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**INTRODUCTION TO LEGAL STUDIES (LEGAL 250)**  
**COURSE SYLLABUS**  
**SPRING 2015**

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**Instructor:** Professor Collins

**Office:** Thompson Hall 328

**Office Hours:** 9:00-10:30 Tuesdays and Thursdays and by appointment

**E-mail:** [pmcollins@legal.umass.edu](mailto:pmcollins@legal.umass.edu)

**Full-Class Meetings:** Tuesdays and Thursdays 2:30PM-3:45PM, Goessmann Laboratory Room 64

**Section Meetings:** 01AA, Mondays 9:05AM-9:55AM, Dickinson Room 206  
01AB, Fridays 9:05AM-9:55AM, Dickinson Room 206  
01AC, Mondays 10:10AM-11:00AM, Dickinson Room 206  
01AD, Fridays 10:10AM-11:00AM, Dickinson Room 206  
01AE, Mondays 12:20PM-1:10PM, Dickinson Room 206  
01AF, Fridays 12:20PM-1:10PM, Dickinson Room 206  
01AG, Fridays 11:15AM - 12:05PM, Dickinson Room 206  
01AJ, Fridays 1:25PM - 2:15PM, Dickinson Room 206  
01AK, Fridays 2:30PM - 3:20PM, Dickinson Room 206

**Graduate Teaching Assistants**

**Katie Boom**

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**Undergraduate Teaching Assistant**

**Holli Selman**

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**COURSE OVERVIEW**

Traditional approaches to studying the law, such as those found in law schools, use a vocational perspective, emphasizing skills like advocating for a client or drafting a legal document. This class takes a different approach by providing an interdisciplinary exploration of law's relationship to contemporary society. To do this, we will consider how law shapes, and is shaped by, the social, political, and cultural contexts in which it exists. We will examine a host of topics, including the

following: What is law? Who makes law? How do judges make decisions? What is law's relationship to society? How are laws enforced? Can law change society? How does law treat issues of race and ethnicity, social class, gender, sexual orientation, and nationality? How is law represented in popular culture?

### **LEARNING GOALS**

This course is intended to foster analytical and critical skills and to discuss broad, interdisciplinary questions of individual responsibility, social morality, and justice, preparing students for a lifetime of learning about and questioning the role of law in society. The readings, lectures, films, class discussion, papers, quizzes, and examinations are designed to meet core general education goals, including:

- addressing fundamental questions, ideas, and methods of analysis in the social sciences
- using analytical, quantitative, qualitative, and critical thinking to frame questions, synthesize information, and develop awareness of the relationships among culture, self, and others
- communicating orally and in writing, working in groups, and developing information and technological literacy
- applying these methods of analysis to real world problems

This course fulfills both the Social and Behavioral Sciences (SB) and the United States Social and Cultural Diversity (U) general education requirements.

### **READINGS**

There is no textbook for this class. Instead, the readings consist of book chapters, newspaper articles, and readings from academic journals. These readings are available on this course's Moodle page (<https://moodle.umass.edu/>).

All readings are required and listed the day they are expected to be read in the Course Outline section. I suggest completing the readings in the order in which they are listed on the syllabus and preparing questions to bring to class if you have any trouble understanding the readings.

You are required to bring copies of the readings to your discussion sections (a tablet or laptop on which you have access to the readings is permissible).

### **GRADES**

Final grades will be computed on the following basis:

94-100% = A	80-82% = B-	66-69% = D+
90-93% = A-	76-79% = C+	60-65% = D
86-89% = B+	73-75% = C	< 60% = F
83-85% = B	70-72% = C-	

In determining your final letter grade for the course, your final numerical grade will be rounded up to the next highest whole number if it is greater than or equal to 0.5. Individual assignments will not be rounded.

### Exams (Midterm – 25%; Final – 25%)

There will be two exams, a midterm and a final. Both exams are closed book. Exams will consist of a combination of multiple choice and essay questions. The midterm exam will include all material addressed in the readings and in class during the first half of the course. The final exam will include all material addressed in the readings and in class during the second half of the course.

### Papers (Paper #1 – 15%; Paper #2 – 15%)

You are required to write two 4-5 page papers that call on you to synthesize and apply what you have learned through the readings, lectures, and class discussions. The topics for the papers and detailed instructions are available on the course's Moodle page. The papers will be completed in two stages: a first draft (which will undergo peer-review during a discussion section) and a final draft (which will constitute your paper grade). You are required to bring a hardcopy of your first draft to discussion section. You are required to turn in a hardcopy of your final paper to your Teaching Assistant and upload an electronic version of the paper to the course's Moodle page, where it will be submitted for textual similarity review using TurnItIn plagiarism detection software. Late papers will be penalized 5 points for each calendar day they are tardy, starting at 5:01PM on the date the papers are due.

### Section Grade (20%)

Your section grade will be based on three types of assignments. The dates for each assignment appear in the "Course Schedule" section below. In calculating your section grade, your lowest two section grades will be dropped (thus, your section grade will be based on your top 10 section scores).

- 1) **Reading Quizzes:** The quizzes will take place at the beginning of discussion section and will last approximately 5-10 minutes. They will be closed book/notes. The quizzes will consist of a combination of multiple choice and short answers and will focus on the material that was assigned to be read (or watched) for that day's discussion section and the two full-class meetings prior to that day's discussion section. Each quiz is worth 10 points. You will be awarded 5 points for coming to section (3 points for attendance and 2 points for bringing the readings with you). The remaining 5 points will be allocated based on your quiz grade. Students who arrive late to class will not be granted extra time to complete the quiz. If you are absent, you cannot make up the quiz – you receive a zero.
- 2) **Writing Workshops:** You are required to bring a hard copy draft of your paper to section for peer review on the dates specified in the "Course Schedule" section. This draft must meet the minimum page requirements (4-5 pages). This draft, along with your participation in the peer review, will constitute 10 section points. Failure to attend the peer review session or failure to submit a draft of your paper will result in a zero.
- 3) **Reading Response Papers:** You are required to complete three 1-2 page papers that respond to a prompt in the syllabus. The purpose of these response papers is to help foster your participation in class discussion by having you think about the readings and topics beforehand. You should treat these response papers akin to journal entries, in that they call for you to provide your own opinions about the prompts. The response papers will be graded as follows: 10 points for responding to the prompt in 1-2 typed double-spaced pages; 5 points for minimal effort (such as writing a few sentences about the prompt); 0 points for not turning in any response paper. No late response papers will be accepted, nor will any make ups be allowed.

### Extra Credit

There is one opportunity for extra credit in this class. The extra credit assignment is due in class no later than April 9, 2015. Extra credit assignments that are late will not be accepted. The extra credit

assignment is based on the way law is portrayed in popular culture, specifically music. For the extra credit assignment, students will write a two page (double spaced) paper that discusses the lyrics to a song and explains how those lyrics connect to the law. More specifically, the paper calls for students to discuss the lyrics to a song that has a law-related theme and explain how the law is portrayed in those lyrics. In addition to the two page paper, students need to attach a copy of the lyrics to the song and a link to where the song can be streamed or viewed (such as YouTube). The extra credit assignment is worth up to 2 points on the student's final grade in this class. This will be the only opportunity for extra credit in this class. I strongly encourage you to submit your extra credit assignments earlier than this date as we will be listening to law-related songs prior to class throughout the semester. By submitting your extra credit assignment early, your song may be played prior to class. A hardcopy of your extra credit assignments should be submitted to your Teaching Assistant.

### Class Participation

Although participation in lecture and discussion sections does not constitute a formal part of your grade, your grade depends in large part on how well you are prepared for class. Active participation in the form of contributing to discussions, attentiveness, note-taking, and promptness may make a difference in determining your final grade in borderline cases, defined as those that fall up to 0.5 points below the grade cut offs (for example, if a student has a 93.3 average in the class, which falls within 0.2 points of an "A" grade). Instances such as this will be rounded up only when the graduate Teaching Assistant reports that the student's participation in discussion section has been strong.

### IMPORTANT DATES

Final Draft of Paper #1 Due	Wednesday, February 25
Midterm Exam	Thursday, March 5
Last Day to Submit Extra Credit Assignment	Thursday, April 9
Final Draft of Paper #2 Due	Wednesday, April 22
Final Exam	To be announced

### COURSE SCHEDULE

**Note:** The readings are listed the day they are expected to be read. For example, before class on January 22<sup>nd</sup>, you should have read King's "Letter from a Birmingham Jail."

#### **1/20 Welcome and General Course Information**

#### **1/22 What is Law? Natural Law Theory I**

- King, Martin Luther, Jr. 1963. "Letter From a Birmingham Jail," April 16.

#### **SECTION: Reading Quiz #1**

- Kafka, Franz. 1937. *The Trial*. New York: Alfred A. Knopf (read selected excerpts).

#### **1/27 What is Law? Legal Positivism**

- Hart, H.L.A. 1958. "Positivism and the Separation of Law and Morals." *Harvard Law Review* 71: 594-624 (read selected excerpts).

## 1/29 What is Law? Natural Law Theory II

- Fuller, Lon. 1958. "Positivism and Fidelity to Law-A Response to Professor Hart." *Harvard Law Review* 71: 638-657 (read selected excerpts).

## SECTION: Reading/Film Quiz #2

- Law in Amoral Regimes: Watch the film *Judgment at Nuremberg* prior to section (186 minutes). A link to the film is posted on Moodle. Pay particular attention to the courtroom scenes.

## 2/3 What is Law? Legal Consciousness

- Hartog, Hendrik. 1985. "Pigs and Positivism." *Wisconsin Law Review* 1985: 899-936.

## 2/5 Who Makes Law? Selecting Judges

- Collins, Paul M., Jr., and Lori A. Ringhand. 2013. "The Nomination and Confirmation of Elena Kagan." In *Supreme Court Confirmation Hearings and Constitutional Change*. New York: Cambridge University Press (read selected excerpts).
- Reddick, Malia, Michael J. Nelson, and Rachel Paine Caufield. 2009. "Racial and Gender Diversity on State Courts: An AJS Study." *The Judges' Journal* 48: 28-32.
- Matthews, Dylan. 2013. "When Businesses Give Judges Money, They Usually Get the Rulings They Want," *Washington Post*, June 11.

## SECTION: Reading Quiz #3

- Kagan, Elena. 1995. "Confirmation Messes, Old and New." *University of Chicago Law Review* 62: 919-942.

## 2/10 Legal Decision Making I: Precedent and Legal Reasoning

- Llewellyn, Karl N. 1951. *The Bramble Bush: On Our Law and Its Study*. Dobbs Ferry, NY: New York: Oceana Publications (read selected excerpts).
- Frank, Jerome. 1930. "The Judging Process and the Judge's Personality." In *Law and the Modern Mind*. New York: Brentano's (read selected excerpts).

## 2/12 Legal Decision Making II: Extra-Legal Influences

- Martin, Andrew D., Kevin M. Quinn, Theodore W. Ruger, and Pauline T. Kim. 2004. "Competing Approaches to Predicting Supreme Court Decision Making." *Perspectives on Politics* 2: 761-767.
- Liptak, Adam. 2014. "Another Factor Said to Sway Judges to Rule for Women's Rights: A Daughter," *New York Times*, June 16.
- Freedman, Samuel G. 2014. "Among Justices, Considering a Divide Not of Gender or Politics, but of Beliefs," *New York Times*, July 11.

## SECTION: Reading Quiz #4

- Bonsignore, John J. et al. 2005. *Before the Law: An Introduction to the Legal Process*. Boston: Houghton Mifflin, Sections 1.2-1.6, 1.8.

2/17 No Lecture: Monday class schedule to be followed. Monday sections will meet on this date.

## **2/19 Legal Decision Making III: Juries**

- Butler, Paul. 2011. "Jurors Need to Know That They Can Say No," *New York Times*, December 20.
- Fagan, Jeffrey, and Bernard E. Harcourt. 2014. "Professors Fagan and Harcourt Provide Facts on Grand Jury Practice In Light of Ferguson Decision." Columbia Law School. Typescript.
- Casselman, Ben. 2014. "It's Incredibly Rare For A Grand Jury To Do What Ferguson's Just Did." *FiveThirtyEight*, November 24.

## **SECTION: Writing Workshop**

- Bring a hardcopy draft of Paper #1 to your section meeting and be prepared to provide feedback on a fellow student's paper.

## **2/24 The Enforcement of Law I: Policing and Discretion**

- Jacob, Herbert. 1995. "The Police." In *Law and Politics in the United States*. New York: Harper Collins.
- Venkatesh, Sudhir. 2008. "How Cops Really Want to Police," *New York Times*, June 18.

**2/25 Final Draft of Paper #1 Due by 5:00PM. You must turn in a hardcopy to your TAs' mailbox and upload an electronic copy to Moodle.**

## **2/26 The Enforcement of Law II: Punishment and Deterrence**

- Johnson, Carolyn Y. 2009. "Breakthrough on 'Broken Windows:'" In Lowell Experiment, Crime Linked to Conditions," *Boston Globe*, February 8.
- Jones, Andrea. 2014. "The Nation's Shame: The Injustice of Mandatory Minimums," *Rolling Stone*, October 7.

## **SECTION: Reading Response Paper #1**

- Stillman, Sarah. 2013. "Taken: The Use and Abuse of Civil Forfeiture," *New Yorker*, August 12. After reading this article, answer the following prompt: What are the positives and negatives of civil forfeiture? Is it a fair form of deterrence and punishment? The paper needs to be 1-2 double spaced pages. You will turn in a hardcopy of the paper to your Teaching Assistant during your section meeting. Late papers will not be accepted.

## **3/3 Catchup and Review for Midterm**

## **3/5 Midterm Exam**

**SECTION: No section meetings this week.**

## **3/10 Law's Relationship to Society I: The Theoretical Tradition of Max Weber**

- Trubek, David M. 1972. "Max Weber on Law and the Rise of Capitalism." *Wisconsin Law Review* 1972: 720-753.

## **3/12 Law's Relationship to Society II: The Theoretical Tradition of Karl Marx**

- Bonsignore, John J. et al. 2005. *Before the Law: An Introduction to the Legal Process*. Boston: Houghton Mifflin, Sections 5.0-5.1 and 4.1.

## **SECTION: Reading Response Paper #2**

- *Burwell v. Hobby Lobby Stores* (2014). After reading excerpts from this case, answer the following prompt: How do you think Marx (or a Marxist) would interpret the Supreme Court's *Hobby Lobby* decision? The paper needs to be 1-2 double spaced pages. You will turn in a hardcopy of the paper to your Teaching Assistant during your section meeting. Late papers will not be accepted.

### **3/24 Law's Relationship to Society III: The Theoretical Tradition of Emile Durkheim**

- Erickson, Kai. 1963. *Wayward Puritans: A Study in the Sociology of Deviance*. New York: John Wiley and Sons (read selected excerpts).

### **3/26 Law's Relationship to Society IV: Critical Legal Studies**

- Carbadó, Devon W., and Daria Roithmayr. 2014. "Critical Race Theory Meets Social Science." *Annual Review of Law and Social Science* 10: 149-167.

## **SECTION: Reading Quiz #5**

- Rakoff, Jed S. 2014. "Why Innocent People Plead Guilty," *The New York Review of Books*, November 20.
- Swartz, Robert, and Michael M. Baylson. 2014. "Plea Bargains & Prosecutors: An Exchange," *The New York Review of Books*, December 18.

### **3/31 Law's Relationship to Society V: Instrumentalism**

- Duggan, Paul. 2007. "Lawyer Who Wiped Out D.C. Ban Says It's About Liberties, Not Guns," *Washington Post*, March 18.
- Swift, Aisling. 2008. "Naples Man Behind Major Supreme Court Decision Plays as Hard as He Works," *Naples Daily*, June 26.
- Liptak, Adam. 2010. "Justices Offer Receptive Ear to Business Interests," *New York Times*, December 18.

### **4/2 Civil Rights Litigation: Guest Speaker: Stephen Wasby, Professor Emeritus, University at Albany (SUNY)**

- Belton, Robert (as edited by Stephen L. Wasby). 2014. "How *Griggs* Came to Be." *Journal of Supreme Court History* 39: 425-443.

## **SECTION: Reading/Film Quiz #6**

Watch the film *The Road to Brown* prior to section  
(<http://digital.films.com/PortalViewVideo.aspx?xtid=49761>).

### **4/7 Can Law Change Society? School Desegregation I**

- Strum, Phillipa. 2014. "'We Always Tell Our Children They are Americans': *Mendez v. Westminster* and the Beginning of the End of School Segregation." *Journal of Supreme Court History* 39: 307-328.

#### **4/9 Can Law Change Society? School Desegregation II**

- Rosenberg, Gerald N. 1991. *The Hollow Hope: Can Courts Bring About Social Change?* Chicago: University of Chicago Press (read Chapter 1).
- *Brown v. Board of Education I and II* (1954, 1955).

**Note:** This is the last day to submit the extra credit assignment.

#### **SECTION: Reading Quiz #7**

- Feeley, Malcom. 1992. "Hollow Hopes, Flypaper, and Metaphors." *Law & Social Inquiry* 17: 745-760.

#### **4/14 Can Law Change Society? LGBT Rights**

- Keck, Thomas M. 2009. "Beyond Backlash: Assessing the Impact of Judicial Decisions on LGBT Rights." *Law & Society Review* 43: 151-185.

#### **4/16 Experiencing the Law**

- Silbey, Susan, and Patricia Ewick. 2000. "The Rule of Law – Sacred and Profane." *Society* 37: 49-56.
- Jones, Robert P. 2014. "Self-Segregation: Why It's So Hard for Whites to Understand Ferguson," *The Atlantic*, August 21.
- Walsh, Michael. 2014. "Cops Pepper Spray Black Teen in His Home, Mistaking Him for Burglar," *New York Daily News*, October 8.

#### **SECTION: Writing Workshop**

- Bring a hardcopy draft of Paper #2 to your section meeting and be prepared to provide feedback on a fellow student's paper.

#### **4/21 Law in Popular Culture: Television**

- Kohm, Steven A. 2006. "The People's Law versus Judge Judy Justice: Two Models of Law in American Reality-Based Courtroom TV." *Law & Society Review* 40: 693-728.

**4/22 Final Draft of Paper #2 Due by 5:00PM. You must turn in a hardcopy to your TAs' mailbox and upload an electronic copy to Moodle.**

#### **4/23 Is the Constitution Broken?**

- Toobin, Jeffrey. 2013. "Our Broken Constitution," *The New Yorker*, December 9.
- Fuchs, Erin. 2014. "6 Constitutional Amendments That Could Dramatically Improve America," *Business Insider*, June 27.

#### **SECTION: Reading Response Paper #3**

Based on what you have learned this semester, I want you to propose and justify an amendment to the U.S. Constitution. Be sure to explain what problem the amendment will address and why you believe the amendment will help solve the problem. The paper needs to be 1-2 double spaced pages. You will turn in a hardcopy of the paper to your Teaching Assistant during your section meeting. Late papers will not be accepted.

#### **4/28 Catchup and Review for Final**

## To be announced    Final Exam

### Miscellaneous Information

**Attendance:** While attendance at the lectures is not required, I strongly encourage you to attend each lecture as I will cover material that is not discussed in the readings (and will appear on the exams). If you miss class for an excusable reason and would like to obtain the lecture notes for that class, contact the undergraduate teaching assistant (Holli Selman) with your documentation and she will send you the notes. If a student has an unexcused absence from a lecture session, it is that student's responsibility to obtain lecture notes from a classmate. According to UMass, legitimate absences include cases of verifiable illness (doctor's note required), a death in the immediate family, jury duty, military service, and religious holidays.

Attendance at sections is required. If you miss more than three sections for unexcused reasons, your final grade in the course will be lowered a full letter grade. For each additional unexcused absence, your final grade will be lowered an additional letter grade. If you are absent from section for an excusable reason, contact the undergraduate teaching assistant (Holli Selman) with your documentation and she will excuse your absence. Because the lowest two section assignment grades will be dropped, there is no opportunity to make up section assignments.

**PowerPoint Presentations:** PowerPoint presentations will be made available to students on the course's Moodle page no later than the day preceding the lecture at which the slides will be discussed. I recommend that you bring the slides with you to class to facilitate note-taking.

**Cell Phones:** Cellular telephones are ubiquitous on college campuses. While there are a myriad of appropriate times and places for using a cell phone, during a class period is not one of them. Therefore, students are prohibited from using their cell phones during class, regardless of whether they are used for calling, surfing the web, or for text messaging purposes. Cell phones should be turned off and stowed away at all times in the classroom.

**Laptop Computers:** To minimize distractions to other students, laptop and tablet use is permitted only in the last three rows of the classroom and only for note taking purposes. If a student is discovered using his or her laptop for any other purposes, such as surfing the internet, that student will forfeit the opportunity to use his or her laptop for the remainder of the semester. Note that the Teaching Assistants will periodically observe students' use of laptop computers to ensure compliance with this policy. I also want to draw your attention to the following article, reviewing studies that suggest using laptops in class may actually inhibit learning:  
<http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>.

**Classroom Decorum:** A university setting is a fertile ground for the exchange of ideas. I certainly encourage students to express their thoughts relevant to this class. However, students must do so in a respectful manner. If a student is unable to conduct him or herself in a means that is conducive to a learning atmosphere, that student will be removed from class. This includes demonstrating respect for your fellow students, as well as for the Professor and Teaching Assistants. For example, it is unacceptable to come to class late, leave class early, sleep during class, or surf the internet during class.

**Email Etiquette:** Email is the preferred means of communication for the Professor and Teaching Assistants outside of office hours. When you email the Professor or your Teaching Assistant, you need to follow some basic rules. First, insert the course title and number (Legal 250) into the subject line of your message. Second, plainly identify yourself and articulate the content of your message clearly. This means you should not use text message speak. Finally, before you email the Professor or your Teaching Assistant, you should review the syllabus and the course's Moodle page. It is very likely that you can find an answer to your question(s) by examining this syllabus or the Moodle page. Failure to follow these simple rules will generally result in a non-response from the target of your email communication.

**Moodle:** Students are responsible for all materials and announcements posted on Moodle (<https://moodle.umass.edu/>). Students' grades will be available for viewing on the course's Moodle page under the "Grades" tab in the left hand menu bar. If you are having trouble with Moodle, you should contact the Helpdesk at <http://www.it.umass.edu/support/moodle/help-students> as the Professor and Teaching Assistants will not be able to assist you with problems related to Moodle.

**Grade Disputes:** A great deal of time is invested in grading student assignments. If a student wishes to dispute a grade, he or she must do so in writing. Students must articulate a clear explanation as to why they feel a different grade is in order, as well as what grade they believe to be more representative of their work. Merely "wanting" or "needing" a higher grade is not a sufficient reason. Students should also note that if work is reviewed for a grade dispute, the entire work is reviewed, not simply the specific aspect being disputed by the student. All grade disputes are due in writing to the student's Teaching Assistant within five calendar days after the grade for the assignment is posted on Moodle. Grade disputes will not be considered if submitted past the five calendar day statute of limitations. Note that the Family Educational Rights and Privacy Act (FERPA) prohibits the Professor and the Teaching Assistants from discussing grades via email or telephone. Accordingly, grade disputes must be handled during office hours.

**Make-Up Policies:** Students are expected to complete all assignments by the due date and take all examinations at the scheduled times. Make-up exams will be permitted only under the severest of circumstances. As a general rule, make-up exams will not be offered. In order to be eligible for a make-up exam, students must present the Professor with written documentation verifying a legitimate reason for their absence. According to UMass, legitimate reasons include cases of verifiable illness (doctor's note required), a death in the immediate family, jury duty, military service, and religious holidays. Students must present this documentation to the Professor during office hours no later than five calendar days following the missed examination. Failure to present the Professor with documentation within five calendar days following the missed examination makes a student ineligible to take a make-up examination. Students eligible for a make-up examination will have one hour to complete the examination. Make-up examinations will take place the week before finals week (April 27-May 1). Students should be aware that the make-up exam, if allowed, may not be the same as the original examination. While the material to be tested will stay the same, the exact question(s) and format may differ. There will be no opportunity to take a make-up exam in place of the final examination.

**Office Hours:** The Professor and Teaching Assistants' office hours are listed on the first page of the syllabus. If these times prove to be inconvenient, special appointments are available. Students should contact the Professor or Teaching Assistants via email to schedule special appointments.

**Academic Honesty:** Academic dishonesty will not be tolerated in this class. Incidents of academic dishonesty, such as cheating, fabrication, plagiarism, or facilitating dishonesty, will result in a failing grade for the class and further penalties per the University's judicial process. Students are advised to review the policies established by UMass regarding academic integrity (<http://www.umass.edu/ombuds/honesty.php/>). If you have any questions about what constitutes academic dishonesty, see your Teaching Assistant or the Professor. Finally, recall that papers will be submitted via Moodle and subjected to textual similarity review using TurnItIn plagiarism detection software.

**Special Accommodations:** I am committed to making reasonable, effective, and appropriate accommodations to meet the needs of any student with disabilities to help create a barrier free campus. If you are registered with Disability Services, Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), please provide me with the proper paperwork and come and talk to me as soon as possible (preferably before the second week of classes).

If you are a student who speaks English as a second or additional language, please see your Teaching Assistant if you anticipate or encounter any difficulties with the reading and/or writing requirements of this course.

**Frequently Asked Questions:** Whom should I contact about...

Getting into the class?	The instructor
Difficulties/questions about course material?	The instructor or your teaching assistant
Documenting excused absences?	The undergraduate teaching assistant
Getting notes if I have an excused absence?	The undergraduate teaching assistant
Illness on the day of an exam?	The instructor
Scheduling a makeup exam?	The instructor
Issues with a grade I received?	Your teaching assistant, then the instructor
My final grade in the course?	The instructor

**Stipulation:** I reserve the right to change this syllabus as I see fit at any point in the semester.