

LAW & POLITICS
LW-850-0
Professor Matthew Reid Krell
Fall 2023

Contact Information

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Course Description: The catalog says: This course addresses itself to the ways that power and values are exercised within the legal system. It examines law as a constraint on political actors that they seek to circumvent when it disserves their preferences. In this course, students will skeptically approach the fundamental assumptions of the legal profession and test them against real-world observation. The purpose of the course is to enable students to advise clients on the ways that the rule of law limits political decision-making and how it does not. The course will address social science criticisms of legal systems, consider the limits of scientific methods to investigate law, investigate the role and rule of law in semi-authoritarian and authoritarian systems, and consider the normative objections raised to the causal theories offered by social scientists. It will consider the relationships between law and politics in courtrooms, administrative agencies, and legislatures. No previous coursework is required. No prior experience or study of politics or social science is necessary; all that is needed is a desire to understand why outsiders are skeptical of law's importance in political decision-making.

That's fine, as far as it goes. Catalog descriptions should be seen as the starting point for course expectations. But hopefully at this point you're willing to wonder why this course exists? What does any of this matter? Consider the question: let's assume, for the sake of argument, that William Baude and Michael Stokes Paulsen could be correct that the only reasonable reading of Section 3 of the Fourteenth Amendment is that Donald Trump is barred from holding public office in the United States (you may or may not agree with this; roll with it). Who decides? And if they are correct, what are the consequences of that decision? And who enacts those consequences? What if the person who enacts the consequences disagrees with the person who decided what the consequences should be?

Very frequently, there's a desire for legal questions to have *an* answer. This course is about sitting with the ambiguity that arises when a legal question can have multiple plausible answers, and the one that is "correct" is the one that ultimately is supported by power. By the end of this class, you may want to serve as a government attorney advising an elected official, or you may be so disenchanted with the law that you can only become a judge! Let's find out together!

Learning Objectives: By the end of this course, you should be able to:

1. Identify the steps in processes of decision-making in multiple legal institutions, both in the United States and abroad. (Washburn Learning Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 5.3, 6.3)

2. Discuss the role of policy preferences in decision-making across legal institutions. (Washburn Learning Outcomes: 1.2, 2.3, 4.1, 5.1, 5.3, 6.1, 6.3)
3. Examine the role of identity in decision-making across legal institutions. (Washburn Learning Outcomes: 1.3, 2.3, 5.1, 5.3, 6.1, 6.2, 6.3, 6.4)
4. Analyze the constraints that institutional designs and rules place on policymakers across legal institutions. (Washburn Learning Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 5.1, 5.3, 6.1, 6.3)
5. Evaluate research, identifying both its value and its flaws, and determine ways to improve on it. (Washburn Learning Outcomes: 1.4, 3.1, 3.2, 3.3, 5.3, 6.3)

Required Materials: The following materials are required for this course. They are available through the Ichabod Shop, but you are not required to purchase them there.

1. Kevin Baron, *PRESIDENTIAL PRIVILEGE AND THE FREEDOM OF INFORMATION ACT*, New York (Edinburgh University Press) (2019)
2. Molly Reynolds, *EXCEPTIONS TO THE RULES: THE POLITICS OF FILIBUSTER LIMITATIONS IN THE U.S. SENATE*, Washington, DC (Brookings University Press) (2017).
3. Josh Wilson, *THE NEW STATES OF ABORTION POLITICS*, Palo Alto, CA (Stanford University Press) (2016).

Attendance: The ABA's accrediting arm requires that students attend 80% of class sessions to receive credit. In a three-credit class like this, that equates to the ability to miss six hours of class time – or five 85-minute sessions. I would encourage you *not* to miss a class here and there, but that is your choice as an adult responsible for your own decisions. Attendance will be managed using D2L's attendance widget; I will provide you with a code each day. If I do not provide a code on a given day, you may assume that attendance will not be counted that day. If you fail to enter the code you will be marked absent regardless of your actual attendance. Distributing the code to students who are not present or using a code for a class you did not attend in person will be regarded as an Honor Code violation. Once you have accrued five absences in the course *for any reason*, you are subject to an attendance notice which may be delivered at any time; after that notice is delivered, any further absences will result in being barred from submitting a final paper and thus receiving an F in the course. **N.B.: If you are in danger of failing due to attendance issues, you are urged to contact me and the Associate Dean for Academic Affairs so that a mutually agreeable solution can be devised.** Some classes may be recorded for the benefit of students who plan absences. By remaining in the course, you consent to being recorded and for these recordings to be posted publicly to my YouTube channel for access. Recordings which may be made for other purposes will not be posted publicly. If you know that you will be absent, you may request a recording of the class by emailing *both* myself and my assistant, Shirley Jacobson.

Online Classes: some classes may be marked on the syllabus as meeting online. I may add more online classes depending on my own travel needs. Unless you are told differently, online classes will meet *synchronously*. At the moment, the University's video-conferencing platform of choice is Zoom; whether that remains so given the new TOS allowing Zoom to train language learning models on all meetings that take place on their platform is an open question. Appropriate conferencing links will be provided for any online classes.

Masks: Masking is a *personal* choice that affects your *community*. I reserve the right to require the class to mask at any point for any reason, and specifically reserve the right to do so without explanation. You are free to discuss with me any information that you think would justify a masks-required policy, including requesting community masking as an accommodation to ensure inclusiveness. Any change in this policy will be communicated both in writing and orally before it is implemented. If at any point a masks-required policy is adopted, and you choose to attend class

without a mask, you will be asked to leave. If you refuse to leave, class will be cancelled for that day and you will be reported for an Honor Code violation.

Caregiving Responsibilities: I am aware that many Washburn students have obligations beyond studying. Some of you are parents, some of you work, some of you have elder care obligations. Sometimes these care responsibilities conflict with your class time. I ask that we reserve the back rows of student seating for students with care responsibilities or mobility needs. If you are waiting on a call or a text to go and pick someone up (or simply need to leave early), you may sit in the back. If you arrive to class late due to needing to drop someone off, you may slip in and take a seat in the back. If you find yourself in the company of your relative because your relief has fallen through for any reason, **please feel free to bring them to class with you and sit in the back so that if you need to slip out you can.** Do not feel like caregiving is a burden that keeps you from your studies; in my class, at least, you are welcome to attend while also fulfilling those responsibilities.

Grades: You may regard the Law School's grading curve, as announced on the law school's website, to represent the benchmark of expected performance in this class. However, I reserve the right to vary the class' grade distribution if warranted by class performance as a whole. This policy is subject to being overruled by the Associate Dean for Academic Affairs. Scores will be assigned according to the following weights:

1. Review Papers – 20%
2. Participation in Class Discussion – 20%
3. Module Essay – 25%
4. Book Review – 35%

I reserve the right to award either one or more As With Distinction or a Top Paper, or both, or neither.

Graded Components:

Review Papers: For each class, a student is expected to provide a 1-page review of each required reading, and will be responsible for leading the discussion on that reading. The review should include the following:

1. A brief 5-7 sentence summary of the reading.
2. A short description of the research design including the dependent and independent variable, the causal mechanism, and the main analytical methods (if applicable)
3. A short critique
4. The relevance of the reading for the weekly topic (especially how it relates to the other readings)
5. Two or more discussion questions.

For readings that consist of all or part of a book, review papers will be assigned to various pieces of the book and do not have to provide information on book sections not included in the assignment. The review papers should be emailed to me and the rest of the class no later than **6 PM on the day before the class scheduled for the reading.** Weekly review reading assignments will be made at the end of each Thursday class.

In addition, you will be expected to attend at least one of the UCLA *Safeguarding Democracy* Fall Webinars. There are five of these being offered this semester, all on Tuesdays at 2 PM CT. Rather than force you to write something to prove you were present, I will give you the option of demonstrating your attendance through a screenshot of the video conference, or writing a very brief summary of the webinar. To emphasize: the writing is *optional*, and if you can create a “secret third option” I’m open to that as well.

Participation in Class Discussion: The student who writes a review paper for an assigned reading is responsible for leading the class discussion. In doing so, they should begin with the discussion

questions they wrote for their review paper, which means that those discussion questions need to be designed to *provoke discussion*. It is up to the class collectively (including me) to ensure that the essential points of the reading are correctly and completely brought to light.

In addition to leading the class discussion for their review reading, students will also be assigned as the “Provocateur” for a different reading. This person will be responsible for asking questions designed to unsettle the conversation and drive it in a new direction. This is a difficult task; I can say from experience that it is easy to mistake “Provocateur” for “Bomb-Thrower” and accidentally to make offensive or insulting remarks in this capacity. Thus, a few guidelines, which I may add to over the course of the semester:

- 1) The Provocateur should try to only ask questions, with the understanding that some questions require prefatory remarks. Statements from the Provocateur that do not contain questions may be disregarded at the discretion of either myself or the discussion leader. “What do you think about this?” after a monologue is not an adequate question.
- 2) Unlike any other student in the room, the Provocateur must raise their hand and be called on by the leader. The leader has the responsibility to decide when to call on the Provocateur, with the understanding that they may completely shift the discussion.
- 3) I reserve the right to step in and refuse to let the class ruminate on something offered by a Provocateur.

Module Essay: Each student will choose a module on which to write a review essay (modules are explained below). Your review essay will address your chosen module. In that essay, you must:

1. Briefly describe the main approach or arguments in the sources.
2. Evaluate strengths and weaknesses, paying particular attention to logical consistency and empirical verification.
3. Recommend the best features of each source, noting caveats where necessary.
4. Not simply summarize what you learned in class, but provide evidence of original and critical thinking based on individualized reading.
5. Place the sources in dialogue with one another, crafting a theoretical narrative that could create new research questions. Identify at least one new question.

Each essay will be due the **at 6 PM on Friday after the module is complete**. Your essay must complete the above tasks for a minimum of three of the assigned readings for the module. Further information, including a rubric, will be provided in the first weeks of the semester.

Book Review: Each student will choose a book that they will read over the course of the semester. The list of available choices will be distributed early in the semester. The review will be due **at 6 PM on December 4, 2023**. Further information, including a rubric, will be provided in the first weeks of the semester.

Course Schedule: This class will be organized into modules. The first four modules are on topics that I have chosen. The remainder of the semester (basically six weeks), we will study material you choose from a menu I offer. Thus, beginning with October 12, the readings are not yet determined, but will be in the first week of class, by you.

1. August 30: **Opening Discussions.** To read: Amelia Hoover Green, “How to Read Political Science: A Guide in Four Steps” (available on D2L); Michael J. Nelson, “How to Read an Article Like a Professor” (available on D2L); Benjamin Eidelson, “The Etiquette of Equality,” *Philosophy and Public Affairs* 51: 97-139 (2023) Cornell W. Clayton, “The Supreme Court and Political Jurisprudence: New and Old Institutionalisms” (available on D2L).

Module 1: Theories of Law and Politics

2. August 31: **What is a Court?** To read: Martin Shapiro, *COURTS: A COMPARATIVE AND POLITICAL ANALYSIS*, chap. 1 (available on D2L);

3. September 6: ***What Makes Courts Different?*** To read: Lon Fuller, *The Forms and Limits of Adjudication*, HARVARD LAW REVIEW 92: 353-409 (1978)
4. September 7: ***Other Theories***. To read: Elizabeth F. Cohen, THE POLITICAL VALUE OF TIME: CITIZENSHIP, DURATION AND DEMOCRATIC JUSTICE, chap. 5 (available on D2L); Kathryn Hendley, *Legal Dualism as a Framework for Analyzing the Role of Law under Authoritarianism*, ANNUAL REVIEW OF LAW AND SOCIAL SCIENCE 18: 211-226 (2022).
5. September 8: **Module Essay for Module 1 due.**
Module 2: Legislative Rules and Politics
6. September 13: **The Blame Game in Legislatures**. To read: Reynolds, *Exceptions*, chaps. 2 and 3; Ittai Simon Bar-Tov, *Lawmakers as Lawbreakers*, WILLIAM & MARY LAW REVIEW 52: 805-72 (2010).
7. September 14: ***Rules in Policymaking (I)*** To read: Reynolds, *Exceptions*, chaps. 4 and 5
8. September 20: ***Rules in Policymaking (II)***. To read: Michael Doran, *The Closed Rule*, EMORY LAW JOURNAL 59: 1363-1454 (2010).
9. September 22: **Module Essay for Module 2 due.**
Module 3: Bureaucracy and Law
10. September 21: ***Executive-Legislative Relations***. To read: Reynolds, *Exceptions*, chap. 6; Jasmine Farrier, *Judicial Restraint and the New War Powers*, PRESIDENTIAL STUDIES QUARTERLY 46: 387-410 (2016); Michael Doran, *Legislative Organization and Administrative Redundancy*, BOSTON UNIVERSITY LAW REVIEW 91: 1815-72 (2011).
11. September 27: ***Bureaucratic Policymaking***. To read: Marc Allen Eisner, Jeff Worsham, and Evan J. Ringquist, CONTEMPORARY REGULATORY POLICY (2D ED.) chaps. 1-2 (available on D2L)
12. September 28: ***Case Study: FOIA***. To read: Baron, *Presidential Privilege*, entire (skim chapters 2-6); Gbemende Johnson, *Adjudicating Executive Privilege: Federal administrative agencies and deliberative process privilege claims in US district courts*, LAW & SOCIETY REVIEW 53: 823-50 (2019).
13. September 29: **Module Essay for Module 3 due.**
Module 4: State Politics and Law
14. October 4: ***State Bureaucratic Politics***. To read: Paul Teske, REGULATION IN THE STATES, chaps. 1, 9, and 15 (available on D2L).
15. October 5: ***State Legal Politics*** To read: Jonathan Marshfield, *America's Other Separation of Powers Tradition*, DUKE LAW JOURNAL (forthcoming) (available on D2L); Laura Langer, JUDICIAL REVIEW IN STATE SUPREME COURTS, chaps. 3 and 5 (available on D2L).
16. October 11: ***Case Study: Abortion***. To read: Wilson, *The New States*, entire; Michael Smith, *Idaho's Law of Constitutional Interpretation: Lessons from Planned Parenthood Great Northwest v. Smith*, IDAHO LAW REVIEW (forthcoming) (available on D2L).
17. October 13: **Module Essay for Module 4 due.**

Remaining modules are offered in alphabetical order; no inferences should be drawn from the order as to any opinions I may have about which modules you should choose.

Module 5: Judicial Decision-Making

Readings:

- Melinda Gann Hall and Paul Brace, *State Supreme Courts and Their Environments: Avenues to General Theories of Judicial Choice* (available on D2L).
- Herbert M Kritzer, *Polarized Justice? Changing Patterns of Decision-Making in the Federal Courts*, KANSAS JOURNAL OF LAW & POLICY 28: 309-394 (2019);
- Laura Langer, JUDICIAL REVIEW IN STATE SUPREME COURTS, chap. 2 (available on D2L);

- Forrest Maltzman, James F. Spriggs II, and Paul Wahlbeck, *Strategy and Judicial Choice: New Institutional Approaches to Supreme Court Decision-Making* (available on D2L);
- Charles L. Sheldon, *The Incidence and Structure of Dissensus on a State Supreme Court* (available on D2L);

Module 6: Judicial Selection Systems

Readings:

- Christine C. Bird and Zachary McGee, *Looking Forward: Interest Group Legal Strategy and Federalist Society Affiliation in the United States Circuit Courts of Appeals*, *POLITY* 55: 389-399 (2023);
- Adam Bonica and Maya Sen, *THE JUDICIAL TUG OF WAR* chaps. 4-6 (available on D2L);
- Herbert M. Kritzer, *Appointed or Elected: How Justice on State Supreme Courts Are Actually Selected*, *LAW & SOCIAL INQUIRY* 48: 371-406 (2023);
- Teena Wilhelm, Richard Vining, and David Hughes, *Chief Justice Selection Rules and Judicial Ideology*, *STATE POLITICS AND POLICY QUARTERLY* 1-16 <https://doi.org/10.1017/spq.2023.8>.

Module 7: Looking Beyond the United States

Readings

- Vanessa A. Boese, Amanda B. Edgell, Sebastian Hellmeier, Seraphine F. Maerz, and Steffan I. Lindberg, *How democracies prevail: democratic resilience as a two-stage process*, *DEMOCRATIZATION* 28: 885-907 (2021);
- Sivaram Cheruvu, *When Does the European Commission Pursue Noncompliance?* *EUROPEAN UNION POLITICS* 23: 375-397 (2022).
- Rachel A. Cichowski, *THE EUROPEAN COURT AND CIVIL SOCIETY*, chaps 2 and one of chaps. 3 or 4 (available on D2L);
- Jessica Fortin, *Is There a Necessary Condition for Democracy? The Role of State Capacity in Postcommunist Countries*, *COMPARATIVE POLITICAL STUDIES* 45: 903-30 (2012);
- Alisha C. Holland, *Forbearance*, *AMERICAN POLITICAL SCIENCE REVIEW* 110: 232-246 (2016);
- Gbemende Johnson, *Degrees of separation: judicial-executive relations in the US and Latin America*, in *RESEARCH HANDBOOK ON LAW AND COURTS* (eds. Susan Sterrett and Lee Demetrius Walker) (2019);

Module 8: Political Culture and Constitutional Understandings

Readings

- George Thomas, *THE (UN)WRITTEN CONSTITUTION*, chap. 5 (available on D2L);
- Carol Anderson, *THE SECOND: RACE AND GUNS IN A FATALY UNEQUAL AMERICA*, chap. 4 (available on D2L);
- Sanford Levinson, *OUR UNDEMOCRATIC CONSTITUTION: WHERE THE CONSTITUTION GOES WRONG (AND HOW WE THE PEOPLE CAN CORRECT IT)*, chaps. 6-7 (available on D2L);

- William D. Blake, Joseph Francis Cozza, David A. Armstrong II, and Amanda Friesen, *Social Capital, Institutional Rules, and Constitutional Amendment Rates*, AMERICAN POLITICAL SCIENCE REVIEW 1-9. doi:10.1017/S0003055423000606;
- James R. Zink and Christopher T. Dawes, *The Dead Hand of the Past? Toward an Understanding of ‘Constitutional Veneration,’* POLITICAL BEHAVIOR 38: 535-560 (2016);
- Leonore Carpenter and Ellie Margolis, *One Sequin at a Time: Lessons on State Constitutions and Incremental Change from the Campaign for Marriage Equality*, NEW YORK UNIVERSITY ANNUAL SURVEY OF AMERICAN LAW 75: 255 (2020).

Module 9: The Politics of the Legal Profession

Readings:

- John Bliss, *From Idealists to Hired Guns? An Empirical Analysis of “Public Interest Drift” in Law School*, UNIVERSITY OF CALIFORNIA – DAVIS LAW REVIEW 51: 1973-2032 (2018).
- Adam Bonica and Maya Sen, *THE JUDICIAL TUG OF WAR* chaps. 2-3 (available on D2L);
- Tinsley Griffin-Hill, *The States of Refugees: The Legal Controversy Surrounding Resettlement and Domestic Litigation, and the Role of the Attorney as the Conscience of a Democracy*, JOURNAL OF THE LEGAL PROFESSION 43: 101-114 (2018).
- R. Garrett Rice, *Can a Christian Be a Corporate Lawyer? Tracing Corporate Law’s Religious Roots and Identifying How We Can Integrate Our Faith and Work*, JOURNAL OF THE LEGAL PROFESSION 43: 143-186 (2019).
- Eliot Tracz, *Lies, Liars, and Lawyers as Legislators: An Argument Towards Holding Attorneys Accountable for Violating the Model Rule of Professional Conduct 8.4(c) whilst Acting in a Legislative Role*, SOUTHERN ILLINOIS UNIVERSITY LAW JOURNAL 42: 451-475 (2018).

Module 10: Race, Law, and Politics

Readings:

- Julie Novkov, *RACIAL UNION: LAW, INTIMACY, AND THE WHITE STATE IN ALABAMA 1865-1954*, chaps. 5-6 (available on D2L);
- Taneisha N. Means, *Her Honor: Black Women Judges’ Experiences with Disrespect and Recusal Requests in the American Judiciary*, JOURNAL OF WOMEN, POLITICS, AND POLICY 42: 310-327 (2022);
- Allison P. Harris, *Can Racial Diversity among Judges Affect Sentencing Outcomes?*, AMERICAN POLITICAL SCIENCE REVIEW 1-16, doi:10.1017/S0003055423000552;

Module 11: Social Movements, Labor, and Law

Readings:

- Dina Bishara, *CONTESTING AUTHORITARIANISM: LABOR CHALLENGES TO THE STATE IN EGYPT*, introduction, chaps. 3-4 (available on D2L);
- Scott L. Cummings, *AN EQUAL PLACE: LAWYERS IN THE STRUGGLE FOR LOS ANGELES*, chap. 3 (available on D2L);
- Brandon Magner, *Whither the Wagner Act: On the Waning View of Labor Law and Leviathan*, EMPLOYEE RIGHTS AND EMPLOYMENT POLICY JOURNAL (forthcoming) (available on D2L);

- Hsu Yumin Wang, *Appeasing Workers without Great Loss: Autocracy and Progressive Labor Legislation*, COMPARATIVE POLITICS 1-17, [doi: 10.5129/001041523X16869185707673](https://doi.org/10.5129/001041523X16869185707673).

UNIVERSITY ADDITIONS – COURSE SYLLABUS

Mission of the University: Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Reaffirmed - Washburn University Board of Regents, December 7, 2018*

Inclusivity Statement: Washburn is committed to cultivating an inclusive learning, living, and working community, facilitating the success of all people, and supporting all individuals. An inclusive community values diversity in culture, socio-economic status, race, ethnicity, nationality, place of origin, language, ability, gender identity, gender expression, sexual orientation, religious and non-religious identity, political and social ideology, family background, veteran status, and age, as well as the intersections of these identities. The University strives to provide opportunities for its members to reflect upon their own perspectives while examining the perspectives of others, resulting in a culture of empathy and respect for all. *Washburn University General Faculty, 2018*

If you find there is a barrier to your inclusion in a course, you are encouraged to discuss with your instructor. For additional information and support, consult the list of campus offices and resources available at <https://www.washburn.edu/diversity/index.html>. If you would like to report a concern related to diversity and inclusion (anonymously or otherwise) you may do so at <https://www.washburn.edu/statements-disclosures/campus-climate.html>.

Definition of a Credit Hour: For every credit hour awarded for a university course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.

Notice of Non-Discrimination/Safe Educational Environment: The University prohibits discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status. The following person has been designated to handle inquiries regarding the non-discrimination policies: Shelby Grau, Director of Administration and Compliance, accommodations@washburnlaw.edu

Harassment & Discrimination: The University is required by federal laws to address complaints of discrimination and harassment. Faculty are considered responsible employees and as responsible employees, are required to report an incident of discrimination or sexual harassment (e.g., hostile environment, sexual assault, domestic violence, dating violence, stalking) to the Director of Administration and Compliance, Shelby Grau. A faculty member is only required to report the name of the complainant but may report more information at his/her/their discretion. A class assignment **WILL NOT trigger** an investigation or a report to Director Grau. Students and employees may file complaints with the Title IX Designated Official (Director Grau), via accommodations@washburnlaw.edu or with Washburn University Police at (785) 670-1153. For supportive measures to be provided, whether or not a formal complaint is filed, the Title IX Designated Official (Shelby Grau) must be notified (accommodations@washburnlaw.edu).

Confidential Resources: On campus: University Counseling Services offers free, confidential counseling to students on any topic, including experiences with sexual assault or relationship violence: <https://www.washburn.edu/student-life/services/counseling/index.html> Student Health Services offers confidential urgent care: <https://www.washburn.edu/student-life/services/health-services/index.html>.

University Diversity and Inclusion – Student Accommodations, Military Education Benefit Certifications, LGBTQIAPP+ Resources, Multicultural and Non-Traditional Student Resources: Diversity and Inclusion staff

Revised 08/23/2023

assist students by arranging academic and physical accommodations for students with disabilities. Students with disabilities must register with the office each semester and provide appropriate documentation to be eligible for accommodations. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, and audio textbooks. Requests for accommodations should be submitted at least two months before the start of the semester in which accommodations are needed. Students may also make a request as soon as they become aware of the need for accommodations. The Diversity and Inclusion Office also helps Military-Connected students, including spouses and dependents, in applying for VA educational assistance programs and submitting enrollment certifications for VA education benefits. The office provides detailed information on the Montgomery GI Bill, Post-9/11 GI Bill, and other military educational assistance programs in place at Washburn. Morgan Hall Room 105, (785) 670-1629, <https://www.washburn.edu/diversity/multicultural/index.html>.

Academic/Student Conduct Policies: All students are expected to conduct themselves appropriately and ethically in their academic work and as members of the Washburn community. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult <https://www.washburn.edu/copyright>. For a complete copy of the Academic Impropriety Policy, go on-line to: <https://www.washburn.edu/academic-impropriety>. For a complete copy of the Student Conduct Code, go on-line to: https://www.washburn.edu/student-life/services/files/Student_Conduct_Code.pdf.

Concealed Carry Policy: Washburn University has regulations and procedures in place to address concealed carry of weapons on campus. Those regulations and procedures can be located at <https://www.washburn.edu/concealedcarry>.

Withdrawal Policy: During fall and spring semesters, students may go online and withdraw from full semester, individual courses through the second week of class with no recorded grade. From the third through the deadline date for withdrawals, a 'W' is recorded for any dropped course. After the deadline date for withdrawals, there are NO withdrawals, and a grade will be assigned for the course. These deadlines will be different for full-term, short-term, out-of-sequence, and summer courses. To view the deadline dates for your courses, visit the "Last Day deadline for courses" web page at: <https://www3-prod.washburn.edu/self-service/coursedates.php>. Depending on the timing of the request to withdraw from a course, students may be eligible for a full or partial refund. Information regarding tuition refunds is available at <https://www.washburn.edu/student-life/business-office/tuition-refunds.html>. Depending on the timing of the request to withdraw from a course, students may be responsible for repaying all or a portion of their financial aid.

Students who do not attend their courses and fail to officially withdraw themselves will receive a grade of 'F' and may also be required to repay all or a portion of their financial aid based on their non-attendance. For further information, contact the Financial Aid Office at (785) 670-1151 or e-mail financialaid@washburn.edu.

Procedure for Complete Withdrawal from the University (all courses for a given term): Students may withdraw from all semester courses on the Web until the last day to withdraw. The date of withdrawal is determined by the day the student withdraws themselves from courses or the date the request to withdraw is communicated to the Student One Stop. The responsibility for completing the withdrawal process rests with the student. Failure to officially withdraw results in the recording of 'F' grades at the end of the semester/term, and in being responsible for all assessed charges. Specific deadlines for all courses, including out-of-sequence courses, can be found on MyWashburn by selecting the Student Academics Tab and then selecting "Last Day deadline for courses" under the Additional Registration Information section (<https://www3-prod.washburn.edu/self-service/coursedates.php>). If you are unable to withdraw from all your semester courses through MyWashburn, contact the Student One Stop at either sos@washburn.edu or (785) 670-2162. Financial Aid recipients who completely withdraw from the University may be responsible for immediate repayment of funds (<https://www.washburn.edu/admissions/paying-for-college/financial-aid/policies.html>). Eligibility for future financial aid may also be impacted. Contact Financial Aid at (785)-670-1151 or e-mail financialaid@washburn.edu with questions.

Attendance/Administrative Withdrawal: Students are expected to regularly attend all classes in which they enroll. Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question. The inclusion of this information in the course syllabus is considered due notice.

Official E-Mail Address: Your Washburn University e-mail address will be the official address used by the University to

relay important messages regarding academic and financial information and the University will consider this your official notification for important information. It is used for notification to complete some course evaluation surveys and may also

be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices you can set a forwarding address in the Outlook Web App by following the steps found at: <https://www.washburn.edu/its/software-training/files/ForwardEmailOutlookWeb.pdf>. It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

Navigate: Students should download the Navigate mobile app to assist with navigating their pathway to graduation. Navigate is a communication, academic and career planning tool that is used at Washburn University to help students graduate on-time. <https://www.washburn.edu/navigate>.

Intellectual Property and Privacy: In any learning format (in-classroom, remote, or online), lectures and other materials created by instructors remain their intellectual property and must not be shared, copied, or disseminated without the author's written permission. Any recordings of lectures or classroom experiences are to be used solely for the information or experience provided and are not to be shared, copied, or disseminated without the written permission of everyone shown or heard in the recording. For questions and help with Intellectual Property and Copyright, please see: <https://libguides.washburn.edu/copyright>.

Student Behavior in the Classroom: Students are reminded that refusing to follow the directives of class instructors as they relate to supporting a safe and disruption-free learning environment is a violation of the Student Conduct Code: https://www.washburn.edu/student-life/services/files/Student_Conduct_Code.pdf.

Computer/technology distribution: Students without the computer or internet equipment necessary to be successful in their courses should contact mabeetechnology@washburn.edu or (785) 670-1550 to arrange for a loan of appropriate equipment.

D2L: All course syllabi, any materials faculty wish to distribute, and any significant course-related announcements will be posted to D2L. Students unfamiliar with D2L can contact online-ed-support@washburn.edu or find other resources here: <https://washburn.edu/its/online-education/index.html>.

On-Campus Resources:

- **Center for Student Success: Mabee Library, Room 201,** (785) 670-1942, <https://www.washburn.edu/success>
- **Mabee Library:** (785) 670-2485, <https://www.washburn.edu/mabee>
- **Tutoring Services:** (785) 670-1227, <https://www.washburn.edu/tutoring>
- **Student Health Services: Morgan Hall Room 140,** (785) 670-1470, email: studenthealth@washburn.edu, website: <https://www.washburn.edu/health>
- **Counseling Services: Kuehne Hall, Room 200,** (785) 670-3100, email: counseling@washburn.edu website: <https://www.washburn.edu/counseling>
- **Student Life Office: Morgan Hall Room 240,** (785) 670-2100, email: studentlife@washburn.edu website: <https://www.washburn.edu/studentlife>
- **Student One Stop (S.O.S.): Morgan Hall Welcome Center,** (785) 670-2162, email: sos@washburn.edu website: <https://www.washburn.edu/sos>
- **University Diversity and Inclusion - Disability Accommodations, Military Education Benefits, LGBTQQIAPP+ Resources, Multicultural Programs: Morgan Hall Room 105,** (785) 670-1629, email: diversity.inclusion@washburn.edu website: <https://www.washburn.edu/diversity>
- **Military Student Success Center: Mabee Library, Room 206A,** (785) 670-1983, <https://www.washburn.edu/student-life/military/military-student-success-center.html>.
- **Student Success Week (Week before Finals):**
<https://washburn.edu/faculty-staff/faculty-resources/faculty-handbook/faculty-handbook-section-6.html>

Policies Related to COVID-19

Mode of instruction: For in-classroom courses, the mode of instruction may change to remote or online during the semester, depending on the level of safety of meeting in person. The University will be guided by the Shawnee County

Health Department recommendations regarding the safety of meeting in person. The University and/or instructor will determine the mode of instruction, and the student is responsible for monitoring their Washburn email communication regarding such changes.

Face masks: Face masks (masks or cloth face coverings) are optional on campus and in classrooms. University regulations regarding face masks can be located here: <https://www.washburn.edu/student-life/health-safety/index.html>. Washburn University will be guided by Centers for Disease Control and Shawnee County Health Department recommendations, and the University will ultimately determine mask policy on campus. Students are responsible for monitoring their Washburn email communication regarding such changes to policy.

Attendance: While class attendance is important, students must not attend class in person if they have tested positive for COVID-19, if they have been exposed to someone positive for COVID-19, or if they have symptom(s) associated with COVID-19. Students are responsible for staying in contact with their instructors regarding attendance, assignments, and requirements for the course.

Illness and medical clearance for return to class: Students should inform Student Health at (785) 670-1470, studenthealth@washburn.edu, if they experience symptoms of COVID-19, if they have tested positive for COVID-19, or if they have been exposed to COVID-19. Student Health will instruct the student regarding testing and medical care and will provide a medical clearance for return to class when appropriate.