

Michigan State University
CRJ 908: *The Cross-Boundary Social Science of Trust in the*
Institutional Context
Fall 2019



Location: Baker Hall, Room 555

Class Day/Time: Tuesday, 3-5:50pm

Instructor: Joe Hamm

Office Hours: by appointment

Contact Information:

E-mail: jhamm@msu.edu (please include the course number [CRJ-908] in the subject line)

Office: 518 Baker Hall

Content Overview:

Trust is a modern buzzword. From Ferguson to Ebola to water shortages and beyond, trust is thought to play a critical role in addressing many of the major problems in today's world. Students in this course will be exposed to trust and related constructs like confidence, procedural justice, and salient values similarity in a variety of institutional contexts. The overarching questions of this seminar are two:

- 1. What is trust, really?**
- 2. Are there, or should there be, important differences in the understanding and/or measurement of trust and its related constructs across contexts?**

Additionally, because of their direct relevance to the course materials, students in this course will gain a strong working knowledge of critical social science issues in theoretical development, measurement, and statistics and experience in academic grant writing.

Reading Materials:

Readings for this course will come from original research articles and other documents, all of which will be available online. There is no textbook for this course.

Assignments:

Discussion Questions. You will be responsible for emailing me four discussion questions about the assigned articles on the Friday before the course meeting (11:59pm). The questions should have some nexus with the overarching questions of the course above but should reflect your individual engagement with the readings (what is interesting/perplexing/curious to *you*?). This responsibility is worth 10pts of your class grade.

Mock Grant Proposal: The term paper for this course will be a mock grant proposal to NSF’s Law and Social Sciences program (if LSS is a poor fit for your research, please discuss this with me). The proposal will require you to design a project that advances the social science of trust within your context of interest (policing, natural resources, community health, etc.). Proposals will be graded using NSF’s focal criteria of intellectual merits (which refers to the proposal’s theoretical contribution) and broader impacts (which refers to the proposal’s potential to result in practical advances). To assist you in successfully completing this responsibility, Week 2 will be a crash course in grant writing. You will also be required to turn in a one pager which should include an overview of the project, an explanation of the intellectual merit and broader impacts, and the proposed activities (due by the start of class, Week 4) and I will completely review one draft (at whatever stage of development you chose) if given to me before the start of class, Week 10. This responsibility is worth 60pts of your class grade.

Course Module: You will be responsible for preparing a course module during the course. By this point, you should be familiar with the trust literature applied to your area of interest. For this assignment, you will need to select two important publications that will help your classmates understand the literature in the area. You will be responsible for a brief, informal presentation at the beginning of class that will briefly outline your research proposal. We will then discuss your chosen articles as a class and, at the end of class we will workshop your research proposal as a group. This responsibility is worth 20pts of your class grade.

Participation: This is a seminar class so you will be expected to come to class prepared (meaning you will have to read for this class). This responsibility is worth 10pts of your class grade.

Assignment		Value	Points
<i>Discussion Questions</i>		trying = 10; phoning it in = 0	10
<i>Proposal</i>	One Pager	trying = 10; phoning it in = 0	10
	Final	% * .5	50
<i>Course Module</i>		trying = 20; phoning it in = 0	20
<i>Participation</i>	Attendance	there (or excused) and	10
	Preparation	prepared = 10	
Total Possible Points			100

Grading Scale: **4** = 100 - 95pts; **3.5** = 94.99 - 90pts; **3** = 89.99 - 85pts; **2.5** = 84.99 - 80pts; **2** = 79.99 - 75pts; **1.5** = 74.99 - 70pts; **1** = 69.99 - 65pts; **0** = less than 65pts

Housekeeping:

I have long been of the opinion that seminars like this have the potential to be the most beneficial experiences in graduate school as long as the students and teacher fulfill their responsibilities to each other. I promise you a considered and deliberate guided tour through the research relevant to the social science of trust. From you I ask your genuine engagement. I do not have a classroom technology policy regarding cellphones or laptops nor a formal policy on missed class meetings (though I do not expect students to miss more than one class meeting without a REALLY good reason and then, I am far more understanding when I am contacted about the absence in advance). I do have somewhat set policies on late assignments, academic integrity, and students who need special accommodations as set by the university (see below). In the past, this “leniency” has been met with honest engagement from students and I look forward to the same in this class. If more formal policies are needed, I will make sure the entire class is aware of them.

Late Assignments: Technically, late assignments are missed assignments which merit a zero. In this class, the only assignments you will need to turn in are the weekly discussion questions, the one pager for the grant proposal, and the proposal itself (the proposal draft is optional but recommended). For the discussion questions, your timely submission is critical for me to have time to integrate the questions and prepare for class. For the one pager and the final proposal, your timely submission is important for me to be able to manage my time and keep the amount of time everyone has to work on this fair. Because of this, expect me to be pretty stringent on deadlines, especially if you don’t talk to me about difficulties ahead of time.

Academic Integrity: Article 2.3.3 of the Academic Freedom Report states "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." See: <http://www.msu.edu/unit/ombud/honestylinks.html> for further clarification. Violations of academic integrity will not be tolerated and will be reported to university officials for proper action. Any student engaging in any form of academic dishonesty in this class will receive a failing grade for the entire course. While not an exhaustive list, the following behaviors constitute academic dishonesty: cheating on exams; plagiarism; fabricating or falsification of source materials; and, having someone else complete your assignments.

Special Accommodations: MSU’s portal for formally addressing accommodations is here: <https://www.rcpd.msu.edu/services/accommodations>. If you feel that you have needs that are not addressed there, please contact me directly to discuss. I am happy to work with you, but it is your responsibility to engage me if there is an issue.

Tentative Course Schedule (*subject to change*):

Date (week)	Topic	Reading 1	Reading 2	Reading 3
9/3 (1)	Course Overview			
9/10 (2)	Crash Course in Grant Writing	LSS Solicitation	CAREER Proposal	
9/17 (3)	Nature of Trust	PytlikZillig & Kimbrough, 2016	Misztal, 2012	Mollering, 2001
9/24 (4)	Political Trust	Citrin & Stoker, 2018	Hamm et al., 2019	
10/1 (5)	Trust and Legal Authorities	Bottoms & Tankebe, 2017	Nagin & Telep, 2017	Murphy et al., 2014
10/8 (6)	Student 1			
10/15 (7)		<i>NO CLASS</i>		
10/22 (8)		<i>WORKSHOP</i>		
10/29 (9)	Student 2			
11/5 (10)	Student 3			
11/12 (11)	Student 4			
11/19 (12)	Student 5			
11/26 (13)	Student 6			
12/3 (14)	Student 7			
12/10 (15)		<i>Final papers due by 11:59pm</i>		