “Attack the facts with facts, not the person.” Be aware of cyberbullying and make every attempt to eliminate it. Appreciate the diversity and different communication styles of your peers. Remember, since this class is online, you may have classmates from all over the world.

**Be professional.** Proofread your own writing for spelling, grammar, and punctuation to prevent miscommunication. Avoid slang, sarcasm, or emotionally-charged writing, as tone can be difficult to translate online. Profanity and offensive language will not be tolerated. Do not use abbreviations (2moro, 2T, B@U) or emoticons in your online class unless your professor approves and supports such writing styles. After all, this is a grad class!

**Be a responsible digital citizen.** What you post online is difficult to retract once it is published. What you post online can follow you for your lifetime. Do not share personal information you would never want public, and respect other people's privacy. Do not share someone else's work without their permission. Do not plagiarize for sure or even “self- plagiarize.” (Something you've already used in another class, in this class.)

## STUDENT RESOURCES FOR SUCCESS

In this course, we will rely heavily on Canvas. If you experience problems with Canvas, you have access to 24/7 support using Canvas' Help tab. You can also email [itsupport@uttyler.edu](mailto:itsupport@uttyler.edu) for help.



UT Tyler also provides a variety of student resources to help you succeed in the classroom. I encourage you to reach out as necessary to the offices below for assistance.

Student Resource	Office Location	Phone #	Email
Academic Advising Center	UC 440	903.565.5718	<a href="mailto:advising@uttyler.edu">advising@uttyler.edu</a>
Campus Computing Center	BUS 101	903.565.5555	<a href="mailto:itsupport@uttyler.edu">itsupport@uttyler.edu</a>
Cashier's Office	ADM 125	903.566.7227	<a href="mailto:cashiers@uttyler.edu">cashiers@uttyler.edu</a>
Enrollment Services	ADM 230	903.566.7180	<a href="mailto:enroll@uttyler.edu">enroll@uttyler.edu</a>
Financial Aid	ADM 230	903.566.7180	<a href="mailto:enroll@uttyler.edu">enroll@uttyler.edu</a>
Library	LIB	903.566.7342	<a href="mailto:library@uttyler.edu">library@uttyler.edu</a>
Police Department	USC 125	903.566.7300	<a href="mailto:police@uttyler.edu">police@uttyler.edu</a>
Student Accessibility (ADA)	UC 3150	903.565.7079	<a href="mailto:cstaples@uttyler.edu">cstaples@uttyler.edu</a>
Student Business Services	ADM 125	903.566.7227	<a href="mailto:cashiers@uttyler.edu">cashiers@uttyler.edu</a>
University Counseling Center	UC 3170	903.566.5746	<a href="mailto:mskinner@uttyler.edu">mskinner@uttyler.edu</a>
University Crisis Line		903.566.7254	Available 24/7
Veterans Resource Center	UC 2140	903.565.5974	<a href="mailto:vrc@uttyler.edu">vrc@uttyler.edu</a>
Writing Center	BUS 202	903.565.5995	<a href="mailto:writingcenter@uttyler.edu">writingcenter@uttyler.edu</a>

## UT TYLER'S STUDENT STANDARDS OF ACADEMIC CONDUCT

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted may be subject to review by TurnItIn©, available on Canvas.

## Plagiarism vs. Cheating



**What is the difference?**

## UNIVERSITY OF TEXAS POLICIES

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences as early as possible.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's

Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

The Census Date for the Spring 2023 semester is **January 23<sup>rd</sup>**.

### **Student Accessibility and Resources Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/s-UTTyler/ApplicationStudent.aspx> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you.

For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, and <https://www.uttyler.edu/disability-services/request/> The SAR office is located in the University Center, # 3150 or call 903.566.7079.

### **UT Tyler a Tobacco-Free University**

(Even though online, it's a must have.) All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)



## COURSE SCHEDULE

Module Information	Topic	Assigned Readings	Assignments Due by End of Module (Mondays at 11:59PM)
About the reading/studying material		Carp = <i>Judicial process in America</i> text Howard = <i>Judging law and policy: Courts and policymaking in the American political system</i> . All articles will be in the “Handouts to Read” page ( <u>except for SCOTUS cases – you must find them yourself</u> )	
<b>01/09/23</b>	<b>Start of Semester</b>		
<b>Module 1</b> 1/09 – 1/16	Introduction	Start Reading: Carp, Chapter 1 Howard, Chapter 1	Intro to yourself Discussion 1 (10 & 10 points for just logging in)
<b>Module 2</b> 1/17 – 1/23	Foundations of Law	Continue Carp, Chapter 1 Continue Howard, Chapter 1	Reflection Discussion 2 (10 points) Discussion Question 2 (10 points)
<b>01/23</b>	<b>Census Date</b>	(Second drop for non-payment)	
<b>Module 3</b> 1/24 – 1/30	The Federal Judicial System	Carp, Chapters 2 & 6 The Federalist Papers #78 Levi (1965) Steiker (2013)	Reflection Discussion 3 (10 points) Discussion Question 3 (10 points) <b>Quiz 1 due by 11:59 PM (CST) on 1/30 (25 points)</b> <b><u>ALL QUIZZES COVER ALL THE ASSIGNED READINGS up to 1/30 and maybe some questions from the syllabus.</u></b>
<b>Module 4</b> 1/31 – 2/6	Jurisdiction & Policymaking Boundaries	Carp, Chapters 4 & 7 Howard & Segal (2004) <b>SCOTUS Cases:</b> <ul style="list-style-type: none"> <li>• <i>Marbury v Madison</i> (1803)</li> </ul>	Reflection Discussion 4 (10 points) Discussion Question 4 (10 points) <b>Semester Paper Part 1 Due by 11:59 PM CST on 2/6 (20 points)</b>

Module Information	Topic	Assigned Readings	Assignments Due by End of Module (Mondays at 11:59PM)
		<ul style="list-style-type: none"> <li>• <i>Youngstown Sheet and Tube Co v. Sawyer</i> (1952)</li> </ul>	
<b>Module 5</b> <b>2/7 – 2/13</b>	Federal Court Policymaking	Howard: Chapters 3 & 6 <b>SCOTUS Cases:</b> <ul style="list-style-type: none"> <li>• <i>Brown v. Board of Education</i> (1953)</li> <li>• <i>Fisher v. University of Texas at Austin</i> (2013)</li> </ul>	Reflection Discussion 5 (10 points) Discussion Question 5 (10 points)
<b>Module 6</b> <b>2/14 – 2/20</b>	Federal Court Policymaking Continued	Howard: Chapters 4 & 5 <b>SCOTUS Cases:</b> <ul style="list-style-type: none"> <li>• <i>Ferguson v. City of Charleston</i> (2001)</li> <li>• <i>Burwell v. Hobby Lobby</i> (2014)</li> </ul>	Reflection Discussion 6 (10 points) Discussion Question 6 (10 points)
<b>Module 7</b> <b>2/21 – 2/27</b>	State Judicial Systems	Carp: Chapters 3 & 5 Bratton and Spill (2002)	Reflection Discussion 7 (10 points) Discussion Question 7 (10 points) <b>Quiz 2 due by 11:59 PM (CST) on 2/27 (25 points)</b> <u><b>QUIZZES COVERS ALL THE ASSIGNED READINGS up to 2/27 and maybe some questions from the syllabus.</b></u>
<b>Module 8</b> <b>2/28 – 3/6</b>	State Policy Making	Howard: Chapter 8 Dolan (2013) <b>SCOTUS Cases:</b> <ul style="list-style-type: none"> <li>• <i>Anderson v. King County</i> (2008)</li> <li>• <i>United States v. Windsor</i> (2013)</li> </ul>	Reflection Discussion 8 (10 points) Discussion Question 8 (10 points) <b>Semester Paper Part 2 Due (25 points) by 11:59 PM CST on 3/6</b>

Module Information	Topic	Assigned Readings	Assignments Due by End of Module (Mondays at 11:59PM)
<b>Module 9</b> <b>3/7 – 3/20</b>	Crime & Procedures Prior to Criminal Trials	Carp: Chapter 9 Sherman and Berk (1984) Bushway and Redlich (2011) <b>SCOTUS Cases:</b> <ul style="list-style-type: none"> <li>• <i>County of Riverside et al. v. McLaughlin et al.</i> (1991)</li> </ul>	Reflection Discussion 9 (10 points) Discussion Question 9 (10 points) <b>Quiz 3 due by 11:59 PM (CST) on 3/20 (25 points)</b> <u><b>QUIZ COVERS ALL THE ASSIGNED READINGS up to 3/20</b></u>
<b>3/13 – 3/18</b>	<p style="text-align: center;"><b>Spring Break – No Class</b> (i.e. no emails, announcements, likes, etc.)</p> <p>You will notice that Spring Break is allotted for in the timing for Module 9. You still have the customary seven days-ish but it is just “interrupted” by Spring Break. I would recommend completing the Module 9 assignments <i>before</i> Spring Break but it is your decision.</p>		
<b>3/23</b>	<b>Last day to withdraw from one or more 15-week classes</b>		
<b>Module 10</b> <b>3/21 – 3/27</b>	The Criminal Trial and its Aftermath	Carp: Chapter 10 Richards et al. (2014) Hayes and Levett (2013) <b>SCOTUS Cases:</b> <ul style="list-style-type: none"> <li>• <i>Atkins v. Virginia</i> (2002)</li> <li>• <i>Hall v. Florida</i> (2014)</li> </ul>	Reflection Discussion 10 (10 points) Discussion Question 10 (10 points)
<b>Module 11</b> <b>3/28 – 4/3</b>	The Civil Court Process	Carp: Chapter 11 Miller and Sarat (1980) Viscusi and McMichael (2014)	Reflection Discussion 11 (10 points) Discussion Question 11 (10 points) <b>Semester Paper Part 3 Due (45 points) by 11:59 PM CST on 4/3</b>
<b>Module 12</b> <b>4/4 – 4/10</b>	Decision Making by Trial Court Judges	Carp: Chapter 12 Simon and Scurich (2011) Farole (2009)	Reflection Discussion 12 (10 points) Discussion Question 12 (10 points)

<b>Module Information</b>	<b>Topic</b>	<b>Assigned Readings</b>	<b>Assignments Due by End of Module (Mondays at 11:59PM)</b>
<b>Module 13</b> 4/11 – 4/17	Implementation and Impact of Judicial Policies	Carp: Chapter 14 Jacob (2013) Reid (1988)	<b>Use feedback from Parts 1 – 3 to revise/complete Semester Paper.</b>  <b>Quiz 4 due by 11:59 PM (CST) on 4/17 (25 points) <u>QUIZ COVERS ALL THE ASSIGNED READINGS up to 4/17</u></b>
<b>Module 14</b> 4/18 – 4/24	No New Material Writing Week	None	<b>Work on Final Submission paper. Use Revise and Resubmits (or R&amp;Rs) to revise/complete Semester Paper</b>
<b>Final Due</b> 4/25	Semester Paper	No Class – Finals Week	<b>Final Submission Paper Part 4 Due (160 points) by 04/25 at/before 11:59 PM CST</b>

Archives.gov. (2012). *Transcript of Marbury v. Madison (1803)*. <https://www.archives.gov/milestone-documents/marbury-v-madison>

Bratton, K. A., & Spill, R. L. (2002). Existing diversity and judicial selection: The role of the appointment method in establishing gender diversity in state supreme courts. *Social Science Quarterly*, 83(2), 504-518.

Bushway, S. D., & Redlich, A. D. (2012). Is plea bargaining in the "shadow of the trial" a mirage? *Journal of Quantitative Criminology*, 28(3), 437-454.

Dolan, T. C. (2013). Increasing diversity in governance and management. *Journal of Healthcare Management*, 58(2), 84 - 86.

Farole, D. J. (2009). Problem solving and the American bench: A national survey of trial court judges. *The Justice system journal*, 30(1), 50-69.

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- Howard, R. M., & Segal, J. A. (2004). A preference for deference? The Supreme Court and judicial review. *Political Research Quarterly*, 57(1), 131-143.  
<https://doi.org/10.2307/3219840>
- Jacob, G. F. (2013). Using history to teach students how to be lawyers. *The American Journal of Legal History*, 53(4), 493-497.
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- Miller, R. E., & Sarat, A. (1980). Grievances, claims, and disputes: Assessing the adversary culture. *Law & Society Review*, 15(3/4), 525-566.
- Reid, T. V. (1988). Judicial policy-making and implementation: An empirical examination. *The Western Political Quarterly*, 41(3), 509-527.
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- Sherman, L. W., & Berk, R. A. (1984). The specific deterrent effects of arrest for domestic assault. *American Sociological Review*, 49(2), 261-272.
- Simon, D., & Scurich, N. (2011). Lay judgments of judicial decision making. *Journal of empirical legal studies*, 8(4), 709-727.
- Steiker, J. (May 29, 2013). Opinion analysis: Innocence exception survives,innocence claim does not (Updated), SCOTUSblog.  
<https://www.scotusblog.com/2013/05/opinion-analysis-innocence-exception-survives-innocence-claim-does-not/>
- Viscusi, W. K., & McMichael, B. J. (2014). Shifting the fat-tailed distribution of blockbuster punitive damages awards. *Journal of empirical legal studies*, 11(2), 350-377.
- Youngstown Sheet & Tube Co. v. Sawyer*, 343 U.S. 579 (1952). <https://www.law.cornell.edu/supremecourt/text/343/579>