

Law, (In)justice, & Social Problems
IDS 2935 (25134) Section 2SL1
Spring 2022

UF QUEST 2/Social and Behavioral Sciences

General Education Credits: Social and Behavioral Sciences, Diversity

Note: A minimum grade of C is required to earn General Education and Diversity credit

Website: <http://elearning.ufl.edu/> (Canvas Login)

Instructor: Lonn Lanza-Kaduce (llkll@ufl.edu)

Class Meeting: T 4th Period in MAT 0011

Office Hrs.: F2F: TH: 8:30-9:30 in 3348 TUR; ONL W: 8:30-10:30

R 4th & 5th Period in ARCH 0213

Caveat about Omicron Adjustments

This course was designed as a face-to-face course before the onset of Covid-19 in March of 2020. Once again, however, we begin a new term facing a Covid-19 surge from a new variant with too little information to make good pedagogical decisions about the spring term. UF's Campus Briefs of December 17 and December 31 advise us to wear tightly fitting N95 or KN95 masks rather than cloth or surgical masks (something that makes classroom teaching and exchanges more difficult). That message was reinforced and accompanied with a call for flexibility in a letter from the Provost to faculty on Dec. 31. The UFF faculty union is calling for online delivery as classes open (Gainesville Sun, Dec. 28, 2021). Many other universities have already moved online to open their spring terms. Whether this course will have to move to online delivery cannot be known at this time, but we do know that the original face-to-face plans will have to give way to more flexibility. Given the contagion associated with the Omicron variant, the odds are that someone in this class will be exposed if not infected at some point this semester and that others in this class will miss class to get tested. Remember that UF policy calls for us to miss class and get tested if we have symptoms (which overlap with those of colds and flu).

We will need to be flexible to accomplish basic educational objectives for everyone. Your obligation is to **check announcements regularly so that you keep informed of adjustments** that will be made throughout the course. My pledge to you is that we will adjust to find ways to cover the material that can minimize risks to the extent possible given the imposed rules of state government and higher administration on class delivery.

Toward that end, I will

1. move graded activities to Canvas so that students do not have to congregate face-to-face in crowded classroom sessions
 2. video more lectures, which will be posted in Canvas so that students have a choice about how to access material
 3. use more class periods for discussion and clarifications of those video materials and use Zoom for students to access those classes and join in the discussions if they cannot attend class.
- Contact me about gaining access—see announcement of 1/11/22.

Since Covid-19 has begun, students in every class I have taught have reported vulnerabilities to themselves or loved ones who have suppressed immune systems. I share similar concerns—I am old, overweight, have stage 4 cancer that is in remission, and had my booster vaccination over 4 months ago (a timeline that some experts say is pushing the benefits of the booster and something that Israel is researching). In addition, we know that more students are experiencing mental health issues now than

ever before. I pledge to work with you so that you can get the information to be successful and tend to your individual needs. Recognize, however, that this means more online delivery options will supplement face-to-face classroom interaction.

Course Description

Law, (In)justice and Social Problems will review the defining characteristics shared by social problems. It will examine various contemporary societal problems to see how law and (in)justice contribute to them and/or help alleviate them. The course will consider various pressing problems associated with criminal justice, deviance, the family, and the workplace. It will explore how law and justice are used to help name and frame the problems, to make claims about them, to advance calls for change, and to fashion proposed solutions, all of which may be functional or dysfunctional for resolving the underlying problematic conditions. The course will attend to the developments in basic American law on due process and equal protection over time that address fairness and social inequalities. By using the law lens, students will be exposed to an important social institution and understand its promise and limitations in dealing with societal challenges in fair and nondiscriminatory ways. The course will integrate themes from sociology, criminology and criminal justice, law, and philosophy to help students understand the underlying social problems as well as societal reactions to them, which may be more or less just (and more or less effective).

Quest 2 and General Education Descriptions and Student Learning Outcomes

Quest 2 Description:

Quest 2 courses provide an opportunity for students to engage in thought-provoking Gen Ed coursework that builds on and expands their Quest 1 experience with the Arts and Humanities. If courses in Quest 1 ask “What does it mean?,” those in Quest 2 ask “What can we do?” Thus, rather than offer introductory/survey courses to specific fields, Quest 2 courses invite students to encounter important real-world issues that cut across disciplines and introduce scientific methods and discourse for students to become familiar with the ways that data, methods, and tools from diverse fields can be brought to bear on pressing questions facing human societies and/or the planet today.

Social and Behavioral Description:

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Each Quest 2 course will have the following general course objectives [note the mandatory university requirement for Quest 2 courses]. [Note, however, that they all feed an overarching goal: the development of critical thinking and analysis.]

1. Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social science ... disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.

2. Present different social science ... methods and theories, and consider how their biases and influences shape pressing questions about the human condition and/or the state of our planet.
3. Enable students to analyze and evaluate (in writing and other forms of communication appropriate to the social ... sciences) qualitative or quantitative data relevant to pressing questions concerning human society and/or the state of our planet.
4. Analyze critically the role social ... sciences play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs.
5. Explore or directly reference social ... science resources outside the classroom and explain how engagement with those resources complements classroom work.

Diversity Description:

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society. Diversity Student Learning Outcomes include:

Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content). These are incorporated in the specific course objectives and SLOs in the *Student Learning Objectives* section below.

Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking). These are incorporated in the specific course objectives and SLOs in the *Student Learning Objectives* section below.

A Note on Liberal Arts and Sciences General Education Requirements, Social Science and Diversity Designations, and "Wokeness"

The recent tempest over "woke" universities warrants a little analysis, even if for no other reason than that it is a kind of name calling. Something as basic as a dictionary gives important clues to the term's origination and meaning, and its appropriation and reframing in political conflict over universities.

"Woke is now defined in this dictionary as 'aware of and actively attentive to important facts and issues (especially issues of racial and social justice),' and identified as U.S. slang. It originated in African American English and gained more widespread use beginning in 2014 as part of the Black Lives Matter movement. By the end of that same decade it was also being applied by some as a general pejorative for anyone who is or appears to be politically left-leaning." See: [What Does 'Woke' Mean? | Merriam-Webster](https://www.merriam-webster.com/dictionary/woke).

The drift from the original to "left-leaning" gets associated with "liberal" which, by miss-association conflates wokeness with liberal arts. Again, a basic dictionary definition helps sort out the conflation as it provides historical context.

"The liberal in liberal arts, a cornerstone of the education of so many has very little

to do with political leanings; its roots can be traced to the Latin word *liber*, meaning ‘free, unrestricted.’ Our language took the term from the Latin *liberales artes*, which described the education given to freeman and members of the upper classes, and involved training in the mind (grammar, logic, geometry, etc.). The lower classes were educated in the servile arts, which were mechanical or occupational in nature. The phrase liberal arts has been part of our language for a very long time, with use dating back to the 14th century.” See: : Liberal Arts | Definition of Liberal Arts by Merriam-Webster.

Every course on social problems has to deal with the social and political conflict over definitions of what is problematic. It is to be expected that labels like wokeness may be employed to conduct that conflict. A social problems course has to deal with inequalities that occur because of individual bias and discrimination and because of ways in which disparate outcomes are institutionalized at the group level. Note that the university requirements, particularly for diversity designated courses, requires that the course “identify, describe, and explain the historical processes and contemporary experiences characterizing diversity... [and that includes] intersections, such as (but not limited to) race, gender identity, class, ethnicity ...” In other words, I have the obligation, both for academic integrity reasons and because of imposed regulations on this course, to deal with issues that some consider to be “woke,” no matter if the original meaning or the pejorative name-calling is being employed. A social-problems analysis demands that we critically analyze such labels, especially when they are used to advance political agenda, which are an inherent part of the natural history of any social problem. That critical analysis includes shared definitions and clearing up blurred conceptual distinctions, which smack of politicization of learning. The current politicized environment conflates a dimension of race analysis that needs to be addressed head-on early on. To do that, you will be assigned material on both structural/institutional/systemic racism and critical race theory so you can make up your own mind—they are not one and the same. You will also be given an assignment to examine a political press release’s use of naming and claiming.

Required Readings/Materials

Required course materials will include introductory chapters written specifically for this course, book chapters, government documents, journal articles, court cases, videos, and online postings. With only a few exceptions, all the material will be available through modules in the class Canvas website. Some material will be left for the students to locate online so they can practice accessing relevant material. NO TEXT IS ASSIGNED.

Reading (and viewing) assignments will appear under 12 modules. **Because of the need for flexibility, the outline presented below remains tentative AND IS SUBJECT TO ADJUSTMENT. Again, check class announcements in Canvas regularly.**

TENTATIVE Course Calendar/Schedule of Topics (and assignments)

Topic Area (and Reading/Material to be covered)

Module I: Intro to Law, (In)justice, and Social Problems (Jan. 6 – Jan. 18)

A. Readings/Materials posted in Canvas:

1. [social problems, social structure, and law final 2021.doc](#)
2. Horton et al. on Credibility of Info and How to Lie with Statistics
3. [Link to lecture 1 on Intro to Social Problems.docx](#)
4. [Link to Lecture 2 on Critical Analysis of Social Problems.docx](#)
5. [Law and Legal Systems.social problems.doc](#)

6. [Link to a video in How Structural Racism Works Project.docx](#)
 7. [2 Overviews of Critical Race Theory.docx](#)
- B. **Graded assignment: Time 1 Social Problems Survey to set up the Reaction Paper. CANVAS SURVEY DUE JAN. 13 BEFORE MIDNIGHT**

Module II: The Role of (In)justice in Social Problems (Jan. 19 – Jan. 25)

- A. Readings/Materials posted in Canvas:
1. [Rodney King beating trial.docx](#) The Rodney King Case and riots—a social order problem which law both contributed to and dealt with to try to get it right
 2. [chase black lives matter movement.pdf](#) Chase's article on the Black Lives Matter Movement—a social movement growing from a sense of injustice about a social problem
 3. [Excerpts of Ferguson Report.docx](#) How law deals with solutions for problems it contributed to (posting of excerpts from the Ferguson Report from the U.S. Dept. of Justice)
 4. [10 things about Boston Tea Party.docx](#) The Boston Tea Party—illegal collective action against a legal injustice to illustrate a social problem's evolution
 5. [key facts on health.pdf](#)
 6. [principles of environmental justice.pdf](#)
- B. **Graded Assignment: Analysis of a Political Document Claiming a Social Problem and Advocating a Solution (20 pts) DUE JAN. 24 BEFORE MIDNIGHT**

Module III: Justice and Social Problems Involving Liberty Interests (Jan. 26 – Jan. 30)

- A. Readings/Materials posted in Canvas
1. [Pandemic, Epidemic, Endemic, Outbreak.docx](#)
 2. [A brief history of vaccination.docx](#)
 3. [Washington and the first mass inoculation.docx](#)
 4. [vacc_mandates_chptr13_malone_and_hinman.pdf](#)
 5. [2 RECENT LAWS CREATING PRIVATE CAUSES OF ACTION FOR LIBERTY INTERESTS.docx](#)

Module IV: Concepts of Justice in Law (Jan. 31 – Feb. 15)

- A. Readings/Materials posted in Canvas
1. [Procedural Due Process and Mental Illness Parham v JR \(1\).pdf](#)
 2. [unfairness consequences: negative reactions to process.pdf](#)
 3. [An Overview of Economic and Noneconomic Substantive Due Process.docx](#)
 4. [FIND and READ King's "Letter from the Birmingham Jail".](#) A social philosophy perspective on civil disobedience as a response to substantive injustice
 5. [graham v FL.pdf](#)
 6. [The impact of all 3 justice dimensions: Lanza Kaduce Lane and Benedini\[2\].docx](#) Using the procedural, substantive, and distributive dimensions to examine an outcome
 7. Regarding wealth and privilege and the distribution of opportunities and resources (Rawls: <https://www.youtube.com/watch?v=5-JQ17X6VNg> and <https://www.youtube.com/watch?v=A8GDEaJtbq4>)
- B. Begin working on: **Rawl's Veil of Ignorance Paper**

- C. Graded Assignment: Reaction Paper on Social Problems and Mandatory Vaccinations (20 pts) DUE FEB. 4 BEFORE MIDNIGHT
- D. FEB. 15 Graded exam: Quiz 1 (35 points) over materials for Modules I, II, III, IV

Module V: Procedural Due Process and Social Problems (Feb. 16 – Feb. 24)

- A. Readings/Materials posted in Canvas
 1. [Link to the Scottsboro Boys video.docx](#)
 2. [The fundamental fairness approach in Powell v Ala2 \(1\).pdf](#)
 3. [The selective incorporation approach to right of counsel in Argersinger v Hamlin excerpt.docx](#)
 4. [Miranda violations \(proc. unfairness\) and forced confessions in Mincy v Arizona excerpt.docx](#)
 5. [Wrongful Conviction: DNA may not save you.docx](#)
 6. [Procedures matter: Race and Wrongful Convictions.pdf](#)
 7. [Legal assistance matters: seronet.legalcounsel.pdf](#)
- B. Graded Work: Veil of Ignorance Paper due (20 pts) DUE FEB 23 BEFORE MIDNIGHT

Module VI: Substantive Due Process and Social Problems (Feb. 25 – Mar. 17) (Substantive due process and social problems—“bad” laws and “unjust” outcomes, or “good” laws and unintended consequences?)

- A. Readings/Materials posted in Canvas
 1. [Right of privacy in marital matters: Boddie v conn majority excerpts.pdf](#)
 2. [Extending privacy to birth control outside of marriage: Eisenstadt v Baird syllabus.docx](#)
 3. [Extending privacy to same-sex relations: Lawrence v Texas syllabus.docx](#)
 4. [Extending privacy to abortion: Roe v. Wade.doc.x](#)
 5. [A legislative effort to name and claim life: The+Sanctity+of+Human+Life+Act.doc](#)
 6. [Adding science claims to the mix: Trussell on Emergency Contraception.docx](#)
 7. [The problem of mass incarceration: prisoners in 2016.pdf](#)
 8. [Constitutional Limits on Punishment: The Eighth Amendment.docx](#)
 9. [A death penalty case where law and social science collide: McCleskey v kemp.maj excerpt.docx](#)
- B. Graded Work: Analysis of the Development of Reproductive Privacy and Personhood Bills (20 pts) DUE MAR. 16 BEFORE MIDNIGHT

Module VII: Criminal Justice as a Social Problem and/or as Solution (Mar. 17 – Mar. 29)

- A. Readings/Material posted in Canvas
 1. [Racial disparity in police use of force: Fryer and police use of force.pdf](#)
 2. [Race and jury selection: Batson v Kentucky syllabus.docx](#)
 3. [Racial Identity and Correctional Policy Preferences: Davis Black Typification.edit draft\[3\].doc](#)
 4. [Packer's due process and crime control models of criminal justice: an excerpt.docx](#)
 5. [The Due Process Revolution in Juvenile Justice: Gardner and LLK, Putting Process in Context.FINAL\[5\] \(1\).doc](#)

6. [Consequences on kids: Gardner and LLK on "Disregarding graduated sanctions" \(1\).pdf](#)
 7. [The effect of fair procedures on spouse assault: paternoster fair procedures-1-1.pdf](#)
 8. Other Examples of Criminal Justice as Solution to be Added
- B. Begin working on the Criminal Justice Paper
- C. **MARCH 29 Graded exam: Quiz 2 (35 pts) over Modules V, VI, VII**

Module VIII: Equal Protection Law as the Institutionalized Response to Discrimination (Mar. 30 – April 1)

- A. Readings/Materials posted in Canvas
1. [14th Amendment to the United States Constitution.docx](#)
 2. [The separate-but-equal approach: Plessy v Ferguson excerpt.docx](#)
 3. [The integration approach: Brown v Board of Education.docx](#)
 4. [Levels of Scrutiny Under the Equal Protection Clause.docx](#)
 5. [Federal equal protection via due process: Bolling v Sharpe.docx](#)
- B. Graded Paper: Criminal Justice Paper (30 pts) DUE APRIL 1 BEFORE MIDNIGHT
- C. Work on **Writing Project on Equal Protection**

Module IX. Strict Scrutiny (April 4-6)

- A. Readings/Materials posted in Canvas
1. [Race and marriage: Loving v Va. excerpt.docx](#)
 2. [War and Ethnicity and the mistake of internment camps for Japanese Americans: Korematsu v. U.S..docx](#)
 3. [Going beyond equal protection to foundational due process: Harper v Va Bd of Elections.docx](#)

Module X. Other Levels of Scrutiny (April 6 - 12)

- A. Readings/Materials posted in Canvas on the Development of Intermediate Scrutiny
1. [Sexism in family legal matters upon death: Reed v Reed excerpt.docx](#)
 2. [Federal military benefits and sexism: Frontiero v Richardson summary.docx](#)
 3. [Pregnancy and work disability: Geduldig v Aiello excerpt.docx](#)
 4. [Criminal Law: Craig v Boren \(1\).pdf](#)
 5. [Scrutiny of gun regulations.docx](#)
- B. Readings/Materials posted in Canvas on Rational Review Used for Most Kinds of Differential Treatment in Law
1. [Poverty and ethnicity and education: san antonio v rodr \(1\).pdf](#)
 2. [Immigration and education: Plyler v doe.excerpt\[2\].docx](#)
 3. [Welfare and need-based programs: GRAHAM v richardson.excerpt\[2a\].docx](#)

Module XI: Disparate Treatment and Impact and Discrimination Outside of Criminal Justice as Social Problems (April 13 – April 20)

- A. Readings/Materials posted in Canvas

1. [EEOC and Employment Discrimination and Harassment Law Overview.docx](#)
 2. [Disparate Impact and the EEOC: Davis v City of Dallas\(1984Tx\) doc.rtf](#)
 3. [Naming and Claiming about women at work: 6 facts about glass ceiling.docx](#)
 4. [Sexism and victim blaming: Victim-Blaming A New Term for an Old Trend.pdf](#)
 5. [Immigrants and the treatment of children: Ms.L vs ICE injunction.pdf](#)
- B. **April 19 Exam 3 (35 points) over materials for Weeks VIII, IX, X, and XI**
- C. Graded work due: **Writing Project on Equal Protection (35 pts) DUE APRIL 20 BEFORE MIDNIGHT**

Assigned Work

The graded work will consist of a combination of exercises, writing assignments, reaction papers, and tests/quizzes. The weekly module in which the graded work is due is listed under “Writing Assignments” below and in the “Proposed Course Calendar/Schedule of Topics (and assignments)” above. The point-value of each graded activity is indicated below. The total number of points projected to be available across all graded work for the class is 250.

Writing Assignments (Use a recognized “Style Format,” like APA, on all submissions):

Time 1 Social Problems Survey to set up a later Reaction Paper. Early in the course, students will be required to go online to take a short Time 1 survey about how their opinions on mandatory vaccinations. As a survey, there are no right or wrong answers. The survey questions will be both closed-ended ratings and short-answer questions asking for reasons. Each student’s responses will be saved in Canvas so each student can go back and see her/his answers and use them to write the Reaction Paper assignment that follows. The only person beside yourself to see your answers is me, and I will only look at how you incorporate them into the Reaction Paper.

Reaction Paper on Social Problems and Mandatory Vaccinations (20 pts)

After we cover the challenge of mandatory vaccinations in class, you will be asked to use your answers to the Time 1 Social Problems Survey and write a reaction paper to discuss how much or little your views have changed and provide reasons for the stability or change in your assessment. After reconsidering your original point of view and drawing a conclusion, you will be asked to find one additional source, discuss its credibility/reliability, and show how it supports and/or undercuts that conclusion. The target length is about 3 double-spaced pages.

Analysis of a Political Document Claiming a Social Problem and Advocating a Solution (20 pts)

This writing assignment will ask you to use the materials about the natural history of social problems and the analysis tools about propaganda, techniques of lying (both with and without statistics), and reliability/credibility of information/data sources. You will be asked to apply those to identified features of a press release to critically analyze those claims. Remember that critical analysis addresses features that contribute to our understanding as well as those that interfere with our understanding of a social problem. Target length of at least 1000 words (about 4 double-spaced pages).

Rawl's Veil of Ignorance Paper (20 pts.). This short paper will ask the students to conduct their own mind experiment using Rawl's veil of ignorance by considering how it would deal with the distribution of resources through inherited wealth and its implications for conflict or integration theoretical orientations. It will be due in Week V after the Rawl's material is covered the previous week. The directions for this assignment (along with specific questions that will need to be addressed) will be posted under assignments in the Canvas class website. One of those specific questions will be for students to consider how Rawl's thought experiment affected their views of inheritance taxes (if at all)—showing their reasoning. The target length for this paper is at least 1000 words (or about 4 double-spaced pages).

Analysis of the Development of Reproductive Privacy and Personhood Bills Paper (20 points). This short paper assignment will be to trace the development of reproductive and sexual privacy case law and to use that review to provide an analysis (which can include positive and/or negative viewpoints) of proposed Personhood or Sanctity of Life bills in legislatures. You will be asked to advance arguments about how one of those bills in Congress may alleviate a social problem or create a new one. Students will be asked to discuss how the developing case law across time affects how they make sense of the debate over these kinds of bills. You will also have to address how the case history on reproductive privacy helps (if at all) your understanding of the position of those with whom you disagree (and give reasons). The specific guidelines will be posted in Canvas. The target length for this paper is at least 1000 words (or about 4 double-spaced pages).

Criminal Justice Paper (30 pts.). To be announced and posted in Canvas. The target length for this paper is at least 1500 words (about 6 double-spaced pages).

Writing Project on Equal Protection (35 points). The major writing project will be to select a case from a short list of equal protection cases covered in class. The case options will be listed in Canvas along with specific directions for the paper. Students will be asked to present a review of the case and clearly indicate its legal holding. They will then need to locate at least four relevant research articles and review them to analyze the fit between the research and the case its legal holding. They will need to discuss the credibility/reliability of the sources and then to analyze how well the legal holding will help address the kind of discrimination claimed in the case in light of the research that was reviewed from the sources. Students will also be asked to reflect on their own views of the kind of discrimination claimed in the case and to discuss how the empirical research affected their view of how just the holding of the case was. The specific guidelines will be posted in Canvas. This reaction paper should be at least 1750 words (at least 7 double-spaced pages).

Quizzes/Exams:

Three exams/quizzes will be given during the course, none of which will be a "cumulative exam" (but information covered early in the course will be used throughout). All the quizzes will use multiple choice and true-false response formats. Quiz 1 will cover material from Module I – IV. It will be worth 35 points. Quiz 2 will cover materials from Modules V – VII. It will also be worth 35 points. Quiz 3 will cover materials from Modules VII – XI. It will be worth 35 points.

Grading

Grading Scale:

The grading will be done on a point system. At this juncture it is projected to be based on 105 points across three tests/quizzes and 145 points across five other assignments (20 points for the initial survey and reaction paper, 20 points for the analysis of the political document, 20 points for the “veil of ignorance” short paper, 20 points for the paper on reproductive privacy and personhood bills, 30 points for the criminal justice paper, 35 points for the major writing project on equal protection analysis. The points will be used for final letter grade cut-offs: A=90% +, B+=87-89%, B=80-86%, C+=77-79%, C=70-76%, D+=67-69%, D=60-66%, E=<60%. No minuses will be given.

Paper Grading:

Since this is not a composition course, the content of your ideas are weighted most heavily for the grading. Ideas and analyses, however, are only as good as the way in which they are expressed. It is important to structure and develop your written work and use basic shared features of written English so your ideas come through clearly.

I will offer more individualized feedback on graded writing exercises in the comment sections of the Canvas gradebook. Be sure to follow the specific instructions for, and to answer every question posed in, each assignment.

Various Other Policies and Matters

Attendance:

I will not take attendance. You are at a major research university engaging in higher education as an adult so you are expected to take responsibility for your own choices.

Extra Credit:

Some extra credit will be available during the term. Extra credit points you earn will be added to your final point total and may help you cross a letter grade cut-off to improve your final grade (but that is not guaranteed). You do not have to do extra credit; it can only help your grade if you do so.

Making Up Work:

To be excused from submitting work or taking a quiz/exam at the assigned time, you will be expected to notify the instructor in advance unless there are exceptional circumstances. Don't be afraid to reach out to me; I will work with students when there is cause for an extension or a make-up. Be prepared to provide documentation to support your request.

Students Requiring Accommodations:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352 392-8565; <http://www.dso.ufl.edu/drc/>) and provide appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. (Remember that some graded work is due early on in the term so it is important to have the accommodations in place quickly.)

Course Evaluation:

Students are asked to provide feedback on the quality of instruction in this course by completing UF's standard online evaluations (summary results will be available to students) as well as a course-specific evaluation that focuses on course content and the experience of the Quest

curriculum. Class time will be allocated for the completion of the evaluations, which will occur in the last part of the course.

University Honesty Policy and Your Rights and Responsibilities:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" Please inform yourself about your rights and responsibilities, including academic honesty guidelines, formal and informal procedures for hearing academic dishonesty cases, the grievance procedure, and confidentiality of student records. See generally:

<http://www.registrar.ufl.edu/catalog/policies/students.html>. See also:

<http://www.dso.ufl.edu/sccr/process/student-conduct-code/>. You are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

Student records are confidential. Only information designated "UF directory information" (see University Regulation 6C1-4.007) may be released without your written consent. UF views each student as the primary contact for all communication. If your parent or anyone else contacts me about your grade or performance or for any information that is not "UF directory information," I will ask him or her to contact you.

You may raise matters or concerns you have about the course with your instructor, the department chair (Dr. Zsembik) or the university ombudsman (<http://www.ombuds.ufl.edu/>).

Class Demeanor:

Please conduct yourself in a manner that is respectful to the instructor and to fellow students. The class is focused on topics about which reasonable persons disagree. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum. You will be encouraged to take positions opposite from those you hold to help sharpen your arguments and see the strengths and weaknesses of your own position. Indeed, that is a contribution of the adversarial approach adopted by law.

Use of Electronic Devices:

A Heads-up. In 2021 Florida enacted amendments to its Campus Free Expression Act that address student recordings of lectures.

FS 1004.097(3)(g):

(g) Notwithstanding s. 934.03 [on the interception and disclosure of various communications] and subject to the protections provided in the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. s. 1232g and ss. 1002.22 and 1002.225, a student may record video or audio of class lectures for their own personal educational use, in connection with a complaint to the public institution of higher education where the recording was made, or as evidence in, or in preparation for, a criminal or civil proceeding. A recorded lecture may not be published without the consent of the lecturer.

FS 1004.097(4):

CAUSE OF ACTION.

A person injured by a violation of an action prohibited under this section may bring an action:

(a) Against a public institution of higher education based on the violation of the individual's expressive rights in a court of competent jurisdiction to obtain declaratory and injunctive relief and may be entitled to damages plus court costs and reasonable attorney fees, which may only be paid from nonstate funds, reasonable court costs, and attorney fees.

(b) Against a person who has published video or audio recorded in a classroom in violation of paragraph (3)(g) in a court of competent jurisdiction to obtain declaratory and injunctive relief and may be entitled to damages plus court costs and reasonable attorney fees, with the total recovery not to exceed \$200,000.

The law provides that students have the right to make recordings of class “lectures” for some purposes (personal use for education, for university complaints, or for lawsuits) but that a “recorded lecture may not be published without the consent of the lecturer.” Many details about how the law will be implemented remain untested in court, so it may be wise to exercise some caution. For example, one issue may well emanate from the recordings of class activities that are not lectures. Be careful about posting (publishing?) materials from your classes so you don’t get into trouble. Note a cause of action can also be filed against students. We will return to the issue of creating private causes of action to advance what some people see as a liberty interest later when we talk about the nature of justice and due process and the law. We will consider legal liberty interests and how private causes of actions (especially, the privatization of enforcement) alleviates a social problem or creates one or both.

A Note on Learning and Electronic Devices.

Too often electronic devices are used during class for purposes unrelated to class. Even if you have the right to record lectures for your own educational purposes, evidence exists that writing down notes the old-fashioned way is more effective for learning (see the posting in Module 1 on lap-top notetaking). Students learn critical analysis by asking questions and making comments (which joins the issue about the ethics and legalities of recording other students without their consent).

Materials and Supplies Fees

There are no additional fees for this course.

Counseling and Wellness Center:

The contact information for the Counseling and Wellness Center is:

<http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575

You may also contact the University Police Department (392-1111) or in emergencies dial 9-1-1.

Writing Studio:

The writing studio (302 Tigert Hall) is committed to helping UF students meet their academic and professional goals by becoming better writers. Visit the writing studio online at:

<http://writing.ufl.edu/writing-studio/>.

Communications:

Sent messages are not completed communications until they are received. If you leave an important message and get no response, follow up to make sure it has been received. The best way to contact me is through email. My old ears don’t always pick up voice mail and messages too often get garbled. For confidentiality reasons, be sure to use the Canvas message system and not a private provider like gmail. I am supposed to be careful about conducting business through email providers outside the UF services. **Please email through the e-learning Canvas**

website so that I can keep class matters organized and separate from the numerous other emails that come in every day.